

An Empirical Study on “Reasons for Tamilnadu People Facing Difficulties in Central Government Exams” With Special Reference to Erode

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ABSTRACT

Directorate General of Employment & Training(D.G.E.&T.), Ministry of Labor& Employment, Government of India has been conducting the “Census of Central Government Employees” since 1960 to update the data series on Employment profiles of Central Government Employees working across the country. The report would be useful in perspective planning for framing of welfare schemes and other service facilities by the Central Government to its Employees. The statistics tells that Tamilnadu people are lagging in central government exams when compare to other states. The present study was carried out through the network of central government employees throughout the city with active support and encouragement.

1. INTRODUCTION

Uttar Pradesh may still be reigning supreme as far as recruitment to the Indian Administrative Service (IAS) is concerned, but Bihar has emerged a not- so-surprising second, leaving civil services nurseries such as Tamil Nadu far behind. The latest personnel ministry figures for 4,443 IAS officers show that while 671 (15 per cent) of them are domiciled in Uttar Pradesh, Bihar contributes 419 (9.4 per cent) officers to the service. Most of these bureaucrats are working outside their home states, and that is expected under the recruitment rules of the IAS, an all- India service. The number of IAS officers domiciled in agrarian states of Punjab and Haryana is 228 and 158. While a relatively larger Karnataka and Madhya Pradesh account for only 150 and 152 officers respectively. Delhi is another interesting case. The number of IAS officers domiciled in the national capital is an impressive 233. Tamilnadu people facing difficulties to get through competitive exams such as IIT-JEE,etc. This project enables a clear view about most effective problem of Tamilnadu people. By finding such problem is useful to provide an good solution to that

particular problem along with all other similar problems. The project will help Tamilnadu students to get into central government jobs.

2. OBJECTIVES OF THE STUDY

To analyze the problems faced by respondents due to the education system in Tamilnadu.

3. SCOPE OF THE STUDY

1. The study will help to create the awareness among Tamilnadu people about central government exams.
2. The study may suggest a suitable measures to overcome from certain difficulties faced by Tamilnadu People.

4. LIMITATIONS OF THE SDTUDY

1. Caste reservation system in India becomes a drawback which cannot be destroyed and it is a reason for “Talent people doesn’t get job”.
2. Split up among state level education system cannot be changed and there is a less possibility among people to follow a central government education system.

5. REVIEW OF LITERATURE

The State - Wise dispersion of Central Government Employees has been discussed. Firstly, the Census returns are usually collected directly from the employing Establishments. The jurisdiction of these Establishments is considered as the basis. However, in the case of some major Ministries/Departments their jurisdiction posed certain administrative difficulties. For example, some reporting

Establishments which actually render data/information in the prescribed Census forms under the Ministry of Railways, Ministry of Communications & IT cut - across the State boundaries. The data collected from these Establishments in fact is not necessarily belonging to the areas where these Establishments are located but in many cases, the Central Government Employees employed by such Establishments as per their work distribution belonging to other State locations also. However, attempts have been made to bifurcate approximately to the extent possible. Secondly, some Establishments which employed sizeable number of Employees deployed their personnel on need basis to other States and their Employees constantly keep moving from one location to other. As such, the mobile personnel (Civilian Para Military Forces) engaged by Central Organizations such as Central Reserve Police Force (CRPF), Border Security Force (BSF), Central Industrial Security Force (CISF), Indo - Tibetan Border Force (ITBF) & Assam Rifles etc., have been shown in the Census data separately and are not classified at the State level. An analysis reveals that largest concentration of Central Government Employees has been in Uttar Pradesh (9.3 1%) followed by Maharashtra (8.89%), West Bengal (9.13%), Delhi (6.54%), Andhra Pradesh (5.60%), Tamil Nadu (4.85%) and Madhya Pradesh (4.04%). In the remaining States/UTs the proportion has been less than 4%. Para Military Forces and other mobile personnel which have not been hewn dispersed, (State-wise) have a sizeable share of 27.8% in the total Central Govt. Employment.

6. RESEARCH METHODOLOGY

6.1. RESEARCH DESIGN

1. A Master plan that specifies the method and procedures for collecting and analyzing needed information.
2. A research design is a framework or blueprint for conducting the marketing research project.

6.2. SAMPLE DESIGN

Sampling is the process of selecting a sufficient number of elements from the population. A Sample Design is a definite plan for obtaining a sample from the sampling frame. It refers to the technique or the procedure the researcher would adopt in selecting some sampling units from which inferences about the population is drawn.

6.3. PROBABILITY SAMPLING

Probability sampling is based on the fact that every member of a population has a known and equal chance of being selected.

6.4. CLUSTER SAMPLING

Cluster sampling refers to a type of sampling method. With cluster sampling, the researcher divides the population into separate groups, called clusters. Then, a simple random sample of clusters is selected from the population. The

researcher conducts his analysis on data from the sampled clusters.

6.5. SIZE OF THE SAMPLE

The Sample size is **30**.

7. DATA COLLECTION METHOD

7.1. PRIMARY DATA

These are data which are collected for the first time directly by the Researcher for the Specific study undertaken by him. In this research primary data are collected directly from the Respondent by using Questionnaire.

7.2. SECONDARY DATA

These are data which are already collected and used by someone preciously. The data's are collected from journals, magazines and websites.

8. STATISTICAL TOOLS USED

To analyze and interpret collected data the following simple percentage and ranking were used.

9. FORMULA

Number of respondents

Percentage analysis = $\frac{\text{Number of respondents}}{\text{Total number of respondents}} \times 100$

10. HENRY GARRETT RANKING

Garrett's ranking technique to find out the most significant factor which influences the respondent, Garrett's ranking technique was used. As per this method, respondents have been asked to assign the rank for all factors and the outcomes of such ranking have been converted into score value with the help of the following formula:

Percent position = $100 (R_{ij} - 0.5) / N_j$

Where R_{ij} = Rank given for the i th variable by j th respondents.

N_j = Number of variable ranked by j th respondents.

DATA ANALYSIS

PROFILE OF THE RESPONDENTS

The Respondent who participated in the research is from diversified background with gender, age group, marital status and educational qualification.

Table 1: PROFILE OF THE RESPONDENTS

Details of the respondent		No. of Respondents	Percentage
Gender	Male	19	63.3
	Female	11	36.7
	Total	30	100
Age Group (in Years)	Below 30Years	08	26.67
	30 – 40 Years	16	53.33
	40 – 50 Years	03	10
	Above 50 years	03	10
	Total	30	100
Educational qualification	UG	13	43.33
	PG	17	56.67
	DOCTORATE	00	0.00
	Total	30	100

score of 580, “Lack of awareness” is ranked as no.3 with a total score of 518, “Lack in strategic preparation” is ranked as no.4 with a total score of 500, “Lack in solving of aptitude problems” is ranked as no.5 with a total score of 396, “Financial Problem” is ranked as no.6 with a total score of 274, “Understanding Capacity (less)” is ranked as no.7 with a total score of 155.

BAR CHART

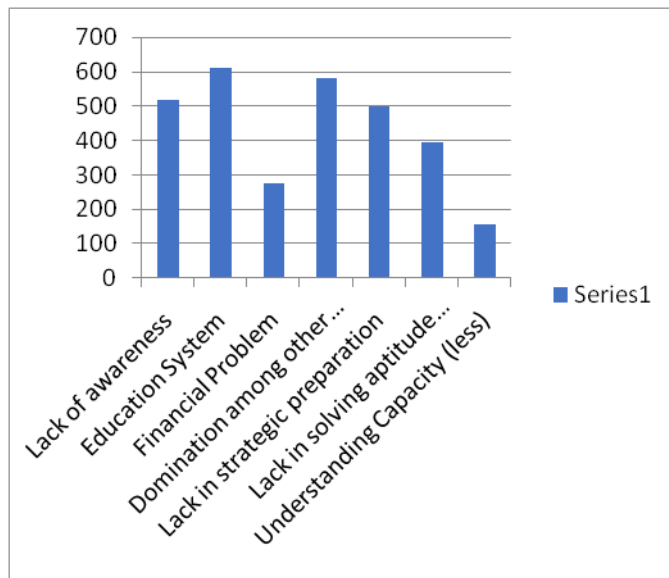


Table:2

PROBLEMS FACED BY RESPONDENTS DURING CENTRAL GOVERNMENT EXAMS.

	Problems	Mean Score	TotalS core	Rank
1	Lack of awareness	74	518	3
2	Education system	102	612	1
3	Financial problem	137	274	6
4	Domination among other states	116	580	2
5	Lack in strategic preparation	125	500	4
6	Lack in solving of aptitude problems	132	396	5
7	Understanding capacity (less)	155	155	7

From the above table it is evident that “Education System” is ranked as no.1 with a total score of 612, “Domination among other states” is ranked as no.2 with a total

11. FINDINGS

1. From this evident that “**Education System**” is ranked as no.1 with a total score of 612.
2. “**Domination among other states**” is ranked as no.2 with a total score of 580.
3. “**Lack of awareness**” is ranked as no.3 with a total score of 518.
4. 53% of respondent had falls under “**30 to 40 years**”.
5. 63% of respondent fad falls under “**male**” category
6. 56% of respondent are “**PG holders**”.

SUGGESTIONS

1. Education System can be centralized throughout the country.
2. Preparation methodology for central government exams can be digitalized.
3. Awareness about central government exams must be issued from school level.
4. Student must be knowledge oriented rather than mark oriented.

12. CONCLUSION

Tamilnadu education system syllabus is perfectly good. But the method of teaching and training is mark oriented. Training towards mark oriented doesn't provide any opportunity to develop their knowledge. Hence the training must be knowledge oriented. And education system also must be updated and centralized towards Central Board of Secondary Education (abbreviated as **CBSE**), so that every state people get an equal opportunity. Awareness about exams and job vacancies must provided among students during their school/college level. It will motivate them towards attaining jobs in central government. Language problem also plays an major role. As Hindi is a national language, people must learn Hindi. Basically Tamilnadu youngsters are much talented than any other states. The problem is lack of guidance. Hence guiding youngsters with proper training will enhance their future in a positive way.

REFERENCES

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