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Ep Journal of Training and Development

Aims and Scope

EP Journal of Training and Development is a journal in the field of Human resources. The journal covers a broad range of topics in the Human resources and Training & Development field from all relevant scientific disciplines. The journal therefore has an international reputed editorial board and also an advisory board with leading international academics in the fields of HR, Economics, marketing and business management.

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Block Level Disparity in Social Development: A Case Study of Paschim Medinipur, West Bengal, India

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ABSTRACT

A social scientist has their own perception of development processes. Economic development seems to be of little relevance in the absence of social development. Social development essentially is one of dimensions focusing on overall development. Social development has its focus on development of people in terms of their mutual relations and the institutional and structural change in the society. The two most significant parameters of measuring social development include quality of life and social justice. The quality of life in this context is measured in terms of social harmony and social cohesion and social justices that have it focus on equal right and opportunities to all segments of a society. Social development generally includes the basic social needs which are very essential to lead a healthy lifestyle within society. This paper emphasis on block level disparity of social development of Paschim Medinipur. Composite index is taken into consideration for analysis of development scenario at block level. Ranks are assigning according to composite development value. Ghatal holds the first (52.11) position where as Nayagram rank 29th in social development.

Keywords: Social development, Composite index, Quality of life, Social justice, Social harmony

1. INTRODUCTION

The social indicators play significant role in the development process of a region. The present study aimed at identifying the inter-block regional disparity and imbalances in the levels of social development in Paschim Medinipur district. In addition to the aggregate picture of regional disparity in the levels of social development, differential patterns of sectoral development in education, health and public-utility are taken into consideration to understand the spatial pattern. It further attempts to identify the contributory geographical and other important factors which in turn would account for such imbalances in spatial social pattern. Social Development Index (SDI) is important to know the aggregate picture of social development based on all the indicators already chosen for different sectors, to understand the nature and pattern of spatial inequality.

2. STUDY AREA

Paschim Medinipur located in the southern part of West Bengal, has been carved from the erstwhile Medinipur district, the then largest district of India and came into existence in the present form from the 1st January 2002. Paschim Medinipur district is the southernmost district of the Burdwan Division, is situated between 21°36' 35" and 22°57' 10" North latitudes and between 86°33' 50" and 88°12' 40"

East longitudes. Its boundary lies in Bankura and Purulia districts in the north, Mayurbhanj and Balasore districts of Odisha in the south, Hugli and Purba Medinipur districts in the east and Singbhum district of Jharkhand and part of Odisha in the west. The total geographical area of Paschim Medinipur district is 9345.00 sq. km.

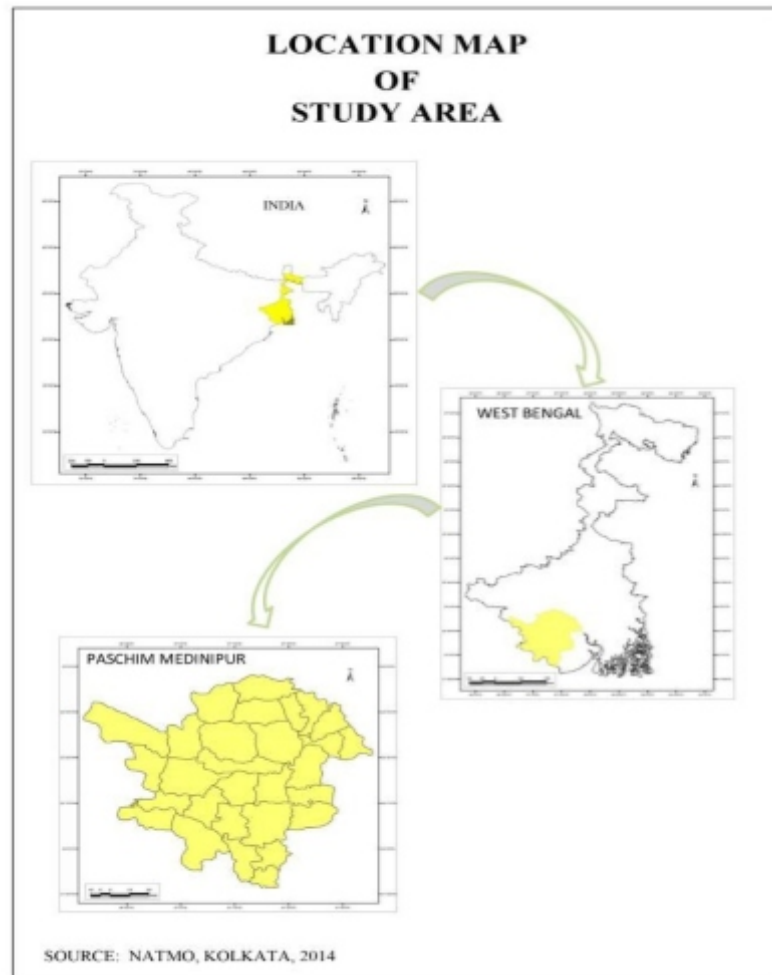


Figure No 1.1

3. OBJECTIVES

The major objectives of this study are as follows:

1. To identify the magnitude of block wise imbalances in social development in Paschim Medinipur.
2. To study the various aspect of disparity in social development.
3. To find out the root causes of this disparity and its spatial variation and pattern in this district.
4. To understand the nature and pattern of spatial inequality in terms of social development.

4. DATABASE & METHODOLOGY

The study has been entirely based on secondary data and sources are Census of India, relevant issue, 2011 and District Statistical Handbook-2011 of Paschim Medinipur. Social development Index has

been calculated from following data (i) Index of Urbanization=(urban population/ total population)x100 (ii) Index of literacy=(literate population/ total population)x100 (iii) Index of female literacy=(female literate population/ total female population)x100 (iv) Index of worker=(total worker/ total population)x100 (v) Index of school=(number of school/ total population)x100 (vi) Index of safe drinking water=(mouza having drinking water facility/ total mouza)x100 (vii) Index of electrification=(mouza having electricity facility/ total mouza)x100 (viii) Index of hospital bed=(total bed/ total population)x100. Social development index is calculated by taking simple averages of all indicators in a group of study. The equation is:

$$I_j = (\sum I_{ij} / n)$$

Where, I_j is development Index of j th unit of study, n is the no. of indicators under consideration in a particular group.

5. RESULT AND DISCUSSION

Social Development Index shows the levels of development in overall social development among twenty blocks of Paschim Medinipur. Social Development Index is highest in Medinipur and Jhargram (0.56) combinedly, followed by Jhargram (0.51) and lowest in Keshpur and Garbeta-I (0.21). All the blocks of the district may be arranged into five categories (Map No- 1.2) in descending order according to the development index.

<i>Sl no</i>	<i>Attribute</i>	<i>Index value</i>	<i>Name of the block</i>	<i>Total no of blocks</i>
1	Very highly developed	52.110000- 48.894001	Ghatal, Chandrakona -I, Medinipur	3
2	Highly developed	48.89400- 45.678001	Debra, Pingla, Dantan-II, Sabong, Daspur-I, Daspur-II, Chandrakona-II	7
3	Moderately developed	45.678000- 42.462001	Jhargram, Garbeta-I, Garbeta-III, Mohanpur, Kharagpur-I	5
4	Low developed	42.462000- 39.246001	Jamboni, Gopiballavpur-II, Salboni, Keshpur, Garbeta-II, Keshiary, Dantan-I, Narayangarh, Kharagpur-II	9
5	Very low developed	39.246001- 36.030000	Binpur-I, Binpur-II, Nayagram, Sankrail, Gopiballavpur -I	5

1. Very Highly development: This category comprises of following blocks like Ghatal, Chandrakona - I, Medinipur. These blocks have higher percentage safe drinking water, electricity facility, number of school and literacy level. Being district headquarter urbanization rate is highest in Medinipur in comparison to other blocks and act as a educational and medical hub. The sole factor of Educational development in Ghatal is Pandit Iswar Chandra Vidyasagar, a reformer icon of West Bengal, who gave emphasis on the development of education especially on female education. More than half of Schools and the University of Medinipur are named after Vidyasagar and one University of Medinipur. Ghatal shows remarkably 83.88 percentage of female literacy.

2. Highly development: Debra, Pingla, Dantan-II, Sabong, Daspur-I, Daspur-II, Chandrakona-II blocks are fall in this category. Daspur-I and Daspur-II blocks shows cent percentage electrification and safe drinking water facility along with these education levels is also very high. Other blocks of this category also show higher percentage of education and amenities attainment. But the poor performance in remaining sector is due to location of far distances from district headquarter and disproportional allocation of facilities causes lower development in comparison to the first category.

3. Moderately development: Jhargram, Garbeta-I, Garbeta-III, Mohanpur, Kharagpur-I blocks are fall in this category. These blocks are performing very well in education and medical facility. Jhargram is mainly dominated by the Scheduled Caste (SC) and Scheduled Tribe (ST) population and therefore received special privileges and Packages both from State and Central government. Having better transportation facility Kharagpur-I provides best health facilities to the people. These blocks are performed moderate to high in social development.

4. Low development: Nine blocks are come to this category. These blocks are mainly dominated by the Scheduled Caste (SC) and Scheduled Tribe (ST) population and therefore received special privileges and Packages both from State and Central government. Many of the blocks are fall under the jurisdiction of “Paschim Anchyal Unnayan Parisad”, the development authority which acts for development of blocks as well as entire western part of Paschim Medinipur districts by providing special privilege and financial assistance. In spite of assistancy attainment in education and bed in hospital is very low.

5. Very low development: Binpur-I, Binpur-II, Nayagram, Sankrail, Gopiballavpur –I blocks are belongs to this category. It is important to notice that these blocks consistently performed badly in all sectors of the social development. Unplanned allocation of facility in accordance with the size of population of settlement attributed to low level of development. Besides, due to political biasness the transfer of government funds and proper execution regarding local problems, people demands as well as requirements for development are not being made at grass root level in western part of the district which is consequently lagged behind. In sharp contrast to the low level of literacy and weakness in the planning process in past has led to the growth of a large scale backward region.

Spatial distributions of the blocks are mainly concentrated within Silai basin and which are situated in north eastern and central part of the district. Physical conditions of these blocks are also responsible for the higher level development plain Physiography with nutrient enriched alluvial mineral deposits, good quality and productive soil and favorable climate allow luxurious growth of agriculture, sustain the

economic base of the rural people. Along with agricultural development, public utility and transport system of the blocks are also developed. Medium category blocks have been lie in three pockets viz northern, eastern and southern part of the district and the regions are physiographically plain land having fertile soil and favourable climatic condition which allow higher population concentration and endowed with higher agricultural development. Poor economic performance of backward blocks may be traced to their poor performance in the development of social infrastructure. Low developed blocks of western part of the district with rugged topography, infertile soil with dense forest coverage and high concentration of SC and ST population.

Table Number 1.1

Name of the blocks	Index of Urbanization	Index of Literacy	Index of Female Literacy	Index of Worker	Index of School	Index of Safe drinking Water	Index of Electrified Mouza	Index of hospital bed	Social Development Index	Social Development Index	Rank
Jhargram	26.62	68.18	61.73	43.24	0.59	81.13	73.12	0.17	44.35	Moderate	12
Binpur -I	0	54.35	52.48	40.09	0.51	77.22	73.14	0.04	37.23	Very Low	27
Binpur -II	3.48	62.17	53.11	47.89	0.81	85.74	58.1	0.05	38.92	Very Low	25
Jamboni	0	63.91	55.36	45.2	0.49	84.02	71.53	0.03	40.07	Low	24
Nayagram	0	55.82	46.74	49.26	0.83	95.83	39.73	0.04	36.03	Very Low	29
Sankrail	0	65.01	58.13	45.4	0.79	85.71	46.77	0.04	37.73	Very Low	26
Gopiballavpur-I	0	57.5	48.56	43.4	0.75	99.54	43.88	0.05	36.71	Very Low	28
Gopiballavpur-II	0	63.34	55.13	42.41	0.73	91.15	71.26	0.05	40.51	Low	23
Salboni	0	65.72	58.5	45.64	0.58	77.46	86.55	0.04	41.81	Low	18
Keshpur	0	67.57	60.86	38.65	0.47	88.96	76.72	0.02	41.66	Low	20
Garbeta-I	4.5	63.33	57.36	39.21	0.52	83.02	100	0.04	43.5	Moderate	14
Garbeta-II	0	67.13	59.72	46.08	0.75	82.34	72.08	0.03	41.02	Low	22
Garbeta-III	12.22	64.23	58.25	42.83	0.51	83.62	95.83	0.22	44.71	Moderate	13
Medinipur	46.89	70.36	65.15	38.53	0.4	83.39	100	0.32	50.63	Very High	2
Debra	4.78	72.97	66.84	45.7	0.59	99.16	98.91	0.08	48.63	High	5
Pingla	0	73.83	67.67	50.97	0.48	96.15	99.42	0.03	48.57	High	6
Keshiary	0	68.04	61.21	45.07	0.6	91.36	72.36	0.04	42.34	Low	17
Dantan-I	3.59	64.85	57.19	36.9	0.59	97.49	73.18	0.02	41.73	Low	19
Dantan-II	0	72.99	66.73	36.07	0.46	92.97	99.14	0.03	46.05	High	10
Narayangarh	2.98	69.19	62.36	44.73	0.69	91.09	68.35	0.05	42.43	Low	16
Mohanpur	0	71.41	64.7	34.25	0.56	100	89.11	0.04	45.01	Moderate	11
Sabong	0	76.66	70.74	59.22	0.51	96.98	85.78	0.03	48.74	High	4
Kharagpur-I	24.23	72.69	67.14	35.76	0.3	85.87	55.31	0.21	42.69	Moderate	15
Kharagpur-II	0	66.73	59.63	43.38	0.53	98.02	63.89	0.04	41.53	Low	21
Chandrakona-I	20.93	71.04	67.71	38.96	0.51	97.73	98.43	0.04	49.42	Very High	3
Chandrakona-II	16.09	68.56	62.93	38.05	0.49	93.13	99.18	0.06	47.31	High	9
Ghatal	23.3	70.31	83.88	38.68	0.58	100	100	0.12	52.11	Very High	1
Daspur-I	0	74.61	68.25	41.12	0.43	100	100	0.28	48.09	High	8
Daspur-II	0	76.46	70.99	38.64	0.46	100	100	0.04	48.32	High	7

Source: Computed by authors, 2015

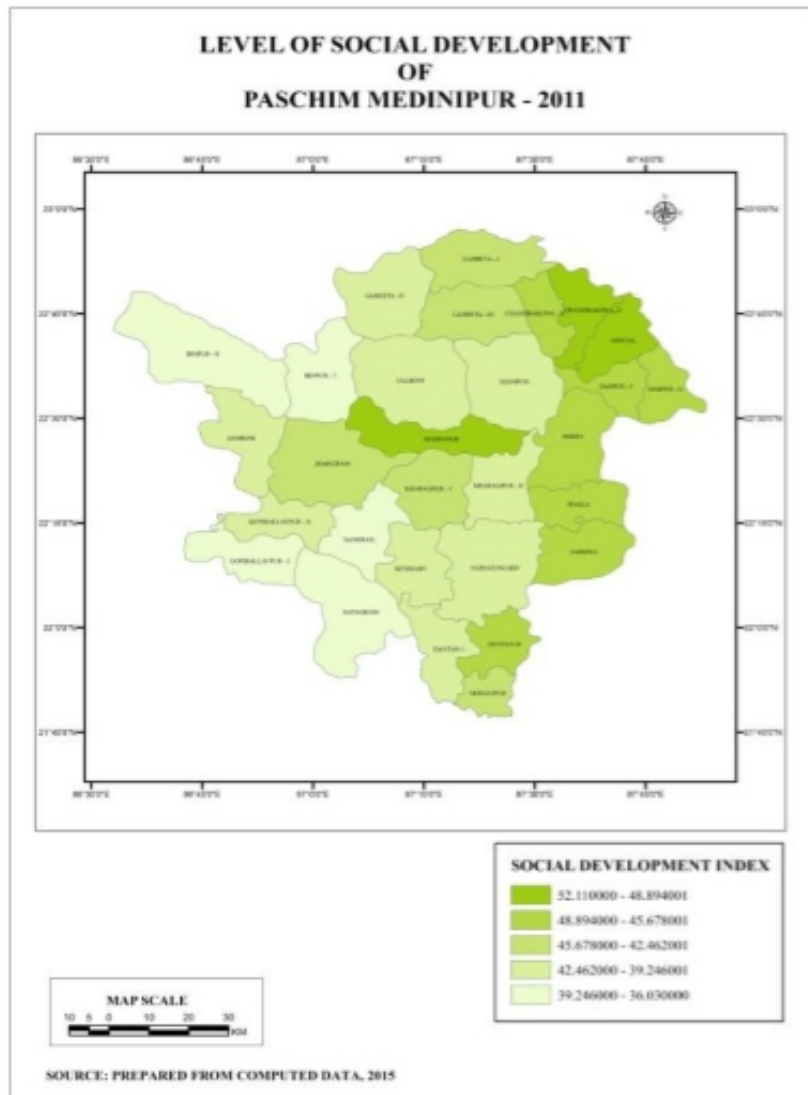


Figure 1.2

Any sorts of development requires some facilities like proper literacy system, availability of safe drinking water, proper electrification, availability of proper medical care facilities which ultimately influence the nature of urbanization. Paschim Medinipur district with its great areal expanse, coped with different physical and social character. It can be noted down that lack of well transportation network and job opportunity, some blocks are in vulnerable condition. It can also noted down that lack of proper initiatives, improper coordination between different authorities the planning and proposals are not properly implemented. So as a result some mouzas are really in miserable condition. A strong initiative from local to higher authorities with a positive approach can minimize this inter block disparity as well as develop the district in long run. The east west divide Paschim Medinipur is the main backdrops of social development.

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An Analysis of Continuance Commitment Amongst Public and Private Sector Banks in Punjab

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Commitment is an important strategic aspect for the organizations. Organizations are successful because they realize that the retention of employee with higher organizational commitment is a source of competitive advantage in sustaining the growth and leadership in market place (Penrose, 1959). Organizational Commitment is the potency of the sense of accountability that an employee has towards the assignment of the organization. Commitment is a psychological bonding between the organization and the employees working in it (Mc Donald and Makin, 2000). Individuals who have strong faith in the organizational aims and objectives, work hard for the well-being of the organization and are more willing to be the member and the part of the organization are said to be highly committed employees (Mathews and Shepherd 2002).

Over the years significant changes have been witnessed in the understanding of the concept of organizational commitment.

According to Katz (1964), focused on employees performance that is indispensable for organizational efficiency and effectiveness include employees:- Inward bound and lasting with the employing organization, carrying out specific role requirements, and engaging in innovative and spontaneous activity that goes beyond role prescription.

Hall, Schneider and Nygren (1970) focused on the power of sharing values defines commitment as “the process by which the goals of the individuals and the organization becomes more integrated”. Herbiniak and alutto (1972) have taken commitment as a form of exchange, in other words it is a “result of individual organizational transactions and alterations are side bets or investment over time”. Employees are committed to the organization because of some side-bet or we can say that an investment accrued over a period of time and it would be lost if a person leaves a job.

The broader accepted and in used definition of employees organizational commitment in current researches is that of Porter, Steers, Mowday and Boulian (1974), they stated that commitment is the relative strength of an individual’s identification and involvement in the concerned organization Buchanan (1974) is of the viewpoint that the concept of employees organizational commitment consist of identifying and adopting the goals and the values of the organization as its own;

Psychological absorption by the employees in their work roles last but not the least the resulting loyalty of an employee towards an organization.

Winer (1982) defines Organizational Commitment as “the aggregate of the internalized normative demands of an employee to execute in a manner which fulfils the interest and objectives of the organization.

Reichers (1985) is of the viewpoint that, “Organizational Commitment is a behaviour which is visible when the employees of an organization goes an extra mile for the betterment of the organization and are bound by their actions and their involvement in the organization”.

O’Reilly and Chatman (1986) defines, “ Organizational Commitment is the psychological bond of an individual towards the goals and values of an organization also including the sense of loyalty and more and more involvement in the day to day working of an organization for the betterment of the organization.

Chow (1994) defined organizational commitment as the level to which employees identify with the goals of the organization and show more motivation to empower more and to put in more effort to participate in the decision making process in day to day working life and to internalize the values of the organization. Northcraft and Neale (1996) have described that commitment is the ongoing process which reveals the employees loyalty towards their job and their organization.

Allen and Meyer (2000) described Organizational Commitment as “a psychological status which defines the relationship between an employee and the organization and decrease the probability of leaving the organization by them”. (Rego et al., 2008.p.59).

According to Balay (2000) describe commitment is the sense of attachment and belongingness that one feels for their organization. This feeling connects the employees and the organization in such a manner that they are around common values and goals. The sense of commitment that one has can belong to a organization, to a specific job, towards certain departments or to the working groups. Commitment in the workforce is created only when a sense of belongingness is created in their minds.

Marthis and Jackson (2000) defined employee organizational commitment as the degree of employees’ connectivity with the organization and showed serious faith in the goals of the organization. It’s all about how you feel about your organizations and the goals of the organization. In

other simple words it is the close connectivity that one feels with the organizational goals and once you are connected you are committed.

Hacket et.al (2001) viewed organizational commitment as a faith of an employee in the goals, value, vision and mission of the organization, desire of an employee to continue as a part of the organization. In other words it is the extent of employee's attachment and trustworthiness towards the existing organization.

According to Meyer and Herscovitch (2001) Organizational commitment can be visualized as a binding force that is experienced as a mind-set or as a psychological state that direct an individual towards a particular course of action.

Zangaro (2001) is of the viewpoint that employees are considered to be committed towards an organization if the employees freely carry on their alliance with the organization and devote substantial efforts in achieving organizational goals.

Meyer & Becker (2004) define a committed employee as an individual who "stays with an organization, attends work regularly, puts in a full day and more, protects corporate assets, and believes in the organizational goals". This employee positively contributes to the organization because of its commitment towards the organization.

According to Fred Luthans (2006), "Organizational commitment is an outlook which reflects the loyalty of an employee toward the organization and is an ever-going process through which employees communicate their interest for lasting success and well-being of their organization". In the words of Singh et al. (2008) Organizational Commitment refers to the service given by an employee all over his work life in the same organization. Nazari et al. (2012) defined organizational commitment as a deep inner psychological emotion which makes employees more and more thankful to remain as an important part with the same work organization.

Meyer and Allen (1984) viewed organizational commitment as two dimensional namely

1) Affective Commitment- "Positive feeling of identification with attachment to and involvement in the work organization", and secondly

2) Continuance Commitment-“The extent to which an employee feels committed towards their organization by the virtue of the cost that they feel is associated with leaving”.

Meyer and Allen (1991) after some add-on research work supplement a third dimension namely Normative Commitment-“the employee’s feeling of obligation to remain with the organization”. Continuance Commitment can be described as a desire of a person to remain associated as a member of an organization because of a high degree of awareness of the cost associated with leaving it. Many studies related to continuance commitment have defined Continuance Commitment in numerous ways. Meyer and Allen (1991) depicted continuance commitment as a mode of psychological attachment towards an employing organization that showed employees perception of loss they would suffer if they leave their organization. Theoretically, continuance commitment is related to turnover and turnover intentions but not to organizational citizenship behavior. Threat of losing investment and perceived lack of alternatives outside the organizations make employees committed to their organizations. Employees high on the score of continuance commitment would remain connected with the organization because they need to do so.

SoonYew et al., (2008) findings suggested that both mandatory and fringe benefits were having significant and positive relationship with organizational commitment and fringe benefits having higher relationship as compared to mandatory benefits. Their finding proposed that when employees received more fringe benefits, their organizational commitment tends to be higher.

Umoh et al. (2014) in their study examined the effect of employees benefit on continuance commitment in the Nigerian manufacturing industry. The hypotheses were tested using spearman rank correlation technique and the findings revealed positive and significant relationship between employee benefits and measures of continuance commitment.

On the basis of above aspects of CC, Allen & Meyers (1991) have identified the following eight dimensions to represent Continuance Commitment.

Table 1 Dimensions of Continuance Commitment (CC)

CC1)	I am afraid of what might happen if i quit my job without having another one lined up.
CC2)	It would be very hard for me to leave my bank right now, even if I wanted to.
CC3)	My life would be disrupted if I decided I want to leave my bank now.
CC4)	It would be costly for me to leave my bank now.
CC5)	I feel that I have few options to consider leaving this bank.
CC6)	Right now, staying with my bank is a matter of necessity.
CC7)	I will stay here because of scarcity of available alternatives.
CC8)	I continue to work for this bank, as leaving would require personal sacrifice and another bank may not match the overall benefits I have here.

All these eight dimensions show the perception of an employee that it would be costly to discontinue a course of action or we can say discontinue with a job and the bank. In other words we can say that employee would decide to stay in the organization because of side –bets and lack of employment opportunities outside the organization.

OBJECTIVES

The following are two objectives of the study.

1. To study the level of CC across Public and Private sectors banks employees in the state of Punjab, India.
2. To study if there is any association between CC and major demographics of employees, namely, gender, marital status, age, income, designations, education and experience.

The above scale of CC was administered to nearly 800 bank employees. These employees were selected from eight cities of Punjab. From each city an sample of 50 each from Public and Private sector banks were collected. But it was found that only 612 respondents could provide full information and they were finally considered for study. The reliability analysis was done and was found the Cronbach’s Alpha came out to be 0.725, which was significant.

The perception of 612 bank employees pertaining to these eight dimensions has been studied in detail.

Table 2 Descriptive Statistics

Dimensions	Mean	Std. Deviation	Analysis N
CC1	2.7222	1.11145	612
CC2	2.6634	1.16738	612
CC3	2.6258	1.21725	612
CC4	2.5082	1.04165	612
CC5	2.5899	1.25742	612
CC6	2.3039	0.8634	612
CC7	2.4542	0.79041	612
CC8	2.781	1.09952	612

It is seen that all six dimensions of CC have mean greater than average value of 2.5. Two items namely CC6 and CC7 has shown lower level of CC. Two items CC1 and CC8 has shown relatively high level of CC.

Table 3 Correlation Matrix a

		CC1	CC2	CC3	CC4	CC5	CC6	CC7	CC8
Correlation	CC1	1	0.627	0.188	0.143	0.347	0.45	0.274	0.148
	CC2	0.627	1	0.334	0.235	0.386	0.305	0.171	0.111
	CC3	0.188	0.334	1	0.761	0.63	0.194	0.174	0.471
	CC4	0.143	0.235	0.761	1	0.529	0.19	0.218	0.412
	CC5	0.347	0.386	0.63	0.529	1	0.426	0.339	0.395
	CC6	0.45	0.305	0.194	0.19	0.426	1	0.474	0.244
	CC7	0.274	0.171	0.174	0.218	0.339	0.474	1	0.295
	CC8	0.148	0.111	0.471	0.412	0.395	0.244	0.295	1
Sig. (1-tailed)	CC1		0	0	0	0	0	0	0
	CC2	0		0	0	0	0	0	0.003
	CC3	0	0		0	0	0	0	0
	CC4	0	0	0		0	0	0	0
	CC5	0	0	0	0		0	0	0
	CC6	0	0	0	0	0		0	0
	CC7	0	0	0	0	0	0		0
	CC8	0	0.003	0	0	0	0	0	

a Determinant = .045

From the above table it is clearly indicated that all the eight dimensions of Continuance Commitment (CC) are highly and significantly correlated with each other. Moreover all the respondents have given their perception about continuance commitment and all its eight dimensions in a very uniform manner. This is clearly seen from the significant values of eight dimensions among themselves.

Table 4 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	0.755
Approx. Chi-Square	1877.39
Bartlett's Test of Sphericity df	28
Sig.	0

The technique of Factor analysis has been applied to understand the relative importance of eight dimensions of continuance commitment and to classify this eight dimensions into further sub group if any. This table 4 pertaining to KMO and Bartlett's test clearly shows that the technique of factor analysis have high level of goodness of fit as shown by significance level of 100 percent. Therefore further tables are being analyzed

Table 5 Communalities

	Initial	Extraction
CC1	1	0.791
CC2	1	0.819
CC3	1	0.865
CC4	1	0.774
CC5	1	0.668
CC6	1	0.704
CC7	1	0.748
CC8	1	0.562

Extraction Method: Principal Component Analysis.

The communalities table 5 clearly indicates that among all eight indicators the CC3, CC2, CC1 and CC4 have turned out to be relatively more important dimensions of Continuance Commitment.

Table 6 Total Variance Explained

Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.417	42.711	42.711	3.417	42.711	42.711	2.514	31.425	31.425
2	1.468	18.346	61.058	1.468	18.346	61.058	1.79	22.378	53.802
3	1.047	13.084	74.141	1.047	13.084	74.141	1.627	20.339	74.141
4	0.615	7.692	81.833						
5	0.513	6.416	88.249						
6	0.404	5.052	93.3						
7	0.331	4.133	97.433						
8	0.205	2.567	100						

Extraction Method: Principal Component Analysis.

From the table 6 pertaining to total variance explained, it shows that three component have been derived and they could explain 74.14 percentage of variance across eight components of continuance commitment.

Table 7 Component Matrix Factor Loadings

	Component		
	1	2	3
CC5	0.809	-0.113	-0.031
CC3	0.761	-0.488	-0.216
CC4	0.705	-0.512	-0.123
CC6	0.605	0.447	0.37
CC2	0.594	0.435	-0.526
CC8	0.59	-0.341	0.313
CC1	0.58	0.619	-0.267
CC7	0.531	0.258	0.633

Extraction Method: Principal Component Analysis.

a. 3 components extracted.

Table 8 Rotated Component Matrixa

	Component		
	1	2	3
CC3	0.911	0.188	0
CC4	0.874	0.09	0.039
CC5	0.673	0.343	0.312
CC8	0.625	-0.114	0.398
CC2	0.207	0.881	0.022
CC1	0.044	0.839	0.292
CC7	0.144	0.052	0.851
CC6	0.103	0.365	0.748

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a Rotation converged in 5 iterations

From the rotated matrix table 8 it clearly shows eight items of continuous commitment have been classified into three components .From the factor loadings of first component it is quite clear that four items namely CC3 (life will be disrupt), CC4 (costly if I leave the job), CC5(few options after leaving) and CC8(personal sacrifice which no one will be able to provide overall benefits) are most dominating and they have shown high factor loading. This can be termed high cost of leaving the present job. CC2 (Very hard to leave) and CC1 (quitting job difficult if I do not have alternative). This can be termed psychological barriers in leaving the present job and hence commitment to continues. CC7 (scarcity of jobs elsewhere) and CC8 (matter of necessity to continue) are dominated factors in third component. This means that it is compulsion to continue in present job.

An attempt has been made to study if there exist any relationship between CC and other eight demographics of employee like namely, gender, marital status, age, income, designations, education and experience.

For this cross tabulation between various demographics and CC has been made and chi-Square has been calculated.

Table 9 Crosstab Continuance Commitment relationship with Gender (Gender * CC)

		Continuance Commitment (CC)		Total
		Less than 2.5	Greater than 2.5	
Gender	Male	168	154	322
	Female	171	119	290
Total		339	273	612

Pearson Chi-Square Value 2.848 df 1 Asymp. Sig. (2-sided) .091

From this table it clearly follows that there are 322 males out of 612 i.e. 53% of the employees are male. Out of male employees 168 have shown less than 2.5 of Continuance commitment (CC) while 154 out of 322 that is 52% of male have higher CC level. On the other hand if we see females it clearly follows that 171 i.e.58.9% showed less than 2.5 of CC while 119 i.e. 41% have higher CC level.

Table 10 Crosstab Continuance Commitment relationship with Marital status (Marital status * CC)

		Continuance Commitment (CC)		Total
		Less than 2.5	Greater than 2.5	
Marital Status	Unmarried	128	102	230
	Married	211	171	382
Total		339	273	612

From the table 10, it is clearly indicated that out of 230 unmarried respondents 128 i.e. 55.6% showed less than 2.5 of Continuance Commitment whereas 211 i.e. 55.2% of married respondents shows less than 2.5 of continuance commitment.

From Chi-square test it is revealed that there doesn't exist a significant difference between continuance commitments of married as well as unmarried employees. This means there exists no difference in level of CC of the employees across married or unmarried employees. Marriage of the employees has no bearing on the level of CC level of employees.

Table 11 Crosstab Continuance Commitment relationship with Age (Age * CC)

		Continuance Commitment (CC)		Total
		Less than 2.5	Greater than 2.5	
Age	Less than 30 years	159	75	234
	30 to 50 years	128	115	243
	Above 50years	52	83	135
Total		339	273	612

Pearson Chi-Square Value 31.213 df 1 Asymp. Sig. (2-sided) .000

From the table 11 it clearly shows that 159 (67.9%) employees out of 234 are in the age category of less than 30 years have shown less than 2.5 score on CC as compared to 75(32.05) employees out of 234 in same category of less than 30 years have shown more than 2.5 on AC. In the category of 30 ears and above only 115 employees out 243 i.e. 47.3 percent have shown greater than 2.5 score on CC and in the age category of above 50 years 83 employees out of 135 i.e. 61.48 percent have shown more CC. The chi square value is 31.213 which are significant.

This analysis shows that there exists significant association between the level of CC and the age of respondents i.e. with high age the level of CC also goes up.

Table 12 Crosstab Continuance Commitment relationship with Type (Type* CC)

		Continuance Commitment (CC)		Total
		Less than 2.5	Greater than 2.5	
Type	Public	206	117	323
	Private	133	156	289
Total		339	273	612

From the table 12 it is clearly indicated that out of 339 of bank employees, who have low level of CC, 206(60.76) are from public sector banks and 133 i.e.339.23%) are from private sector banks.

his shows private sector bank employees has relatively less level of CC as compared to public sector banks. Out of total of 323 Public Sector bank employees only 117 i.e.32.22% has shown more than 2.5 of continuance commitment (CC). From private sector bank 133 employees i.e. 46.02% have shown less than 2.5 of continuance commitment (CC) and 156 employees i.e. 53.9% have shown more than 2.5 of continuance commitment. In other words it is seen that private bank employees have more Continuance commitment level as compared to public sector banks.sc. From the table 12 it is indicated that there exist a significant difference between continuance commitment of public and private sector bank employees.

Table 13 Crosstab Continuance Commitment relationship with Income (Income * CC)

		Continuance Commitment (CC)		Total
		Less than 2.5	Greater than 2.5	
Income	Less than 5 Lacs	244	63	307
	5lacs-20lacs	68	95	163
	Above 20 lacs	27	115	142
Total		339	273	612

Pearson Chi-Square Value 160.47.462 df1 Asymp. Sig. (2-sided) .000

Table indicated that 115 employees (80.9%) out of 142 in the income group of above 20 lacs have shown more continuance commitment. Similarly 95 employees (58.28%) out of 163 in the income group of 5 lacs to 20 lacs have more CC, whereas 244 employees out of 307 i.e.79.47% in the income group of less than 5 lacs have low level of CC.

The following table shows the relationship between Continuance Commitment (CC) and designation.

Table 14 Crosstab Continuance Commitment relationship with Designation (Designation * CC)

		Continuance Commitment (CC)		
		Less than 2.5	Greater than 2.5	Total
	Low	136	56	192
	Middle	184	144	328
Designation	Top	19	73	92
Total		339	273	612

Pearson Chi-Square Value 163.528 df 1 Asymp. Sig. (2-sided) .00

From the table 14 it emerges that 136 out of 192 employees i.e. 70.8% which are in low cadre have less level of CC. 184 out of 328 i.e. 56.09% employees are in middle level group which have less level of CC whereas 73 employees (79.34%) out of 92 from top level group have high level of CC. The chi square value is significant which shows that there exist a significant difference in the level of CC and different levels of designations of employees.

Table 15 Crosstab Continuance Commitment relationship with Education (Education * CC)

		Continuance Commitment (CC)		
		Less than 2.5	Greater than 2.5	Total
Education	Graduation	162	44	206
	Post-Graduation	116	127	243
	Professional	61	102	163
Total		339	273	612

Pearson Chi-Square Value 72.124 df 1 Asymp. Sig. (2-sided) .00

From the above table 15 it is seen that 102 employees out of 163 i.e. 62.57% with professional qualification shows more continuance commitment. Whereas 162 employees out of 206 i.e. 78.6% with graduation have less continuance commitment. 127 employees (52.2%) out of 243 with post-graduation degree have more CC. These points towards a differential level of CC and the qualifications of the employees. From Chi-square test it is clear that there exist a significant relationship between educational qualifications of the employees and the level of continuance commitment of employees.

Table 16 Crosstab Continuance Commitment relationship with Experience (Experience* CC)

		Continuance Commitment (CC)		
		Less than 2.5	Greater than 2.5	Total
Experience	Less than 5 years	190	41	231
	5yrs-20yrs	111	116	227
	Above 20 yrs	38	116	154
Total		339	273	612

Pearson Chi-Square Value 130.121 df 1 Asymp. Sig. (2-sided) .00

It is seen that out of 154 employees 116 employees with the experience of 20 years and more have shown more continuance commitment, similarly 116 employees out of 227 employees with experience between 5-20 years have shown more commitment, Whereas 190 employees out of 231 with less than 5 years' experience have less continuance commitment. The significance value of chi square also suggests that there exists a significant difference in the level of continuous commitment level and the differential level of experience of the employees. These points to the fact that with high level experience the continuous commitment level of employees increases. Thus it is quite understandable also that as one gets more experience one may not better pay or perks as compared to presents one or may be due to the fact that with more experience the type of job commensurate with one's experience may not be easily available.

CONCLUSION

From the analysis of the CC with the various demographics given above it is clearly indicated that in terms of gender and marital status doesn't have significant differences in the level of continuous commitment. While other six demographics namely age, type of bank, education, experience, designation and income shows significant differences in the level of Continuance Commitment (CC). This means in order to improve the level of continuous commitment level banks must make adequate steps to look into demographics profiles of employees very closely.

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Problems Facing During Human Resource Development Training Programmes by the Primary School Teachers in Vijayapura City of Karnataka State: A Study

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1. INTRODUCTION :

Human Resource Development is covered with organization of man power, planning, training, performance appraisal and organizational development. Human Resource Development is closely related to education. Formal as well as informal education goes a long way in developing the valued human resource available in the country. The major aim of education in the qualitative improvement in curricular and teaching methods to ensure relevance and importance to students, workers and artisans of values, knowledge and skills required for emerging task, which have been imbibed in the new education policy. Now a day's training is most important to teachers. HRD enables the teacher to improve his/her productivity and makes him/her an effective teacher. HRD is, thus, a continuous process to ensure the development of teachers' competencies, dynamism, motivation and effectiveness in a systematic and planned way. At the primary level, teachers deal with raw mindset of children. They, therefore, have to play an important role in molding the future of children. The purpose of training is to achieve a change in the behavior of those trained and to enable them to do their jobs better. Training is necessary for old workers to refresh them and to enable them to keep up with new methods and techniques' as well as new equipments to do the teachers. Human Resource Development programmes for students can be successfully implemented only if there be required HRD training programmes for the teachers. HRD training schemes for students are dependent on HRD plans for the teachers. Without transforming the teachers into a dynamic force, the students cannot be turned into national assets. The HRD programmes for teachers should be such that ultimately they benefit the students also and not only the teachers.

Training is most important to the in-service primary school teachers. A teacher can never truly teach unless he is learning himself. 'A lamp can never light another lamp unless it continues to burn its own flame'. But the teachers cannot learn everything by themselves. Certain aspects of learning require guidance from expert or any kind of training institutions. So, in-service training is of key importance to the maintenance of importance of standards in the schools. Teachers should not be expected to implement new methods of teaching or tackle new curricular without in-service training. The in-service

teachers training programs aims at providing knowledge, principles, laws and others regarding to teaching activity to the prospective teachers. These teachers go in to the field of technology is going to be increased day-by-day. But Problems Facing During HRD Training Programmes by Primary School Teachers.

2. REVIEW OF RELATED LITERATURE :

Myageri C.V. (1999) in his book Teacher Education Programmes in India explains that the teacher education programmes are expected to provide some 'training' not only in pedagogy but also in the behavioral attributes including motivation perceptions, preferences and value orientation.

Pushkin Dave (2001) in his work on Teacher Training is of the view that elementary school teacher education is unfortunately too genetic because they are all educated alike certified alike, and hired alike.

Singh Jyoti (2004) in his book Education and Human Resource Development maintains that in practice the human resource development remains a neglected area.

Ram S. (2007) in his work Current Issues in Teachers Education. Explains the details of the teacher education. The efficacy and strength of an educational system largely depend upon the quality of its teachers.

Naga Battu Raju (2008) in his work on Human Resource Development maintains that the main purpose of the training is to provide learning operations and resources.

3. OBJECTIVES OF THE STUDY :

The present paper is designed with the following important objectives.

1. To understand the Human Resource Development Training for primary school teachers.
2. To analyze the problems facing during HRD training programmes by primary school teachers in Vijayapura City.
3. To suggest remedial measures to solve the problems during the HRD training programmes.

4. RESEARCH METHODOLOGY :

For the present study, the following methodology is adopted. In primary data 30 in-service primary school teachers selected from Govt. primary schools of Vijayapura City. A suitable questionnaire has

been prepared for field study to generate primary data. Secondary data have been collected using books, research papers and website etc. Percentage method used to analyze data so generated.

5. Analysis of Data Interpretation :

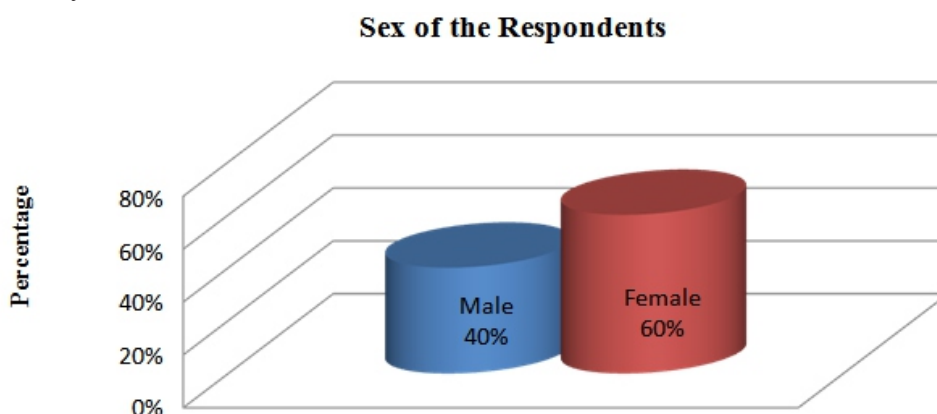
5.1. Sex Ratio:

The sex ratio is important to present study, sex of the respondents divided into two type's male and female.

Table No.1: Sex of the Respondents

Sl. No	Sex	No. of Respondents	Percentage
1	Male	12	40%
2	Female	18	60%
Total		30	100%

Source: Field Study



The figures from the above Table No.1 indicate that proportion of women in education field is more compared to men. Out of a total 30 respondents 40% respondents are Male and 60% respondents are Female. It clear that more number of females are working in primary schools.

5.2. Age of the Respondents:

Age is the length of time that a person or a thing has existed or lived. It usually increases with continued lifespan.

Table No.2: Age of the Respondents

Sl. No	Age Groups	No. of the Respondents	Percentage
1	Less than 32	4	13.33%
2	32 to 60	26	86.67%
3	60 and above	0	0%
Total		30	100%

Source: Field Study

From Table No. 2 it is clear that 13.33% respondents are from the age group Less than 32 and remaining respondents 86.67% are found in the age group 32 to 60 years. It means that more number of middle age teachers is working in primary schools.

5.2. Education Qualification:

In order to make school education effective, it is essential to keep in view the educational qualifications of teachers.

Table No.3: Qualification of the Respondents

Sl. No	Qualification	No. of the Respondents	Percentage
1	PUC	18	60%
2	UG	8	26.67%
3	PG	1	3.33%
4	Others	3	6.67%
Total		30	100%

Source: Field Study

The Table No.3 provides details pertaining to education qualification of the respondents. Each and every teacher has passed PUC. The majority 60% respondent's qualification only PUC and remaining 40% respondents have passed higher education they are UG, PG and other equal degrees.

5.3. Teaching Experience:

Experience is an important aspect of teaching field. Experience held by someone should be given due recognition. Rich teachers teaching experience indicates more knowledge and it leads to increases talent among the students.

Table No.4: Teaching Experience of the Respondents

Sl. No	Teaching Experience	No. of the Respondents	Percentage
1	01-Oct	7	23.33%
2	Oct-20	19	63.33%
3	20-30	4	13.34%
4	Above 30	0	0%
Total		30	100%

Source: Field Study

In above Table No. 4 shows that more number of the respondents have 10-20 years of teaching experience (63.33%). It is clear that highly experienced teacher more in the present study and they can give effective teaching to students in the schools.

5.4. Attended the Trainings:

Training enhances efficiency and develops a systematic way of performing duties and assigned tasks. In-service training takes within its ambit such activities as refresher courses, short term intensive curricula, practical knowledge of workshop, seminar and professional refresh courses, etc.

Table No.5: Attended Trainings of the Respondents

Sl. No	Response	No. of the Respondents	Percentage
1	Yes	30	100%
2	No	0	0%
Total		30	100%

Source: Field Study

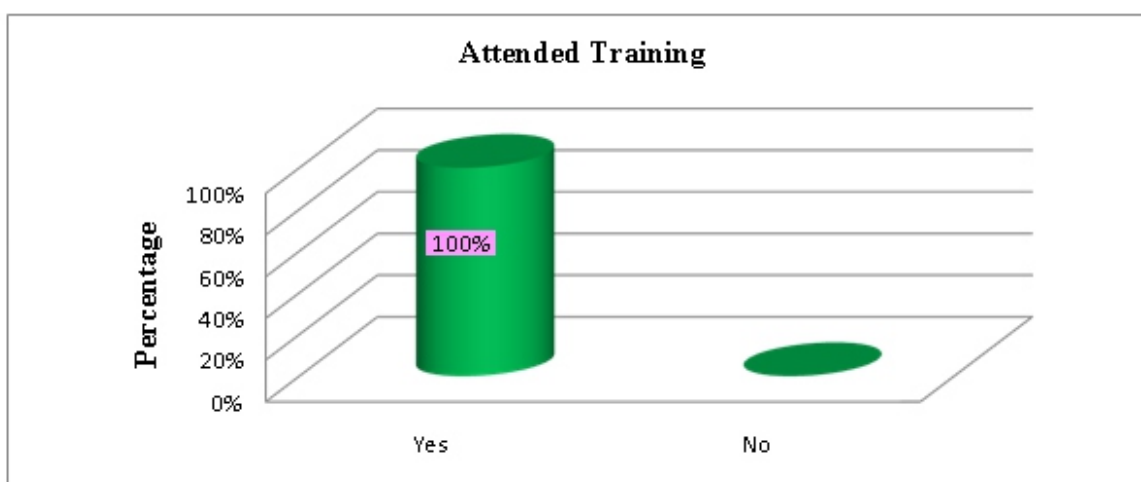


Table No.5 showing that out of total respondents all most all 100% respondents are attended trainings in a year. Because, trainings are most important to each and every teachers so that all the teachers are getting benefits by the HRD trainings.

5.5. Nature of the Training:

In-service training provided with a view to increase knowledge and skill for a specified job. The nature of training is divided into two parts i.e., voluntary and regular.

Table No.6: Nature of Training

Sl. No	Nature of Training	No. of the Respondents	Percentage
1	Voluntary	2	6.67%
2	Regular	28	93.33%
Total		30	100%

Source: Field Study

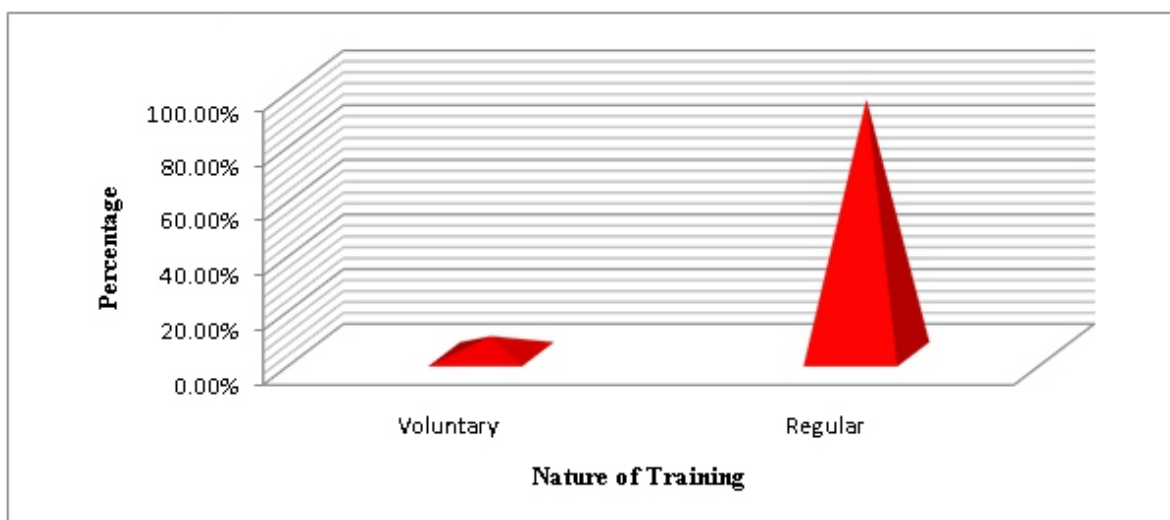


Table No.6 reveals that only 6.67% respondents of Head Masters (HM) attended the training Programmes voluntarily. Because, the Head Masters are having administrative responsibilities in addition to the regular teaching. Hence, ratio is very less. The remaining 93.33% respondents attended training Programmes regularly they normally don't avoid training.

5.6. Attended the Training Sessions:

Training programmes are important to the teachers because help to improve the teaching learning process. It is necessary that every year 20 days trainings are to be attended by the teachers.

Table No.7: Training Sessions

Sl. No	Training Sessions	No. of the Respondents	Percentage
1	One to Three	3	10%
2	Four to Six	21	70%
3	Seven to Nine	6	20%
4	Above Nine	0	0%
Total		30	100%

Source: Field Study

It is observed from the table No.7 that all respondents are attended trainings in a year the details are as under. Out of which 10% of the respondents One to Three trainings were attended; majority 70% of the respondents were attended Four to Six trainings and 20% of the respondents attended Seven to Nine trainings programmes in a year.

5.7. Days of Attended Trainings:

In training institution some in-service primary school teachers attended training minimum number of days and other teachers attended training maximum number of days.

Table No.8: Days of Attended Trainings

Sl. No	Days	No. of the Respondents	Percentage
1	01-May	0	0%
2	05-Oct	3	10%
3	Oct-15	3	10%
4	Above 15	24	80%
Total		30	100%

Source: Field Study

The above Table No. 8 explains about that out of 30 (100%) respondents 03(10%) respondents attended 5-10 days of training, 03(10%) respondents attended 10-15 days of training and 24(80%) respondents attended above 15 days of the training.

5.8. Facing the Problems in the Training:

Primary schools teachers are facing so many problems during the training period.

Table No.9: Facing Problems in the Training

Sl. No	Response	No. of the Respondents	Percentage
1	Yes	30	100%
2	No	0	0%
Total		30	100%

Source: Field Study

In the above table clears that 100% of the respondents are facing the problems. This is the major finding in the teacher training programmes which are selected in the present study.

5.10. Different Problems Facing in the Training:

The in-service primary school teachers facing the different problems during the training period like that food problems, staying problems, resource material problems, resource persons problems and basic problems, etc.

Table No.10: Different Problems Facing By Primary School Teachers during Training

Sl. No	Problems	Response	No. of the Respondents	Percentage
1	Food Problem	Yes	24	80%
		No	6	20%
2	Staying Problem	Yes	6	20%
		No	24	80%
3	Resource Material Problem	Yes	21	70%
		No	9	30%
4	Highly Qualified Resource Persons Problem	Yes	10	33.33%
		No	20	66.67%
5	Basic Facilities Problem	Yes	12	40%
		No	18	60%

Source: Field Study

The above Table No. 10 shows that problems facing by Primary school teachers during training those problems the major problems are food and resource material that is 80% and 70% respondents are faced problems and regarding other problems are not have major impact of training.

5.11. Impact of the Highly Qualified Resource Persons:

Resource persons are very important in the every training programme so highly qualified resource persons provided quality of knowledge to teachers trainers.

Table No.11: Impact of Resource Persons

Sl. No	Impact	No. of the Respondents	Percentage
1	V. Good	0	0%
2	Good	2	20%
3	Better	8	80%
4	Best	0	0%
Total		10	100%

Source: Field Study

It is clear from table No.11 that 02 (20%) respondents expressed their opinion that the impact of resource persons was good and remaining 08 (80%) respondents said that the impact of resource persons was better.

5.12. Training Suitable time Schedule:

Time is very precious once past cannot be brought it back by any means and it is important to understand the value of time and time is more valuable than money.

Table No.12: Training Time Schedule

Sl. No	Response	No. of the Respondents	Percentage
1	Yes Sufficient	10	33.33%
2	Not Sufficient	20	66.67%
Total		30	100%

Source: Field Study

The above table No. 12 shows that few respondents are satisfied with time tables of training programme and remaining 20 (66.67%) respondents are not satisfied because availability of time is not sufficient during the programme period.

6. MAJOR FINDINGS OF THE STUDY:

1. The present study found that female teachers are more in this field compared with male teachers.
2. Each and every teacher has passed PUC i.e 60% but very few teachers 26.67% are interested for complete further Under Graduate degree. 3.33% Post Graduate degrees and 6.67% have intended to complete degree for promotion purpose.
3. The majority of the respondent's 63.33% teaching experience 10 to 20 years in the field of teaching.
4. Training is compulsory for the every in-service teacher so, 100% of the respondents attended training.
5. Out of total 6.67% of the respondents attended training voluntary because who is head master in their school that teachers attended training voluntary and remaining 93.33% of the respondents attending regularly.
6. The total 100% of the respondents are facing the different so many problems during the training period. This is the major finding in the teacher training programmes in the present study.
7. The maximum 24 (80%) of the respondents are faced food problem in the training period.
8. Only 06 (20%) of the respondents are faced staying problem during the training programme.
9. The majority of respondents 21 (70%) have not got sufficient resource materials.
10. Out of a total 30 respondents 10 (33.33%) were expressed their opinion regarding unqualified resource persons and local resource persons.
11. The number of respondents 18 (60%) have got basic facilities during the training period.

7. SUGGESTIONS:

1. Governments should facilitate and provide required resource material for all the teachers during the training period.
2. Skilled and experienced qualified resource persons may be arranged during training.

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3. The session should be more interactive and should have more involvement of teachers.
 4. Government should solve the all problems one by one and provides basic facilities to the trainers.
 5. Government should introduce new policy for solve the existing problems.
 6. Quality training should be given to teacher they can mould the students.

8. CONCLUSION:

From the above analysis of existing problems facing during HRD training programmes by in- service primary school teachers, it can concluded that there is a maximum numbers of in-service teachers are faced so many problems during the training period. The total 100% of the respondents are facing the different problems during the training period like that food problem, accommodation problem, resource material problem, unskilled resource person and other basic problems facility problems. But training is important to teachers than teachers got more knowledge than create great students.

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Comparison of VMO Strength Exercise Training with Conventional Quarts Strength Training in Increasing Quadriceps Strength

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INTRODUCTION

In today's world no one have time to do exercise even for 5 minutes and as result of this busy schedule and lack of exercises the degenerative changes are more likely to occur as compare to the person in which degenerative changes are occur due to any injury or due to aging. So, top ,as to maintain the strength and power in the muscle and joints which helps in walking we have to exercise that muscle in the normal adult age (20 - 35 years) . So, through this project I want to teach the adults about the awareness of Isometric exercise and VMO training and what are its uses or how these exercises are to be helpful in maintaining the strength and power of Quadriceps muscle.

About the Isometric Quadriceps Exercise:

It is a static form of exercises that occurs when a muscle contracts without an appreciable change in a muscle or without visible joint motion. If adaptive changes in muscle, such as increase in strength and endurance, are to occur, isometric contractions should be held against resistance for at least 6 sec.

About the VMO (Vastus Medialis Oblique):

VMO is the lower fiber of vastus medialis muscle which originates on the femur and merge into a common tendon, the quadriceps tendon . This is one of the extensions of the knee joint. It is also known as locking muscle and also prevents the lateral deviation of the patellar .

About VMO Training :

In this type of training there are both static and dynamic form of exercises are performed against resistance applied and this training its especially for one muscle that is Vastus medial is oblique to increase strength and endurance of the extension on Quadriceps muscle.

AIMS AND OBJECTIVES

1. To increase Quadriceps strength , endurance and balance.
2. Prevention from any pathological condition .
3. To maintain the ROM of the Knee Joint.

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4. To aware the society about the weight management.
 5. To find effectiveness of VMO Training in normal adults.
 6. To find effectiveness of isometric quadriceps exercise In normal adults.
 7. To find out which type of exercise or training is more beneficial for Quadriceps in normal adults.
 8. To prevent the loss of function, neuromuscular incordination and to promote health awareness in Public.

DELIMITATION OF STUDY

The study was limited to small area that is in Rohtak and Hisar

SIGNIFICANCE

My study on making people aware about the strengthening exercises to increase strength in normal adults and making them aware that exercises can prevent from many degenerative conditions and many deformities. The people are made aware that exercise can relieve them from pain and increase their joint ROM. Also help them to find out which types of exercises are more effective and comfortable for normal person.

PRECAUTION

1. Rhythmic breathing should always be performed during exercises to minimize the presser response.
2. Increase weakness
3. Unusual or persistent fatigue
4. Decrease ROM
5. continuing Pain.

REVIEW OF LITERATURE

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2. Quality B, Tucker M. Compbell R. Dieppe, P, 2003 Physiotherapy, including quadriceps exercises and patellar taping, for knee osteoarthritis: randomized controlled trial.
3. Vasn den Ende CH, Breedreld EC, LeCersie S. Dinkmans BA, DeMy AW, Hazes JM, 2000
4. Jenny MC Connell and Jill Cook

According to their study the results of intensive exercises program consorted of knee and shoulder dynamic and isometric muscle strengthening exercises against resistance 5 times a week were assessed at 0, 3, 12 and 24 wks. The study conducted that a short term intensive in impairing muscle strength .

5. Iversen MD, Eciton HM, Daltory LH, 2004

According to this study 70% of the 132 patients discussed exercise of these 18 received an exercise prescription. These discussion strongly impact on the likelihood a patients receives an exercise prescription.

6. CHM Van den Ende, TPM Vliet Vlieland, M. Monneke, JMW Hazes, 1998.

This is a summary of a systematic literature review of 6 randomized studies and 251 patients conducted by the Cochrane muscle skeletal group, which is a part of the Cochrane collaboration. The results suggest that dynamic.

SELECTION OF SAMPLE

1. Sample strategies:

I am using the convenience Method of sampling.

2. Sample Size:

30 candidates in 2 Groups.

3. Duration of Project: Two months.

4. Study Method:

Group A:

Candidates under observation with VMO training 15 candidates.

Group B:

Candidates under observation with Isometric Quadriceps exercise = 15 candidates. 5. Time Duration:
I have applied the techniques twice the day (Morning as well as evening)

SELECTION CRITERIA

I have selected only a few criteria that i have concluded in inclusive and Exclusive criteria

Inclusive Criteria:

Age: 20 to 35

Sex: Both Male and female

Normal adults Exclusive Criteria:

Age: <20 and > 35 Any Cardiac Condition
Any Pulmonary condition Any Renal problem
Any Neurological condition
Any Psychiatric diseases Congenital Abnormalities

Anticipates undergoing knee surgery with yr of study entry Any implant or wire fixation Osteoporotic Condition

Obesity

Any type of sports injuries Osteoarthritis

Any Fracture

Bone inflammatory disorder Surgical Condition in Knee joint BMR level above 30

MATERIAL AND METHODOLOGY**Materials:****Goniometry**

Goniometry for joint range of motion. Goniometry is measurement of angles created at the joints by one of body. The instrument used for measurement is known as goniometer.

Use:

To measure the extension of the Knee joint (ROM) . Motion occurs in the sagittal plane around a medial lateral axis.

Testing Position:

Subject should be placed in the prone position, with the hip in 0 degree of abduction, adduction, flexion, extension and rotation . The foot is over the edge of the supporting surface.

Stabilization:

Stabilize the femur to prevent rotation , abduction and adduction of the hip.

Goniometer Alignment:

1. Centre the fulcrum of the Goniometer over the lateral epicondyle of the femur.
2. Align the proximal arm with the lateral • midline of the femur, using the greater trochanter for reference."
3. Align the distal arm with the lateral midline of the fibular using the lateral malleolus and fibular head for reference.

Normal End Feel:

The end feel is firm because of tension in the posterior joint "capsule, the oblique and arcuate popliteal ligament, the collateral ligament and the anterior & posterior cruciate ligament .

Material: cuff in flatter .

Position of patient: Half lying on a couch.

PRINCIPLES PRIOR TO INITIATING THE EXERCISE

1. Explain the exercises plan and procedures to the patient.
2. Place the patient in a comfortable position. Ensure that the region of the body in which the exercises to be done is free of the restrictive clothing.
3. Demonstrate the desired motion to the patient by passively moving the patient's Extremity through the motion.
4. Explain to the patient that he or she must perform exercises with the maximum. but Pain free efforts.

METHOD USED**VMO TRAINING**

1. To train and strengthen the VMO in non-weight bearing position .
2. To train and strengthen functional control of VMO weight bearing position .

NON-WEIGHT BEARING.**(a) Quadriceps setting (Quad sets)**

1. Position of the patient supine with the knee extended.

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-
2. Have the patient contract the quadriceps isometrically, causing the patella to glide proximally; then hold for a count of 10.
 3. Have the patient dorsiflex the ankle and then hold an isometric contraction of the Quadriceps against resistance.

(b) Straight leg raising (SLR)

1. Position of the patient: Supine with the knee extended.
2. SLR i.e. coupled with lateral rotation on isometric adduction of the hip.

IN WEIGHT BEARING

(a) Unilateral terminal knee extension.

1. Position of the patient - standing Initiate unilateral terminal knee extension against elastic resistance.

(b) Resisted mini squats: Closed chain short-arc training. Position of the patient. Standing.

2. Elastic resistance to knee extension is provided for short-arc motion.

(c) Closed-chain quad sets in partial weight bearing.

Position of the patient: long sitting with the knee in near extension and heel on floor. Push the thigh into the chair and heel into the floor.

ISOMETRIC REGIMEN

BRIME (Brief repetitive isometric exercise)

This regimen was a refinement of the initial research on isometric. According to this I have applied up to max contractions, each held for 6 seconds, were performed daily. A 20 Secs after each contraction.

Position of the Patient: Supine and a rolled towel is placed below the knee slightly knee flexion, press the towel by extended the knee.

This repetitive approach was found to be more effective and maintained the subjects level of motivation better then using a single maximum contraction.

OBSERVATION AND –ANALYSIS

This chapter deals with analysis, interpretation and discussion of the data collected on the cuff inflator and of 30 subjects was put into several suitable statistical analysis in order to verify the investigation of the study.

The characteristics of the data presided through tables. Pre and post score of and cuff inflator was analysed by using mean and standard deviation presented in tables.

The paired 't' test was used to find out any significant difference between pre and post test of and cuff inflator.

The statistical procedures and their formulas are:

1. Mean $X = \sum x / n$
2. Standard deviation S.D. $\sqrt{\sum (X - X)^2 / n - 1}$
3. Paired 't' test $t = d / \sqrt{3} - Y_n$

Table 1 : 15 Subjects having VMO training exercises for months strength measurement

Sr. no.	Age	M/F	Pre (mm/Hg)	Post(mm/Hg)
1	22	M	0.14	0.18
2	21	F	0.1	0.15
3	24	M	0.3	0.35
4	20	F	0.3	0.38
5	24	M	0.14	0.22
6	23	F	0.1	0.15
7	30	F	0.2	0.26
8	25	M	0.15	0.18
9	26	F	0.3	0.35
10	23	M	0.1	0.16
11	24	F	0.2	0.28
12	25	M	0.1	0.15
13	28	F	0.24	0.3
14	26	M	0.2	0.25
15	32	F	0.21	0.24

15 Subjects having Quadriceps Isometric for a months strength measurement

Sr. no.	Age	M/F	Pre(mm/Hg)	Post(mm/Hg)
1	22	M	0.24	0.3
2	21	F	0.3	0.38
3	24	M	0.21	0.3
4	20	F	0.2	0.3
5	24	M	0.15	0.21
6	23	F	0.3	0.4
7	30	F	0.1	0.18
8	25	M	0.1	0.2
9	26	F	0.11	0.2
10	23	M	0.21	0.3
11	24	F	0.1	0.2
12	25	M	0.1	0.2
13	28	F	0.1	0.15
14	26	M	0.2	0.28
15	32	F	0.25	0.31

CALCULATIONS

Table-1

	Pre Rx	Post Rx
Mean	0.18533	0.23867
SD	0.074725	0.07972
Paired 't' test	0.0189(less than 0.5)	
P value	Less than 0.5	

Table-2

	Pre Rx	Post Rx
Mean	0.178	0.260667
SD ₂	0.07447	0.074973
Paired 't' test	0.04315(less than 0.5)	
P value	Less than 0.5	

RESULT AND DISCUSSIONS

Group I - Persons receiving VMO training.

Group II - Persons receiving 'isometric Quadriceps exercises standard deviation (post test) of Group I is .07972 and Standard deviation of Group II is .074973. This indicates that increase in Quadriceps strength is to a great extent in Group II people received isometric quadriceps than group I who received VMO training. Paired t test of both Group I and Group II is significant but t-test value is more

significant for isometric Quadriceps that is .04315 for VMO training the t- test value is 0.0189 which is less significant. It indicates that isometric Quadriceps exercise is better and effective to increase the quadriceps strength .

CONCLUSION

The results of both the training methods concluded that Isometric Quadriceps exercises are more effective than VMO training in normal adults.

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NSS: Creative Initiation for Constructive Social Awareness

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ABSTRACT

The aim of the NSS Programs is to bring youth face to face with the community and make efforts to improve their life. The NSS volunteers are to devote their time in regular activities for the development of the adopted village. Camp has been conceived as an opportunity to live with that community and experience the conditions and problems of the people. The NSS volunteers inspire to take initiatives for the improvement of their condition. Regular programs are organized as creative initiation for the society by bringing constructive social awareness. Present study is focused on finding the value of NSS efforts in various fields.

KEYWORDS: NSS Programs, Social Awareness, Community Development

INTRODUCTION

National Service Scheme, under the Ministry of Youth Affairs & Sports Govt. of India, popularly known as NSS was launched in Gandhi ji's Birth Centenary Year 1969, in 37 Universities involving 40,000 students with primary focus on the development of personality of students through community service. Today, NSS has more than 3.2 million student volunteers on its roll spread over 298 Universities and 42 (+2) Senior Secondary Councils and Directorate of Vocational Education all over the country. From its inception, more than 3.75 crores students from Universities, Colleges and Institutions of higher learning are providing their services as student volunteers.

Objective of NSS activities are to enable the students to understand the community in which they work and to understand themselves in relation to their community, identify the needs and problems in the community in the solution of which they can be involved, develop among volunteers a sense of social and civic responsibility. Its objective is to develop competence for group living and sharing responsibilities, skills in mobilizing community participation, capacity to meet emergencies and national disasters and to practice national integration.

OBJECTIVE OF STUDY

- Finding of role of NSS in constructive awareness in the field of environment conservation
- Finding of role of NSS in constructive awareness in the field of social awareness
- Finding of role of NSS in constructive awareness in the field of health awareness
- Finding of role of NSS in constructive awareness in the field of national integration

HYPOTHESIS

1. There is no significant role of NSS in constructive awareness in the field of environment conservation.
2. There is no significant role of NSS in constructive awareness in the field of social awareness.
3. There is no significant role of NSS in constructive awareness in the field of health awareness.
4. There is no significant role of NSS in constructive awareness in the field of national integration.

METHODOLOGY

Descriptive survey method was adopted for present study. 50 places adopted by NSS were randomly selected for study. 10 persons of every place were selected for interview. Thus 250 male and 250 female of 50 villages were finally selected for study. They were interviewed for the work done by NSS in the various fields using a self-prepared questionnaire. Collected data was tabulated and analysed using mean and standard deviation as statistical tools.

FINDING AND ANALYSIS

Table 1: NSS Work for Environment Conservation

NSS Work	Mean Value	Standard Deviation
Plantation	32	1.04
Pollution Control	26	0.87
Cleaning of Water Resources	29	0.91
Public Awareness	33	0.97

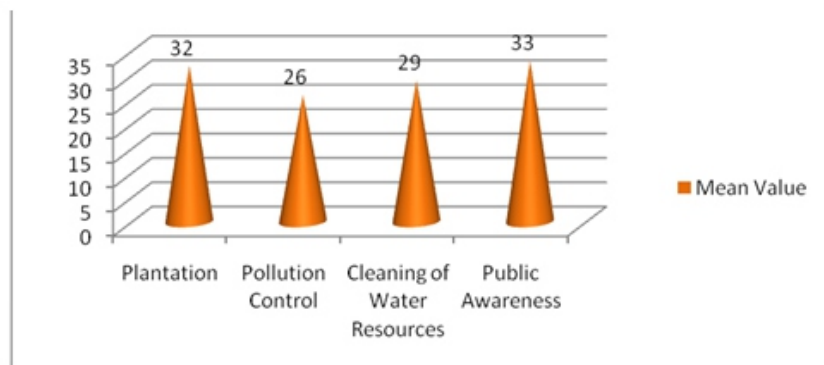


Chart 1: NSS Work for Environment Conservation

Table 2: NSS Work for Social Awareness

NSS Work	Mean Value	Standard Deviation
Literacy Movement	34	0.88
Save Girl Child	29	0.79
Superstition Eradication	24	1.03
Education for all	37	1.17
Public Awareness	31	0.92

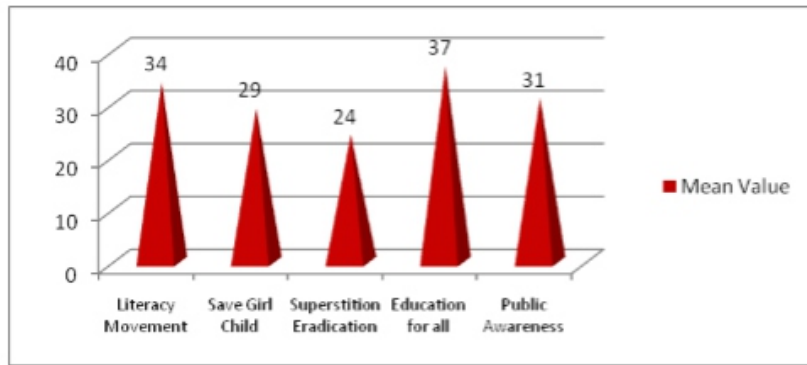


Chart 2: NSS Work for Social Awareness

Table 3: NSS Work for Good Health

NSS Work	Mean Value	Standard Deviation
Cleaning	46	0.77
Blood Donation	41	0.86
Vaccination	31	0.81
Infection Control	37	0.94
Public Awareness	34	1.03

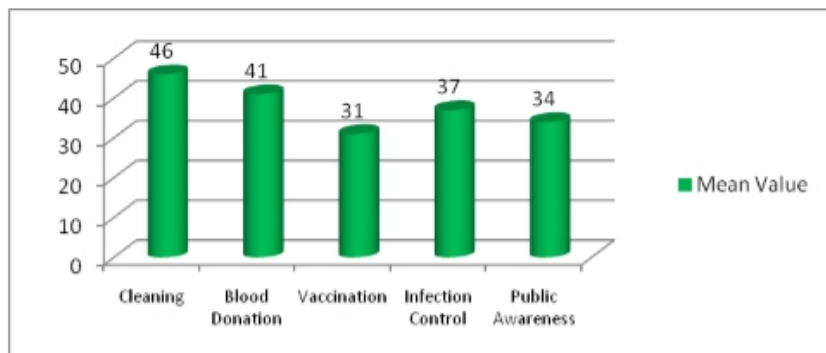


Chart 3: NSS Work for Good Health

Table 4: NSS Work for National Integration

NSS Work	Mean Value	Standard Deviation
Religious Harmony	26	0.79
Social Harmony	34	0.93
Linguistic Harmony	23	0.82
Public Awareness	38	0.91

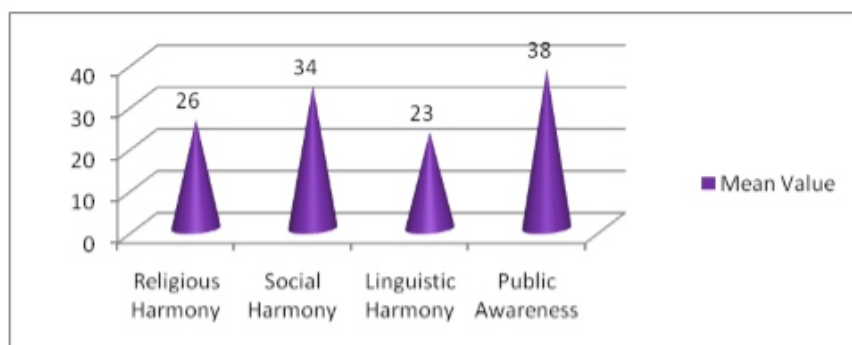


Chart 4: NSS Work for National Integration

Efforts of NSS are important to save environment. Plantation got mean value 32 with 1.04 standard deviation, pollution control scored 26 with 0.87 standard deviation. For cleaning of water resources NSS got 29 and for public awareness 33 value. Thus hypothesis 1, there is no significant role of NSS in constructive awareness in the field of environment conservation is rejected.

For social awareness, NSS got mean value 34 with standard deviation 0.88. In the matter of save girl child movement and superstition eradication, NSS scored 29 and 24 mean value respectively. For public awareness and education for all mean value found as 37 and 31. Therefore hypothesis 2, there is no significant role of NSS in constructive awareness in the field of social awareness is rejected.

In the field of health awareness NSS works are important. For cleaning NSS searched to have 46 mean values. For blood donation NSS got 41 with standard deviation 0.86. NSS found 31 mean value for vaccination. Regarding infection control and public awareness NSS have 37 and 34 mean value respectively. Hence hypothesis 3, there is no significant role of NSS in constructive awareness in the field of health awareness is rejected.

NSS is playing important role to create awareness in the field of national integration. Religious harmony got 26 mean values with 0.79 standard deviation. Social harmony scored 34 mean values and 0.93 standard deviation. Linguistic harmony and public awareness got 23 and 38 mean value. Therefore hypothesis 4, there is no significant role of NSS in constructive awareness in the field of national integration is rejected.

CONCLUSION

NSS programs are organized by the students themselves, and both students and teachers through their combined participation in community service, get a sense of involvement in the tasks of nation building. NSS works at grass root level so that fruits in the form of healthy and educated Indian society may get. NSS works are important and useful for society and students.

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Economic Growth and Human Development- A Theoretical Review

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ABSTRACT

The hypothetical confirmations are concentrating on the part of human capital in molding financial advancement. The load of expertise and profitable learning exemplified in individuals constitute human capital. The possibility of interest in human capital really began with Theodore W. Schultz's presidential deliver to American Economic Association in December 1960. Human capital is characterized as 'the assemblage of learning controlled by the general population and the limit of the populace for utilizing information adequately. Be that as it may, since 80s, a much more extensive impression of human capital i.e., Human Development began to get urgent significance being developed writing. For the most part every one of these activities finished in the production of human advancement reports by the UNDP consistently concentrating on different measurements of human improvement. The human advancement approach underscores interest in training, wellbeing, nourishment and pay.

1. INTRODUCTION

The Human Development (HD) story of India is remarkable in its kind. Through the preparation of country, as well as sub-country Human Development Reports (HDR), India has decentralized and coordinated the human development idea into its development motivation at country [1], State, and also the region and region level. More sub-country HDRs have been delivered in India than in some other country. More HDRs have been created in India than the aggregate number of Global HDRs. An unmistakable element of the HDR arrangement process is the firm State possession, and multi - partner organizations. This has empowered approach exchange on essential HD issues.

This document depicts the human development story of India, and goes for delineating the strategy effect of planning Human Development Reports, and how focal HD ideas can go past the reports through different HD exercises and add to manageable arrangement affect in a country from a human development viewpoint. The report starts with a general prolog to the human development approach and HDRs, [2] trailed by a presentation of how the HD idea and HDRs have been deciphered and developed in the Indian setting.

Human Development Perspective

A Theoretical Analysis An investigation of the hypothetical point of view of human improvement empowers a comprehension of the advancement of the idea of human advancement over a timeframe reflecting diverse subtleties of human advancement [2].

It was the important built up monetary investigator to join human capital in his acclaimed book "An Enquiry into the Nature and Causes of the Wealth of Nations". He fights that improvement infers capital gathering and concentrated progress, and in addition advancement of human capital which accept a fundamental part amid the time burned through money related change. He consolidated into the capital supply of a nation the inhabitant 'picked up and significant capacities of individual which improves wealth of society and individuals country all things considered. He conveyed the view that "money related change should engage a man to mix uninhibitedly with others without "being humiliated to appear out in the open" [3]. Thusly conveying Smith stressed over the possibility of poverty that went past counting calories - an imagined that planned the poor into the standard of the gathering. Along these lines, nature of people's life transforms into the central stress of change.

The neoclassical financial analyst, appears to have perceived that capital comprises in an awesome piece of information and Organization and of this, some part is private property and other part is learning, a most intense motor of generation; it empowers us to curb nature and constrain her to fulfill our needs [4]. Marshall likewise focused on instruction and parental care as interest in human capital. Be that as it may, Marshall dismisses the promoted net-income way to deal with human capital as being improbable as people are not attractive.

2. REVIEW OF LITERATURE

Knight (2004) [5], states that interest in man, the conventional idea of capital, must be reached out to make space for human capital. Human capital is likewise of a wide range of structures, and it renders various purchaser and maker administrations. Interest in human capital is likely, the real subject of human advancement. The interest in man especially in training, wellbeing, sustenance and so on, is basic to exploit better openings for work.

Schultz T.W. (1961) in his Human Capital model shows how guideline allows the era method to benefit by positive externalities and advances improvement. The advancement theories that anxiety Research and Development (R and D) moreover underline the essentialness of human capital in money related improvement.

Kenneth J. Jolt (2002) [6] focused on the securing of data through "Learning by Doing". The term learning is an aftereffect of experience that happens in the midst of activity since it generally speaking happens through the attempt to deal with an issue. Increases in total yield accomplished by the desire to learn and adjust achieve higher gainfulness.

Gary Becker (2006) [7] after a similar contention of Schultz says that human capital is the interest in preparing, training, wellbeing, values, and different parts of human potential. Human capital speculations increment the capacity of individuals to make riches. He advocated that the present century is the "Period of Human Capital," referring to the enormous development in interest in human capital in this century, and the subsequent immense increment in wealth.

Dennison (2007) [8] states that human capital stock upgrades work productivity, and add to the general progression of society. He gave a prompt association between enlightening satisfaction and the money related and Social welfare of nations. In the current period, the ordinary information sources, for example, work and capital could clarify just 60% of the aggregate development of United States. The staying 40% development in genuine national wage could be credited to upgrades in human capital.

Harbison (2000) [9] stated that Human Resource constitutes the ultimate basis for wealth of nations. Capital and natural resources are passive factors of production, human beings are the active agents who accumulate capital, exploit natural resources, build social economic and political organizations, and carry forward national development. Clearly a country which is unable to develop the skills and knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else.

Paul Streeten (2000) [10] built up the Basic Needs Approach, in the mid 1970's, and he characterized essential needs as far as nourishment, lodging, wellbeing, sanitation and training. He appropriately says that satisfaction of Basic Needs is the paradigm for monetary advancement. He distinguished the six motivations to advance human improvement Human advancement is an end in itself that needs no further avocation. It is a way to higher profitability. It lessens human generation by bringing down the craved family estimate. Human advancement is useful for the physical environment. It lessens the deforestation, desertification.

Tinbergen (2005) [11], he has made an attempt to analyze the relationship between humancapital and inequality. He suggested that inequality was ultimately determined by the opposing effects that technology and education exerted on the relative wage. He stipulated that the relationship between growth and inequality was determined by the race between technological development and education.

Romer (2006) [12] in the Endogenous Growth Theory highlights the fact that technological progress is not an exogenous factor influencing development but is the result of 'intentional actions' taken by people who respond to market incentives. Technology is considered to consist of a non-rival component, which being separate from individuals, can grow without bound and, therefore, leads to increasing returns to scale.

Lucas (2008) [13] was another endogenous growth theorist who emphasized investment in human capital more directly and links it to long-term rates of economic growth. These human capital theories indicate how investment in education enables the entire production process to benefit from positive externalities. Educated people not only use technology more efficiently, they are also likely to innovate and spread the benefits of such innovation to co-workers thereby increasing the efficiency of all factors of production. The human capital theories attribute the lack of convergence between the growth rates in developed and developing countries to the fact that the poorer countries do not make adequate investments in human capital, which results in their recording low growth rates.

Nancy Stocky (2000) [14] her model 'Human capital, item quality and development' clarifies heterogeneous work, separated by level of human capital, decides a nation's relative favorable position. The development wonders experienced by some effective new industrialized nations in East Asia, where fast financial development was joined by higher volume of fares, quick development in instruction and quick changes in the arrangement of yield. In this procedure she highlighted that – **Mahbub UI Haq (2007) [15]** defined human development paradigm as “the process of enlarging people's choices”. In principle, these choices can be infinite and change over time. But at all levels of development, the most critical and essential ones are for people to lead a long and healthy life, to be educated and to have access to resources needed for a decent standard of living.

Amartya Sen (1998) [16] contends that the way of life of a general public ought to be judged not by the normal level of wage but rather by individuals' capacities to lead the life they esteem. He likewise communicated that wares ought not be esteemed in their own particular right but rather as methods for upgrading capacities, for example, wellbeing, information, sense of pride and capacity to take part effectively in like manner life. The Capabilities allude to what a man can (not) do or can (not) be. Flexibility from appetite, being allowed to take an interest in the political procedure, being enough shielded, access to wellbeing and instruction and so forth., can be cited as various signs of abilities.

3. ECONOMIC GROWTH AND HUMAN DEVELOPMENT – A CAUSALITY ANALYSIS

Financial development is additionally an essential variable prompting to high human advancement. Segment I, inspects the part of human improvement in monetary development. Be that as it may, an endeavor is made in this segment to analyze the causality between these two. The arrangement of extensive amounts of products and ventures enhance the way of life of the general population. In creating nations, financial development is required for lessening neediness, giving access to essential social administrations, working of fundamental capacities in the general population and producing the assets required for human improvement [17]. Indeed, even observational proofs have demonstrated that individuals in high-salary nations have more prominent abilities than those individuals in poorer nations.

Monetary development is a vital however not a lacking condition for the advancement of human improvement. Past amount, it is the nature of development that is pivotal for human prosperity. Development can be jobless, as opposed to work making – merciless, as opposed to neediness lessening – voiceless, instead of participatory – rootless, rather socially revered and futureless, as opposed to ecological amicable. Development that is jobless, heartless, voiceless, rootless and futureless is not positive to human advancement. In such manner, monetary development is a method for improvement and not its definitive objective. Expanded wage contributes generally on the off chance that it enhances individuals' life. Be that as it may, wage development is not an end without anyone else. Improvement ought to be individual's focused and financial development must be impartial for its advantages to affect individuals' lives.

Unmistakably, there exists a solid association between financial development (EG) and human improvement (HD). From one perspective, EG gives the assets to allow managed changes in HD on alternate, enhancements in the nature of the work compel are an essential donor to EG. However, while this two-route relationship between human advancement and monetary development are broadly acknowledged, the particular components connecting them have not been efficiently investigated. Nor has the subject of needs in the staging of strategy.

Causality links between EG and HD

Economic growth expands the material resources available for the fulfillment of human needs. But the extent to which these needs are met depends on the allocation of the rewards of growth through the distribution of private and public resources (both income & assets). The distribution of opportunities, particularly, employment is crucial. Economic growth will not invariably translate into human development if other important factors are not in place. Among the most important of these factors is public policy.

There is also a key link back. Human development raises the levels of education, health and nutrition in an economy. The results are a healthier and better-educated population capable of being economically more productive. Modern growth theories explain economic growth primarily in terms of expanded human and social capital rather than physical capital. Growth can also be linked to many other elements of human development such as political freedom, cultural heritage, societal progress and environmental sustainability.

Presently, accelerating growth is a major challenge, an equal, if not the greater, challenge for many developing countries including India is to ensure that the growth translates into human development in terms of better living condition, more choice and greater opportunities. In this endeavor public action is needed –

- To accelerate growth in order to expand resources available for human development.
- To ensure that the available resources are actually allocated towards human development priorities, and
- To ensure their efficient use to address people's priorities.

4. ECONOMIC GROWTH AND HUMAN DEVELOPMENT OF INDIAN STATES: AN EMPIRICAL ANALYSIS

There are two unmistakable causal chains relationship between human advancement and financial development, one keeps running from monetary development to human improvement through national salary distributed to social areas, for example, instruction and wellbeing, alternate keeps running from human advancement to financial development. It looks at monetary development improving human advancement through social part uses to accomplish high human improvement crosswise over Indian states.

The observational proof of the underdeveloped nations at the worldwide level uncovers that financial development impacts on human advancement through dynamic state mediations as far as - equivalent disseminations of wage and riches among the general population, open consumption on social segments which incorporates instruction and wellbeing, individuals' interest and enhanced status of ladies in the working of the economy. Accordingly, an endeavor is made to fit relapse conditions, which clarify effect of monetary development on human advancement. Then again, the turnaround connect-ions from human advancement to monetary development rely on upon two basic variables; one is collection of human capital through interests in instruction and aptitudes arrangement [18], wellbeing and nourishment and innovative work. Also, the other one is available chances to individuals to add to financial improvement

however social, political and monetary interest. As specified before, this review utilized the accompanying Regression show where in the spill out of monetary development to human advancement is investigated. At the end of the day it clarifies the impact of monetary development on human advancement.

We are thinking about HDI, training and wellbeing for the times of 1981, 1991 and 2001 for the 15 noteworthy states in India. Consequently the information displays the attributes of time arrangement and also cross sectional information. Be that as it may, the eras are constrained i.e., just for 3 decades. In that sense, the information considered is prohibitive time arrangement.

The model likewise incorporates the consumption of the legislature on training and wellbeing in light of the fact that the use on instruction and wellbeing by the administration has straightforwardly impacted on human improvement. So the review fused the above said factors [19].

Table 1:influence of Economic Growth on Human Development Index

Variables	Co-efficient	Standard Error	Probability
Time variable	0.144780*	0.049634	0.0055
Dummy variable	0.370515*	0.032006	0.0000
Growth Rate	0.002439*	0.000883	0.0083
Education Expenditure	0.057042*	0.015683	0.0007
Health Expenditure	0.008259	0.011633	0.4815
R – Squared 0.98, Adjusted R Square 0.97			
F – Statistic 531.9673, Prob (F – Statistic) 0.00000			

Note: * P < 0.01 Significant at 1.1 level ** P < 0.05 Significant 5 total

Influenced human development and their influence is significant at 1 percent level except health expenditure, which is positive but has not significantly, influenced human development. The dummy variable which is a proxy for initial level of development is found to be significant because the initial level of development of a state has certainly influence on human development so the results indicate this.

5. CONCLUSION

An endeavor is made to follow the hypothetical structure of human improvement since Adam Smith to the latest endogenous development hypotheses in the initial segment. Human capital hypothesis step by step prompted to human focused improvement where in human advancement turned out to be significant. A few ways to deal with human advancement have developed especially the "Capacity Approach" which turned out to be exceptionally prominent. The area II made an endeavor to analyze

the two way causal connection amongst HD and EG. The EG convert into HD with the assistance of designation of the prizes of development through the conveyance of private and open assets (GNP), the dissemination of chances, especially business, female control over wage and NGO or other common society movement. While, then again HD prompts to EG through collection of human capital through interest in wellbeing, instruction, abilities preparing and R and D, open doors for individuals to add to EG through social, political and monetary cooperation.

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