Chapter V

FINDINGS, INTERPRETATIONS, RECOMMENDATIONS AND SUGGESTIONS

After completing the analysis of collected data, it is necessary to sum up the important observations and findings. As such, this chapter shows out the Findings, Interpretations, Educational Implications and Suggestion for further researches.

5.1 FINDINGS

Co-curricular activities of B.Ed students

1.1 a) It is observed that 23.50% of the B.Ed students have low, 65.41% of them have moderate and 11.09% of them have high level of participation in sports & games.
   b) 17.20% of the B.Ed students have low, 61.44% of them have moderate and 21.36% of them have high level of participation in service groups.
   c) 10.78% of the B.Ed students have low, 59.51% of them have moderate and 29.70% of them have high level of participation in cultural activities.
   d) 16.79% of the B.Ed students have low, 67.96% of them have moderate and 15.25% of them have high level of participation in arts and craft.
   e) 15.56% of the B.Ed students have low, 65.41% of them have moderate and 19.02% of them have high level of participation in students association.
   f) 15.36% of the B.Ed students have low, 62.67% of them have moderate and 21.97% of them have high level of participation in educational tour.

1.2 a) It is observed that, 19.1% of the male B.Ed students have low, 68.2% of them have moderate and 12.7% of them have high level of participation in sports & games.
   b) 5.0% of the male B.Ed students have low, 69.5% of them have moderate and 25.5% of them have high level of participation in service groups.
   c) 9.5% of the male B.Ed students have low, 62.3% of them have moderate and 28.2% of them have high level of participation in cultural activities.
d) 37.3% of the male B.Ed students have low, 49.1% of them have moderate and 13.6% of them have high level of participation in arts and craft.
e) 10.5% of the male B.Ed students have low, 61.4% of them have moderate and 28.2% of them have high level of participation in students association.
f) 44.5% of the male B.Ed students have low, 32.7% of them have moderate and 22.7% of them have high level of participation in educational tour.

1.3 a) It is observed that, 24.8% of the female B.Ed students have low, 64.6% of them have moderate and 10.6% of them have high level of participation in sports & games.
b) 20.7% of the female B.Ed students have low, 59.1% of them have moderate and 20.2% of them have high level of participation in service groups.
c) 11.1% of the female B.Ed students have low, 58.7% of them have moderate and 30.1% of them have high level of participation in cultural activities.
d) 27.4% of the female B.Ed students have low, 56.9% of them have moderate and 15.7% of them have high level of participation in arts and craft.
e) 17.0% of the female B.Ed students have low, 66.6% of them have moderate and 16.4% of them have high level of participation in students association.
f) 47.4% of the female B.Ed students have low, 30.8% of them have moderate and 21.8% of them have high level of participation in educational tour.

1.4 There is no significant difference between male and female B.Ed students in their participation in cultural activities and educational tour. But there is significant difference between male and female B.Ed students in their participation in sports & games, service groups, arts & craft and students associations.

While comparing the mean scores of male and female B.Ed students, the male students are better than the female students in their participation in sports & games, service groups and students association.

While comparing the mean scores of male and female B.Ed students, the female students are better than the male students in their participation in arts & craft.
1.5 There is no significant difference between aided and self-financed college B.Ed students in their participation in sports & games, service groups, cultural activities, arts & craft and students associations. But there is significant difference between aided and self-financed college B.Ed students in their participation in educational tour.

While comparing the mean scores of aided and self-financed college B.Ed students, the self-financed college students are better than the aided college students in their participation in educational tour.

1.6 There is no significant difference between rural and urban college students in their participation in service groups and students associations. But there is significant difference between rural and urban college students in their participation in sports & games, cultural activities, arts & craft and educational tour.

While comparing the mean scores of rural and urban college students, the rural college students are better than the urban college students in their participation in sports and games, cultural activities, arts and craft and educational tour.

1.7 There is no significant difference among Hindu, Muslim and Christian B.Ed students in their participation in cultural activities, students association and educational tour. But there is significant difference among Hindu, Muslim and Christian B.Ed students in their participation in sports & games, service groups and arts & craft.

The Tukey test result reveals that there is significant difference between Muslim and Christian B.Ed students in their participation in sports & games. While comparing the mean scores, the Christian B.Ed students are better than the Muslim B.Ed students in their participation in sports & games.

Further, the Tukey test result reveals that there is significant difference between Hindu and Christian B.Ed students in their participation in service groups and arts & craft. While comparing the mean scores, the Hindu B.Ed students are
better than the Christian B.Ed students in their participation in service groups and arts & craft.

1.8 There is no significant difference among OC, BC, MBC and SC B.Ed students in their participation in sports & games, cultural activities, students associations and educational tour. But there is significant difference among OC, BC, MBC and SC B.Ed students in their participation in service groups and arts & craft.

The Tukey test result reveals that there is significant difference between OC & MBC and between OC & SC B.Ed students in their participation in service groups. While comparing the mean scores, the SC B.Ed students are better than the OC B.Ed students and the MBC B.Ed students are better than the OC B.Ed students in their participation in service groups.

Further, the Tukey test result reveals that there is significant difference between BC and MBC B.Ed students in their participation in arts & craft. While comparing the mean scores, the MBC students are better than the BC students in their participation in arts & craft.

1.9 There is significant difference among men, women and co-education college B.Ed students in their participation in co-curricular activities except the dimension educational tour.

The Tukey test result reveals that there is significant difference among Men, Women and co-education college B.Ed students in their participation in sports & games. While comparing the mean scores, the co-education college B.Ed students are better than the men and women college B.Ed students in their participation in sports & games.

The Tukey test result reveals that there is significant difference between men & women and men & co-education college B.Ed students in their participation in service groups. While comparing the mean scores, the men college B.Ed students are better than the women and co-education college B.Ed students in their participation in service groups.
Further, it reveals that there is significant difference between men & women college B.Ed students and women & co-education college B.Ed students in their participation in cultural activities. While comparing the mean scores, the men college B.Ed students are better than the women and co-education college B.Ed students in their participation in cultural activities.

Further, it reveals that there is significant difference between men & women college B.Ed students and women & co-education college B.Ed students in their participation in arts & craft. While comparing the mean scores, the women college B.Ed students are better than the men and co-education college B.Ed students in their participation in arts & craft.

Further, it reveals that there is significant difference between men and co-education college B.Ed students in their participation in students association. While comparing the mean scores, the men college B.Ed students are better than the co-education college B.Ed students in their participation in students association.

1.10 There is no significant association between age and co-curricular activities of B.Ed students

1.11 There is no significant association between qualified degree and co-curricular activities of B.Ed students. But there is significant association between qualified degree and cultural activities of B.Ed students.

1.12 There is no significant association between father’s educational qualification and co-curricular activities of B.Ed students.

1.13 There is no significant association between mother’s educational qualification and co-curricular activities of B.Ed students. But, there is significant association between mother’s educational qualification and participation in cultural activities of B.Ed students.
There is no significant association between monthly income of the family and co-curricular activities of B.Ed students with regard to the dimensions service groups, arts and craft and students associations. But there is significant association between monthly income of the family and participation in sports & games, cultural activities and educational tour of B.Ed students.

**Personality Development of B.Ed students**

2.1 a) 15.26% of the B.Ed students have low, 69.48% of them have moderate and 15.26% of them have high level of appearance.

   b) 16.07% of the B.Ed students have low, 64.80% of them have moderate and 19.13% of them have high level of verbal mannerism.

   c) 15.87% of the B.Ed students have low, 69.38% of them have moderate and 14.75% of them have high level of gesticulation.

   d) 17.09% of the B.Ed students have low, 64.90% of them have moderate and 18.01% of them have high level of mental alertness.

   e) 16.17% of the B.Ed students have low, 64.90% of them have moderate and 18.92% of them have high level of stability of thoughts.

   f) 15.77% of the B.Ed students have low, 62.05% of them have moderate and 22.18% of them have high level of leadership skills.

   g) 15.77% of the B.Ed students have low, 66.84% of them have moderate and 17.39% of them have high level of self-confidence.

2.2 a) 22.3% of the male B.Ed students have low, 62.7% of them have moderate and 15.0% of them have high level of appearance.

   b) 12.3% of the male B.Ed students have low, 67.7% of them have moderate and 20.0% of them have high level of verbal mannerism.

   c) 14.1% of the male B.Ed students have low, 64.5% of them have moderate and 21.4% of them have high level of gesticulation.

   d) 14.1% of the male B.Ed students have low, 65.0% of them have moderate and 20.9% of them have high level of mental alertness.
e) 15.9% of the male B.Ed students have low, 62.3% of them have moderate and 21.8% of them have high level of stability of thoughts.

f) 12.3% of the male B.Ed students have low, 58.2% of them have moderate and 29.5% of them have high level of leadership skills.

g) 18.2% of the male B.Ed students have low, 68.2% of them have moderate and 13.6% of them have high level of self-confidence.

2.3 a) 13.2% of the female B.Ed students have low, 61.6% of them have moderate and 25.2% of them have high level of appearance.

b) 17.2% of the female B.Ed students have low, 64.0% of them have moderate and 18.9% of them have high level of verbal mannerism.

c) 16.4% of the female B.Ed students have low, 64.6% of them have moderate and 19.0% of them have high level of gesticulation.

d) 18.0% of the female B.Ed students have low, 64.9% of them have moderate and 17.2% of them have high level of mental alertness.

e) 24.0% of the female B.Ed students have low, 57.9% of them have moderate and 18.1% of them have high level of stability of thoughts.

f) 16.8% of the female B.Ed students have low, 63.2% of them have moderate and 20.1% of them have high level of leadership skills.

g) 15.1% of the female B.Ed students have low, 66.4% of them have moderate and 18.5% of them have high level of self-confidence.

2.4 There is no significant difference between male and female B.Ed students in their personality development with regard to the dimensions verbal mannerism, gesticulation, mental alertness, stability of thoughts, leadership skills and self-confidence. But there is significant difference between male and female B.Ed students in their appearance.

While comparing the mean scores of male and female B.Ed students, the female students are better than the male students in their appearance.
2.5 There is no significant difference between aided and self-financed college B.Ed students in their personality development with regard to the dimensions appearance, gesticulation, mental alertness, stability of thoughts, leadership skills and self-confidence. But there is significant difference between aided and self-financed college B.Ed students in their verbal mannerism.

While comparing the mean scores of aided and self-financed college students, the aided college students are better than the self-financed college students in their verbal mannerism.

2.6 There is no significant difference between rural and urban college B.Ed students in their personality development with regard to the dimensions appearance, gesticulation, mental alertness, stability of thoughts, leadership skills and self-confidence. But there is significant difference between rural and urban college B.Ed students in their verbal mannerism.

While comparing the mean scores of rural and urban college students, the urban college students are better than the rural college students in their verbal mannerism.

2.7 There is no significant difference among Hindu, Muslim and Christian B.Ed students in their personality development with regard to the dimensions gesticulation, stability of thoughts and leadership skills. But there is significant difference among Hindu, Muslim and Christian B.Ed students in their appearance, verbal mannerism, mental alertness and self-confidence.

The Tukey test result reveals that there is significant difference between Hindu and Christian B.Ed students in their personality development with regard to appearance, verbal mannerism, mental alertness and self-confidence. While comparing the mean scores, the Hindu B.Ed students are better than the Christian B.Ed students in their appearance, verbal mannerism, mental alertness and self-confidence.

While comparing the mean scores, the Muslim students are better than the Hindu and Christian students in their verbal mannerism.
2.8 There is no significant difference among OC, BC, MBC and SC students in their personality development with regard to verbal mannerism, gesticulation and self-confidence. But there is significant difference among OC, BC, MBC and SC students in their personality development with regard to appearance, mental alertness, stability of thoughts and leadership skills.

The Tukey test result reveals that there is significant difference between BC and MBC B.Ed students in their appearance. While comparing the mean scores, the MBC students are better than the BC students in their appearance.

Further, the Tukey test result reveals that there is significant difference between BC & MBC and BC & SC B.Ed students in their mental alertness. While comparing the mean scores, the MBC B.Ed students are better than the BC and SC B.Ed students in their mental alertness.

The Tukey test result reveals that there is significant difference between OC & MBC and OC & SC B.Ed students in their stability of thoughts and leadership skills. Further, there is significant difference between BC & MBC and BC and SC students in their leadership skills. While comparing the mean scores, the MBC students are better than the OC, BC and SC B.Ed students in their stability of thoughts and the SC students are better than the OC, BC and MBC B.Ed students in their leadership skills.

2.9 There is no significant difference among men, women and co-education college B.Ed students in their personality development with regard to the dimensions verbal mannerism, gesticulation, mental alertness, stability of thoughts, leadership skills and self-confidence. But there is significant difference among men, women and co-education college B.Ed students in their appearance.

The Tukey test result reveals that there is significant difference between men & women and men & co-education college B.Ed students in their appearance. While comparing the mean scores, the Co-education college students are better than the men and women college students in their appearance.
2.10 There is no significant association between age and personality development of B.Ed students.

2.11 There is no significant association between qualified degree and personality development of B.Ed students.

2.12 There is no significant association between father’s educational qualification and personality development of B.Ed students.

2.13 There is no significant association between mother’s educational qualification and personality development of B.Ed students.

2.14 There is no significant association between monthly income of the family and personality development of B.Ed students.

**Decision-making of B.Ed students**

3.1 a) It is observed that, 14.34% of the B.Ed students have low, 68.67% of them have moderate and 16.99% of them have high level of making righteous decisions.

   b) 14.65% of the B.Ed students have low, 67.24% of them have moderate and 18.11% of them have high level of making unbiased decisions.

   c) 14.65% of the B.Ed students have low, 67.14% of them have moderate and 18.21% of them have high level of making acceptable decisions.

   d) 13.63% of the B.Ed students have low, 70.60% of them have moderate and 15.77% of them have high level of making instinctive decisions.

   e) 17.39% of the B.Ed students have low, 63.99% of them have moderate and 18.62% of them have high level of making efficient decisions.

   f) 16.17% of the B.Ed students have low, 66.12% of them have moderate and 17.71% of them have high level of decision-making.

3.2 a) It is observed that, 17.3% of the male B.Ed students have low, 63.2% of them have moderate and 19.5% of them have high level of making righteous decisions.
b) 17.3% of the male B.Ed students have low, 64.1% of them have moderate and 18.6% of them have high level of making unbiased decisions.

c) 21.8% of the male B.Ed students have low, 59.5% of them have moderate and 18.6% of them have high level of making acceptable decisions.

d) 17.3% of the male B.Ed students have low, 60.9% of them have moderate and 21.8% of them have high level of making instinctive decisions.

e) 26.4% of the male B.Ed students have low, 54.1% of them have moderate and 19.5% of them have high level of making efficient decisions.

f) 15.5% of the male B.Ed students have low, 68.2% of them have moderate and 16.4% of them have high level of decision-making.

3.3 a) It is observed that, 19.9% of the female B.Ed students have low, 53.1% of them have moderate and 27.0% of them have high level of making righteous decisions.

b) 20.4% of the female B.Ed students have low, 61.6% of them have moderate and 18.0% of them have high level of making unbiased decisions.

c) 21.9% of the female B.Ed students have low, 60.0% of them have moderate and 18.1% of them have high level of making acceptable decisions.

d) 19.1% of the female B.Ed students have low, 57.4% of them have moderate and 23.5% of them have high level of making instinctive decisions.

e) 24.1% of the female B.Ed students have low, 57.5% of them have moderate and 18.3% of them have high level of making efficient decisions.

f) 16.4% of the female B.Ed students have low, 65.5% of them have moderate and 18.1% of them have high level of decision-making.

3.4 There is no significant difference between male and female B.Ed students in their decision-making with regard to the dimensions unbiased, acceptability, instinctive and efficiency. But there is significant difference between male and female B.Ed students in their righteous decision-making.

While comparing the mean scores, the female B.Ed students are better than the male B.Ed students in their righteous decision-making.
3.5 There is no significant difference between aided and self-financed college B.Ed students in their decision-making.

3.6 There is no significant difference between rural and urban college B.Ed students in their decision-making.

3.7 There is no significant difference among Hindu, Muslim and Christian B.Ed students in their righteous, acceptability, instinctive and efficient decision-making. But there is significant difference among Hindu, Muslim and Christian B.Ed students in their unbiased decision-making.

The Tukey test result reveals that there is significant difference between Hindu and Christian B.Ed students in their unbiased decision-making. While comparing the mean scores, the Hindu B.Ed students are better than the Christian B.Ed students in their unbiased decision-making.

3.8 There is no significant difference among OC, BC, MBC and SC B.Ed students in their acceptability and efficient decision-making. But there is significant difference among OC, BC, MBC and SC B.Ed students in their righteous, unbiased, instinctive and decision-making in total.

The Tukey test result reveals that there is significant difference between OC and MBC B.Ed students in righteous decision-making. While comparing the mean scores, the MBC B.Ed students are better than the OC B.Ed students in righteous decision-making.

Further, it reveals that there is significant difference between OC & MBC and OC & SC B.Ed students in their unbiased decision-making. Also, there is significant difference between BC & MBC and BC & SC B.Ed students in their unbiased decision-making. While comparing the mean scores, the MBC B.Ed students are better than the OC, BC and SC B.Ed students in their unbiased decision-making.

Further, it reveals that there is significant difference between OC & MBC and OC & SC B.Ed students in their instinctive decision-making. While
comparing the mean scores, the SC B.Ed students are better than the OC and MBC B.Ed students in their instinctive decision-making.

Further, it reveals that there is significant difference between OC & MBC students in their decision-making. While comparing the mean scores, the MBC B.Ed students are better than the OC B.Ed students in their decision-making.

3.9 There is no significant difference among men, women and co-education college B.Ed students in their righteous, unbiased, acceptability and instinctive decision-making. But there is significant difference among men, women and co-education college B.Ed students in their efficient decision-making.

The Tukey test result reveals that there is significant difference between Men and co-education college B.Ed students in their efficient decision-making. While comparing the mean scores, the Men college B.Ed students are better than the co-education college B.Ed students in their efficient decision-making.

3.10 There is no significant association between age and unbiased, acceptable, instinctive and efficient decision-making of B.Ed students. But there is significant association between age and righteous decision-making of B.Ed students.

3.11 There is no significant association between qualified degree and decision-making of B.Ed students.

3.12 There is no significant association between father’s educational qualification and unbiased, acceptable, instinctive and efficient decision-making of B.Ed students. But there is significant association between father’s educational qualification and righteous decision-making of B.Ed students.

3.13 There is no significant association between mother’s educational qualification and decision-making of B.Ed students.
3.14 There is no significant association between monthly income of the family and decision-making of B.Ed students.

**Relationship between co-curricular activities and personality development of B.Ed students**

4.1 a) There is significant relationship between participation in sports & games and personality development of B.Ed students with regard to the dimensions appearance, verbal mannerism, gesticulation, stability of thoughts, leadership skills and self-confidence. But there is no significant relationship between participation in sports & games and mental alertness of B.Ed students.

b) There is significant relationship between participation in service groups and personality development of B.Ed students with regard to the dimensions appearance, verbal mannerism, gesticulation, mental alertness, stability of thoughts, leadership skills and self-confidence.

c) There is significant relationship between participation in cultural activities and personality development of B.Ed students with regard to the dimensions appearance, verbal mannerism, gesticulation, mental alertness, stability of thoughts, leadership skills and self-confidence.

d) There is significant relationship between participation in arts & craft and personality development of B.Ed students with regard to the dimensions appearance, verbal mannerism, gesticulation, mental alertness, stability of thoughts, leadership skills and self-confidence.

e) There is significant relationship between participation in students association and personality development of B.Ed students with regard to the dimensions appearance, verbal mannerism, gesticulation, mental alertness, stability of thoughts, leadership skills and self-confidence.

f) There is significant relationship between participation in educational tour and personality development of B.Ed students with regard to the dimensions appearance, gesticulation mental alertness and stability of thoughts. But, there is no significant relationship between participation in educational tour and
personality development of B.Ed students with regard to the dimensions verbal mannerism, leadership skills and self-confidence.

4.2 a) There is significant relationship between participation in sports & games and personality development of male B.Ed students with regard to the dimensions verbal mannerism and self-confidence. But there is no significant relationship between participation in sports & games and personality development of male B.Ed students with regard to the dimensions appearance, gesticulation, mental alertness, stability of thoughts, and leadership skills.

b) There is significant relationship between participation in service groups and personality development of male B.Ed students with regard to the dimensions appearance, verbal mannerism, gesticulation, mental alertness, stability of thoughts, leadership skills and self-confidence.

c) There is significant relationship between participation in cultural activities and personality development of male B.Ed students with regard to the dimensions appearance, verbal mannerism, gesticulation, mental alertness, stability of thoughts, leadership skills and self-confidence.

d) There is significant relationship between participation in arts & craft and personality development of male B.Ed students with regard to the dimensions appearance, verbal mannerism and self-confidence. But there is no significant relationship between participation in arts & craft and personality development of male B.Ed students with regard to the dimensions gesticulation, mental alertness, stability of thoughts, and leadership skills.

e) There is significant relationship between participation in students association and personality development of male B.Ed students with regard to the dimensions appearance, verbal mannerism, gesticulation, mental alertness, stability of thoughts, leadership skills and self-confidence.

f) There is significant relationship between participation in educational tour and personality development of male B.Ed students with regard to the dimensions verbal mannerism, gesticulation and stability of thoughts. But, there is no significant relationship between participation in educational tour and personality
development of male B.Ed students with regard to the dimensions appearance, mental alertness, leadership skills and self-confidence.

4.3 a) There is significant relationship between participation in sports & games and personality development of female B.Ed students with regard to the dimensions appearance, verbal mannerism, gesticulation, stability of thoughts, leadership skills and self-confidence. But there is no significant relationship between participation in sports & games and mental alertness of female B.Ed students.

b) There is significant relationship between participation in service groups and personality development of female B.Ed students with regard to the dimensions appearance, verbal mannerism, mental alertness, stability of thoughts, leadership skills and self-confidence. But there is no significant relationship between participation in service groups and gesticulation of female B.Ed students.

c) There is significant relationship between participation in cultural activities and personality development of female B.Ed students with regard to the dimensions appearance, verbal mannerism, gesticulation, mental alertness, stability of thoughts, leadership skills and self-confidence.

d) There is significant relationship between participation in arts & craft and personality development of female B.Ed students with regard to the dimensions appearance, verbal mannerism, gesticulation, mental alertness, stability of thoughts, leadership skills and self-confidence.

e) There is significant relationship between participation in students association and personality development of female B.Ed students with regard to the dimensions appearance, verbal mannerism, gesticulation, mental alertness, stability of thoughts, leadership skills and self-confidence.

f) There is significant relationship between participation in educational tour and personality development of female B.Ed students with regard to the dimensions appearance and mental alertness. But, there is no significant relationship between participation in educational tour and personality development of female B.Ed students.
students with regard to the dimensions verbal mannerism, gesticulation stability of thoughts, leadership skills and self-confidence.

**Relationship between co-curricular activities and decision-making of B.Ed students**

5.1 a) There is significant relationship between participation in sports & games and decision-making of B.Ed students with regard to the dimensions unbiased and efficiency. But there is no significant relationship between participation in sports & games and decision-making of B.Ed students with regard to the dimensions righteous, acceptability and instinctive.

b) There is significant relationship between participation in service groups and decision-making of B.Ed students with regard to the dimensions righteous, unbiased, acceptability, instinctive and efficiency.

c) There is significant relationship between participation in cultural activities and decision-making of B.Ed students with regard to the dimensions instinctive and efficiency. But there is no significant relationship between participation in sports & games and decision-making of B.Ed students with regard to the dimensions righteous, unbiased and acceptability.

d) There is significant relationship between participation in arts & craft and decision-making of B.Ed students with regard to the dimensions righteous, unbiased, acceptability, instinctive and efficiency.

e) There is significant relationship between participation in students association and decision-making of B.Ed students with regard to the dimensions righteous, unbiased, acceptability, instinctive and efficiency.

f) There is significant relationship between participation in educational tour and decision-making of B.Ed students with regard to the dimension righteous, unbiased and efficiency. But, there is no significant relationship between participation in educational tour and decision-making of B.Ed students with regard to the dimensions acceptability and instinctive.
5.2 a) There is no significant relationship between participating in sports & games and decision-making of male B.Ed students with regard to the dimensions righteous, unbiased, acceptability instinctive and efficiency.

b) There is significant relationship between participation in service groups and decision-making of male B.Ed students with regard to the dimensions righteous, unbiased, acceptability, instinctive and efficiency.

c) There is significant relationship between participation in cultural activities and decision-making of male B.Ed students with regard to the dimensions righteous, unbiased, acceptability, instinctive and efficiency.

d) There is no significant relationship between participation in arts & craft and decision-making of male B.Ed students with regard to the dimensions righteous, unbiased, acceptability, instinctive and efficiency.

e) There is significant relationship between participation in students association and decision-making of male B.Ed students with regard to the dimensions righteous, unbiased, acceptability, instinctive and efficiency.

f) There is significant relationship between participation in educational tour and decision-making of male B.Ed students with regard to the dimension unbiased and efficiency. But, there is no significant relationship between participation in educational tour and decision-making of male B.Ed students with regard to the dimensions righteous, acceptability and instinctive.

5.3 a) There is significant relationship between participation in sports & games and decision-making of female B.Ed students with regard to the dimensions unbiased and efficiency. But, there is no significant relationship between participating in sports & games and decision-making of female B.Ed students with regard to the dimensions righteous, acceptability and instinctive.

b) There is significant relationship between participation in service groups and decision-making of female B.Ed students with regard to the dimensions righteous, unbiased, acceptability, instinctive and efficiency.
c) There is no significant relationship between participation in cultural activities and decision-making of female B.Ed students with regard to the dimensions righteous, unbiased, acceptability, instinctive and efficiency.

d) There is significant relationship between participation in arts & craft and decision-making of female B.Ed students with regard to the dimensions righteous, unbiased, acceptability, instinctive and efficiency.

e) There is significant relationship between participation in students association and decision-making of female B.Ed students with regard to the dimensions righteous, unbiased, acceptability, instinctive and efficiency.

f) There is significant relationship between participation in educational tour and decision-making of female B.Ed students with regard to the dimension righteous. But, there is no significant relationship between participation in educational tour and decision-making of female B.Ed students with regard to the dimensions unbiased, acceptability, instinctive and efficiency.

Influence of co-curricular activities on Personality development of B.Ed students

6.1 There is significant influence of co-curricular activities on personality development with regard to the dimensions appearance, verbal mannerism, gesticulation, mental alertness, stability of thoughts, leadership skills and self-confidence of B.Ed students.

Influence of co-curricular activities on Decision-making of B.Ed students

7.1 There is significant influence of co-curricular activities on decision-making of B.Ed students.

5.2 INTERPRETATIONS

Co-curricular activities of B.Ed students

The ‘t’ test result reveals that the male students are better than the female students in their participation in sports & games, service groups and students association. The reason may be, male students naturally interested in group oriented activities. They wish to be with their friends circle and always be with a group of people. The above said
activities are mostly group oriented activities. So, the male B.Ed students’ participation is better in sports & games, service groups and students associations than female B.Ed students. This finding is supported by the findings of the studies by Sunith Kumar (2012), Annakodi (2011), Benedicta Rajammal (2011) and Jayakumari (2008).

The ‘t’ test result reveals that the female students are better than the male students in their participation in arts & craft. This may be due to, arts & craft needs aesthetic sense and patience in making. Naturally, women are patience in nature and they are interested in making useful things in their leisure time. So, the female B.Ed students’ participation is high in arts & craft when compared to male B.Ed students. This finding is supported by the findings of the studies by Sunith Kumar (2012), Annakodi (2011), Benedicta Rajammal (2011) and Jayakumari (2008).

The ‘t’ test result reveals that the self-financed college students are better than the aided college students in their participation in educational tour. The majority of the self-financed college B.Ed students’ economical status is high when compared to aided and government college B.Ed students. They spend more money for their refreshment activities. Educational tour is an activity which needs financial support from the students or from the administration or from both. It is not a matter for the self-financed college students to spend money for the educational tour. This may be the reason for the better participation in education tour by self-financed college B.Ed students than the others. This finding is supported by the finding of Annakodi (2011).

The ‘t’ test result reveals that the rural college students are better than the urban college students in their participation in sports & games, cultural activities, arts & craft and educational tour. The B.Ed students of rural area colleges are mostly from villages. Basically village based students are interested in maintaining their physical fitness. Sports and games are one of the factors of physical fitness. So, they show more interest in participating in such activities. Also, they don’t have the opportunity to show their abilities in the village atmosphere. So, they show more interest in participating in cultural activities. Further, the village based students always have a positive attitude towards arts & craft, because self-employment opportunity is one of the reasons. By learning from arts & craft the self employment opportunities of the students raise. This may be the reason for their participation in arts & craft. Finally, the students from the villages have fewer
opportunities to visit the historical places or other educationally important places because of their economical and social background. After joining the institutions, they have a chance to go for the above said places. This intends them to participate in educational tours. These are the reasons for the better participation of rural college B.Ed students than the urban college B.Ed students in sports & games, cultural activities, arts & craft and educational tour. This finding confirms the finding of Benedicta Rajammal (2011) and Jayakumari (2008).

The Tukey test result reveals that Christian B.Ed students are better than Muslim B.Ed students in their participation in sports & games. Naturally, Muslim religion consists of many restrictions on their people. They must cover their whole body with black dress, usually known as ‘parda’, then only they allowed to get away from home. They did not allow their girl children to close with the neighbours. Even though these restrictions are slowly changing, still they are practicing in some of the Muslim families. But, in Christian families, the foreign culture and gender equality are generally seen. They allow their children to explicit their talents in society. This may be the reason for the better participation of Christian B.Ed students than Muslim B.Ed students in sports & games. This finding is supported by the finding of Benedicta Rajammal (2011).

The Tukey test result reveals that Hindu B.Ed students are better than Christian B.Ed students in their participation in service groups and arts & craft. Hindus are highly associated with arts and craft. They are the pioneer of painting, temple construction, wood work and so on. Genetically they transfer their talents to their present and upcoming generations. This may be the reason for their better participation in arts and craft than the Christian B.Ed students. This finding is supported by the finding of Benedicta Rajammal (2011).

The Tukey test result reveals that SC B.Ed students are better than OC B.Ed students and MBC B.Ed students are better than OC B.Ed students in their participation in service groups. This may be due to, service mind and helping tendency is rich in the villages. The students’ hails from villages are mostly belonging to SC and MBC communities. So, their natural service mind and helping tendency let them better participation in service groups.
The Tukey test result reveals that MBC students are better than BC students in their participation in arts & craft. By participating in arts & craft, the students get the opportunity to earn themselves. MBC students are economically weaker when compared to BC students. So, for their income opportunity MBC B.Ed students show better participation in arts and craft than the BC B.Ed students. This finding is supported by the finding of Benedicta Rajammal (2011).

The Tukey test result reveals that co-education college B.Ed students are better than men and women college B.Ed students in their participation in sports and games. Competitive spirit and impressive nature are high in co-education colleges. The students always try to prove themselves better in all the aspects of their opposite sex. Also, they wish to impress the opposite sex for natural inductions. Sports & games is an activity which involves competitive spirit and it becomes attentive not only by the players, but also with the audience. In colleges the players and audience are from the different group of students, they always try to impress others. This may be the reason for the better participation of co-education college B.Ed students in sport & games than men and women B.Ed colleges.

The Tukey test result reveals that men’s college B.Ed students are better than women and co-education college B.Ed students in their participation in service groups, cultural activities, students association. As said above, the reason may be, male students naturally interested in group oriented activities. They wish to be with their friends circle and always be with a group of people. The above said activities are mostly group oriented activities. So, the men’s college B.Ed students’ participation is better in sports & games, service groups and students associations than women and co-education college B.Ed students.

The Tukey test result reveals that women’s college B.Ed students are better than men and co-education college B.Ed students in their participation in arts & craft. As said above, this may be due to, arts & craft needs aesthetic sense and patience in making. Naturally, women are patience in nature and they are interested in making useful things in their leisure time. So, the women college B.Ed students’ participation is high in arts & craft when compared to men and co-education college B.Ed students.
The chi-square test result reveals that qualified degree is influencing the participation in cultural activities of B.Ed students. Education makes a man to get social appreciation. Higher educational qualifications make them feel as they are in the higher levels of the society. They restrict themselves according to their social atmosphere. So, those who are highly qualified, they show a little interest in cultural activities. Some exceptional cases may be there, but mostly this is happening. This may be the reason for

The chi-square test result reveals that significant association found between mother’s educational qualification and participation in cultural activities of B.Ed students. Naturally, women are artistic in nature, and mostly they are interested in cinematic nature. They encourage their wards to participate in school and college level cultural competitions. In villages, women restrict their children to participate in such activities because of their societal restrictions. But, the educated mothers encourage their children to participate and establish their talents. This may be the reason for the above result.

The chi-square test result reveals that significant association found between monthly income of the family and participation in sports & games, cultural activities and educational tour of B.Ed students. The reason may be, the above said activities sometimes need financial support. So, monthly income of the family is one of the factors for the better or lower participation of B.Ed students in sports & games, cultural activities and educational tour.

**Personality Development of B.Ed students**

The ‘t’ test result reveals that the female students are better than the male students in their appearance. Naturally, female students project themselves fair among others or in a group. They spend more time and money to make them fair. They feel that it is a prestige issue if somebody not appreciating their outlook. This may be the reason for the better development in appearance of female B.Ed students than male B.Ed students. This finding is supported by the findings of Milton (2011) and Arulrajan (2007).

The ‘t’ test result reveals that the aided college students are better than the self-financed college students in their verbal mannerism. Most of the aided colleges are run by minority people, especially Christian minority. They teach their students how to
respect others and they offer more programmes related to social and moral aspects. But in self-financed college academic achievement is the main objective. They never bother about other development of students.

The ‘t’ test result reveals that the urban college B.Ed students are better than the rural college B.Ed students in their verbal mannerism. In rural areas, the language of the people is not in a grammatical way of speaking. They express their thoughts or communicate with others by using local words. They use local language in all the occasions. But, in urban areas the respecting nature of the people is highly appreciable. They use decent words to communicate with others. So, this may be the reason for the better development of verbal mannerism of urban college B.Ed students than the rural college B.Ed students. This finding is supported with the findings of Sahayaraj (2008) and Sheeja (2008).

The Tukey test result reveals that Hindu B.Ed students are better than Christian B.Ed students in their appearance, mental alertness, self-confidence. The dressing nature of the Hindus is culturally promoted. The religious nature of Hindus externally shown by their outlook. They are strong in their mental alertness and self-confidence because of their cautious nature. This may be the reason for the above result.

The Tukey test result reveals that Muslim B.Ed students are better than Hindu and Christian B.Ed students in their verbal mannerism. Basically, religious nature of the Muslim students promotes them to communicate with others in a respecting manner. So their verbal mannerism also seems to be better than the Hindu and Christian B.Ed students.

The Tukey test result reveals that MBC B.Ed students are better than BC B.Ed students in their appearance. This may be due to the fact that, MBC students are mostly from economically poor background. But they do not want to show their economical status before others. They want to show themselves as wealth as like others. So their development in appearance is better than BC students.

The Tukey test result reveals that MBC B.Ed students are better than OC, BC and SC B.Ed students in their mental alertness and stability of thoughts. The social and economic background of the MBC B. Ed students makes them to develop themselves in mental alertness. Naturally, they are hard working people. They try to achieve the target
because of their social and economic needs. So, their stability of thoughts is better when compared to OC, BC and SC B.Ed students.

The Tukey test result reveals that SC B.Ed students are better than OC, BC and MBC B.Ed students in their leadership skills. This may be due to SC students naturally have the tendency to lead others, because they don’t have any support from the society as they are depressed community. They lead their family as well as their society of their own stuff. This makes them to develop their leadership skills than other communities.

The Tukey test result reveals that Co-education college B.Ed students are better than men’s and women’s college B.Ed students in their appearance. Impressive nature and Competitive spirit are naturally seen in co-education colleges. They try to impress the opposite sex because of natural inductions. In co-education colleges the gender difference of the students induces them to impress others. So, they take care about their appearance before each other. This may be the reason for the better development in appearance of co-education college B.Ed students than men and women college B.Ed students.

**Decision-making of B.Ed students**

The ‘t’ test result reveals that female B.Ed students are better than male B.Ed students in their righteous decision-making. The decision-making nature is enhanced from home itself for the female community. In most of the homes females are the decision-makers. They always keep in mind about their family welfare before taking decisions. So, they almost take righteous decisions for the betterment of their family. So, the righteous decision-making of female B.Ed students is better than the male B.Ed students. This finding is supported by the finding of Deepa (2012), Prakash (2010), Rajesh (2008) and contradicts with the finding of Radha (2012).

The Tukey test result reveals that Hindu B.Ed students are better than Christian B.Ed students in their unbiased decision-making. The cultural and religious background of Hindus and Christians taught them to take good decisions; otherwise they have to face the punishment from the almighty according to their religious practice. So, they fear to make biased decisions. Both the religions taught the same, but from the findings the Hindu students are better in unbiased decision-making than Christian students. Due to the sample size this result may be recorded.
The Tukey test result reveals that MBC B.Ed students are better than OC, BC and SC B.Ed students in righteous and unbiased decision-making. Naturally the poor people are honest and unbiased in nature. Mostly the economic background of the MBC students is poor in nature. So, their social and economical background induces them to take righteous and unbiased decisions.

The Tukey test result reveals that SC B.Ed students are better than OC and MBC B.Ed students in their instinctive decision-making. The self-supportive nature of the SC students makes them to take instinctive decisions. Because they don’t have the guidance and support from others, they get assistance from government alone. So, their decision-making is instinctive when compared to others.

The Tukey test reveals that Men’s college B.Ed students are better than Co-education college B.Ed students in their efficient decision-making. Men are result oriented. Their moves are narrow to get a result. They try to make a decision which is useful to the beneficiary. So, men’s college students are better than co-education college students in making efficient decisions.

The chi-square test result reveals that age is influencing the righteous decision-making of B.Ed students. This may be due to, when the age increases the experience from various situations also increases. This experience helps them to make righteous decisions. So, the age is influencing righteous decision-making. This finding is supported by the finding of Deepa (2012) and contradicts with the finding of Venugopal (2007).

The chi-square test result reveals that father’s educational qualification is influencing the righteous decision-making of B.Ed students. The reason may be, Mother nurtures love and father nurtures the knowledge of their children. The fathers, who are well educated, transfer their knowledge and experience to their children. This experience and knowledge makes the B.Ed students to take righteous decisions.

**Relationship between co-curricular activities and personality development of B.Ed students**

The correlation analysis reveals that there is significant relationship between participation in sports & games and personality development of B.Ed students with regard to the dimensions, appearance, verbal mannerism, gesticulation, stability of
thoughts, leadership skills and self-confidence. The students who participate in sports & games show themselves better in their physique before audience. They transfer their ideas and plans through body language and by decent verbal language to their group members in sports & games. The aim of the players towards success should be narrow till they achieve, also, the ability to lead the group is necessary for a sportsman. So, this may be the reason for the above finding.

The correlation analysis reveals that there is significant relationship between participation in service groups, cultural activities, arts & craft and students associations and personality development of B.Ed students with regard to the dimensions appearance, verbal mannerism, gesticulation, mental alertness, stability of thoughts, leadership skills and self-confidence. So, it is evident that the B.Ed students who are participating in service groups, cultural activities, arts & craft and students associations may develop their appearance, verbal mannerism, gesticulation, mental alertness, stability of thoughts, leadership skills and self-confidence in a positive manner.

There is significant relationship between participation in educational tour and personality development of B.Ed students with regard to the dimensions appearance, gesticulation, mental alertness and stability of thoughts. This may be due to the fact that, while going for a tour everybody wants to be good looking before others. In public places body language is useful and safe to communicate, and they must be alert among their belongings. They should complete their schedule as per the plan; they should execute their plans without any doubt. So, the B.Ed students who are participating in educational tour may develop their appearance, gesticulation, mental alertness and stability of thoughts in a positive manner.

The correlation analysis reveals that there is significant relationship between participation in sports & games and personality development of male B.Ed students with regard to the dimensions verbal mannerism and self-confidence. This may be due to the fact that, in sports and games communications within the team and between the teams are essential. They use gentle and decent words while communicate to others before the audience. So, their verbal mannerism naturally increases. The ability to participate in sports and games develops the self-confidence of the male B.Ed students.
The correlation analysis reveals that there is significant relationship between participation in cultural activities, service groups and students association and personality development of male B.Ed students with regard to the dimensions appearance, verbal mannerism, gesticulation, mental alertness, stability of thoughts, leadership skills and self-confidence. So, by participating in cultural activities, service groups and students association helps the B.Ed students to improve their personality by means of appearance, verbal mannerism, gesticulation, mental alertness, stability of thoughts, leadership skills and self-confidence.

The correlation analysis reveals that there is significant relationship between participation in educational tour and personality development of male B.Ed students with regard to the dimensions verbal mannerism, gesticulation and stability of thoughts.

The correlation analysis reveals that there is significant relationship between participation in sports & games and personality development of female B.Ed students with regard to the dimensions appearance, verbal mannerism, gesticulation, stability of thoughts, leadership skills and self-confidence. The reason may be, while participating in sports and games female students very much care about their appearance before the audience. Their language and gesticulation should be very conscious and to the point. The interest and ability to participate in sports & games develops the leadership skills and self-confidence of the female B.Ed students.

The correlation analysis reveals that there is significant relationship between participation in cultural activities, arts & craft and students association and personality development of female B.Ed students with regard to the dimensions appearance, verbal mannerism, gesticulation, mental alertness, stability of thoughts, leadership skills and self-confidence. So, by participating in cultural activities, arts & craft and students association develops the personality in terms of appearance, verbal mannerism, gesticulation, mental alertness, stability of thoughts, leadership skills and self-confidence of female B.Ed students.

The correlation analysis reveals that there is significant relationship between participation in educational tour and personality development of female B.Ed students with regard to the dimensions appearance and mental alertness. The reason may be, generally females wanted to be good looking before others especially in special occasions
and public places. They are educated by their parents to be mentally alert to protect themselves and their belongings in public places. So, the appearance and mental alertness of the female B.Ed students, while participating in educational tour, is better.

**Relationship between co-curricular activities and decision-making of B.Ed students**

The correlation analysis reveals that there is significant relationship between participation in sports & games and decision-making of B.Ed students with regard to the dimensions unbiased and efficiency. This reason may be due to, in sports & games the decisions should be unbiased and it must be efficient for the achievement of success.

The correlation analysis reveals that there is significant relationship between participation in service groups, arts & craft and students association and decision-making of B.Ed students with regard to the dimensions righteous, unbiased, acceptability, instinctive and efficiency. This may be due to, the activities involves the decision-making in all the stages of practice.

The correlation analysis reveals that there is significant relationship between participation in cultural activities and decision-making of B.Ed students with regard to the dimensions instinctive and efficiency. Naturally cultural activities are performed individually or in groups. Their decisions should be natural in those activities and must be efficient for the improvement or success. This may be the reason for the above result.

The correlation analysis reveals that there is significant relationship between participation in service groups, cultural activities, arts & craft and students association and decision-making of male B.Ed students with regard to the dimensions righteous, unbiased, acceptability, instinctive and efficiency. The reason may be, most of the activities are group oriented activities and it involves the relationship of students with certain qualities which are essential in such activities. So, the students with these qualities are capable of making righteous, unbiased, acceptability, instinctive and efficient decisions.

The correlation analysis reveals that there is significant relationship between participation in sports & games and decision-making of female B.Ed students with regard to the dimensions unbiased and efficiency. As said earlier in sports and games the decisions should be unbiased and efficient, then only the objective of participating in
such activities and the real success should be achieved. This may be the reason for the female B.Ed students’ better decision-making.

The correlation analysis reveals that there is significant relationship between participation in service groups, arts & craft and students association and decision-making of female B.Ed students with regard to the dimensions righteous, unbiased, acceptability, instinctive and efficiency. To maintain a good relationship in a group, decisions should be taken with care and it should be helpful in maintaining the relationship of the group. The above said activities are group oriented activities. So, the female B.Ed students are better in making righteous, unbiased, acceptability, instinctive and efficient decisions.

Influence of co-curricular activities on Personality development of B.Ed students

The multiple correlation analysis reveals that there is significant influence of co-curricular activities on appearance, verbal mannerism, gesticulation, mental alertness, stability of thoughts, leadership skills and self-confidence of B.Ed students. So, it is evident from the findings that the participation in co-curricular activities influences the personality development in terms of appearance, verbal mannerism, gesticulation, mental alertness, stability of thoughts, leadership skills and self-confidence of the B.Ed students.

Influence of co-curricular activities on Decision-making of B.Ed students

The multiple correlation analysis reveals that there is significant influence of co-curricular activities on decision-making of B.Ed students. So, it is evident from the findings that the participation in co-curricular activities influences the decision-making of the B.Ed students.

5.3 EDUCATIONAL IMPLICATIONS

On the basis of the findings the investigator has given the following recommendations,

1. As the participation in co-curricular activities of B.Ed students is found to be moderate. Seminars, Conferences and workshops should be conducted to create
awareness and to promote the importance and advantages of participating in co-curricular activities to the B.Ed students.

2. Male students are better than female students in their participation in sports & games. Sports & games are important to maintain our physical and as well as mental health. So, female students should be encouraged to participate in sports and games. Proper guidance and adequate facilities should be given to improve their active participation in sports and games.

3. Female students are better than male students in their participation in arts & craft. Most of the male students thought that arts & craft are meant for female only. This attitude of the male students should be changed through proper guidance and they should be educated with the importance of practicing arts & craft activities.

4. Self-financed college B.Ed students are better than aided college students in their participation in Educational tour. As this activity needs adequate funding, proper financial support from the aided administration and parents’ are necessary to improve the participation in educational tour activities. Government may give subsidy and concession for schools and colleges to organize such activities to ensure better participation of the students.

5. Men’s college students are better than women and co-education college students in their participation in service groups. Servicing the people is servicing the god. The holistic nature of service mindedness should be taught to the women and co-education college B.Ed students through awareness campaigns, seminars, symposiums and workshops.

6. The study reveals that, participation in co-curricular activities positively develops the personality in terms of appearance, verbal mannerism, gesticulation stability of thoughts, leadership skills and self-confidence of the B.Ed students. So, teacher educators should identify the students who are lacking in these qualities and encourage them to participate in co-curricular activities. This may help the B.Ed students to improve the lacking dimension of the personality.

7. The study reveals that, participation in co-curricular activities improves the B.Ed students in making righteous, unbiased, acceptable, instinctive and efficient decisions. Decision-making skill is essential for students as well as teaches. All
members of education community make a myriad of decisions each and every day. It is essential for a teacher to be a good decision-maker. Because students development is in the hands of a good teacher by his productive decisions. So, active participation in co-curricular activities enriches the decision-making ability of the B.Ed students. They should be encouraged to take active participation in co-curricular activities.

8. From the study it is evident that, co-curricular activities help to develop various dimensions of personality and decision-making of B.Ed students. So, the B.Ed students have to practice themselves to organise such type of activities to develop their students’ personality and decision-making ability in future.

9. Special assignments may be given to the B.Ed students to conduct co-curricular activities, then only they will improve themselves in organising co-curricular activities in future.

10. Seminars, conferences and workshops on the types, importance and values of co-curricular activities may be conducted to create awareness and to improve the active participation of B.Ed students in co-curricular activities.

11. The administration should provide adequate funding and environmental facilities to conduct various co-curricular activities to improve the personality and decision-making of B.Ed students.

12. Teacher educators should have the knowledge over co-curricular activities and should monitor their students while they participating in co-curricular activities, because making active participation only help the students in developing personality and decision-making.

13. The problems, pros and cons in organising co-curricular activities should be taught to the student teachers. Then only they will overcome the problems while they conduct such type of activities in future.

14. Parents should not concentrate only on the academic achievement of their students, they should be aware about the need and importance of all-round development of their children. Parents should encourage and offer freedom to participate in co-curricular activities to ensure the overall development of their
children. For this parents should be taught with the importance of co-curricular activities.

15. Government should take necessary actions to ensure the proper conduction of co-curricular activities in the schools and colleges, especially in B.Ed colleges. Grading system should be introduced for the co-curricular activities and it should be considered for the academic promotion of the students. Co-curricular activities should be made mandatory in schools and colleges by the government, to ensure the all-round development of the students.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

1. The same study may be conducted with other co-curricular activities which are not studied yet.
2. The same study may be conducted with other personality dimensions which are not studied yet.
3. A study may be conducted to find out the influence of co-curricular activities on physical and mental development of mentally challenged children.
4. A study may be conducted to find out the influence of co-curricular activities on social and moral development of school and college students.
5. A study may be conducted on the problems faced by teachers in organising co-curricular activities.
6. Decision-making ability of student teachers with special reference to classroom problems may be studied.
7. In practice, mental alertness is developed through sports & games, but the results reveals that there is no significant relationship between participation in sports & games and mental alertness. The reason behind this result may be studied further.
8. The findings reveal that participation in educational tour didn’t influence most of the dimensions of personality and decision-making of B.Ed students. This may be studied further.
9. The introduction of possible grading system for the co-curricular activities by school and college students may be studied.
10. Participation in arts & craft and self employment attitude of school and college students may be studied.

11. Influence of arts & craft activities on the laboratory practices of science and engineering students may be performed.

12. Influence of arts & craft activities on teaching aids preparation of the B.Ed students may be studied.

5.5 CONCLUSION

From this study the investigator found out that the co-curricular activities positively influences the personality development and decision-making of the B.Ed students. Today’s students are tomorrow’s teachers. For the development of the future generation, they should be trained well in their pre-service training; it is because teachers are the role model in various aspects for the students and society. So, they are trained to be fit before they enter into their profession. Then only they will promote co-curricular activities to their students and make them to have better personality and decision-making skills in future.