1.1 EDUCATION

Education is a developmental process which takes place on an individual as a result of his exposure and interaction with people and other stimuli in his environment. As a result of this interaction the individual acquires a store of knowledge as well as attitudes, appreciations, skills, thoughts and processes which enable him to utilize his knowledge and prepare him to live in the society. Education provides the individuals with ample opportunities to develop their inborn physical, mental and emotional qualities to the full, so that they can achieve cosmic unity by their action, thought and feeling. Education has to provide the individuals with an appropriate social environment to develop them physically, mentally and emotionally to fulfil their social obligations. One of the primary goals of education is to enable each individual to become aware of his capabilities and to develop them to a maximum.

Education is expected to play a major role in promoting national development. Education prepares a student besides other things to play his effective role as the citizen of his nation. At the same time, it should bring about harmonious development of all facilities adequate preparation for life. Education not only helps in the development of the personality of the learner but also determines the future of the learner.

Education is a dynamic process – a lifelong process. It is now believed that every individual is born with latent talents. The role of education consists in the development of these potentialities. Education is considered to be a process which contributes to the natural and harmonious development of man’s innate powers, brings about the complete development of his individuality, results into desirable behavior changes and ultimately prepares him for citizenship.

Education is a social process on which foundation one should like to build a strong nation, self-sufficient in economy, non-corrupt in character and scientific in thinking. Education provides an apprenticeship for life as an acceleration agent. Education aims to refine one’s sensitiveness and perception that contribute to national
solidarity, scientific attitudes and independence of thoughts and also to help one hold a firm belief in achieving the chosen goals (Ganihar and Nayak, 2007).

According to Dewey (1926), “Education is the development of all those capacities in the individual, which enables him to control his environment and fulfill his possibilities” (Singh, 2007).

According to Sir T.P. Nunn, “Education is the complete development of individuality so that man can make an original contribution to human life according to his best capacity” (Rather, 2004).

Collins concise Encyclopedia (1977) defines, “Education as a process of training and developing knowledge, skill, mind and character”. In a way education is development of desirable habits, skills and attitudes which make an individual a good citizen. In the process of education, the teacher tries to shape the behavior of young children in accordance with the aims and goals of national life.

The Indian education commission (1964-65) has observed that education must serve as a powerful instrument of social, economic and cultural transformation necessary for the realizations of the national goals. One of the main tasks of education in a modern society is to keep pace with advances in knowledge.

Education is a process which draws out the best in the child with the aim of producing well balanced personalities, who are culturally refined, emotionally stable, ethically sound, mentally alert, morally upright, physically strong, socially efficient, spiritually alive, vocationally self-sufficient and internally liberal. The aim of education is the comprehensive, all round development of the individual. If the individual undergoes comprehensive development his personality must also develop fully. The role of the teachers is to aid pupils in building up the individual in the normal way. Dreve says, “Education is a process in which and by which knowledge, character and behavior of the young are shaped and moulded” (Saxena, 2002).

1.1.1 Higher education

In our country, the tertiary stage in structure of education is a university or higher education stage follows 3 years degree course and 2 years post graduate course. The university or higher education includes Teacher education, Engineering education,
medical education, agricultural education, education in laws, etc. Besides the above formal educations there are other non formal types of educations like Adult education, extension education, continuing education, etc. special educations like education of the gifted children, education of Handicapped children etc. are also available in our country.

According to the University Education Commission (1948) of Dr. S. Radhakrishnan, the aims of university education are

- To provide leaders in different fields
- To get freedom from diseases and ignorance
- To achieve intellectual adventures and civilization
- To develop higher values of life
- To promote patriotism

1.2 TEACHER EDUCATION

According to UNESCO (2005), teacher education “addresses environmental, social, and economic contexts to create locally relevant and culturally appropriate teacher education programmes for both pre-service and in-service teachers.”

Dictionary of Education (1973) defines teacher education as “The program of activities and experiences developed by an institution responsible for the preparation and growth of persons preparing themselves for educational worker engaging in educational profession”.

Teacher education is provided by several Universities, affiliated colleges, private and open Universities in India. Teachers play an important role in shaping the future of the country and hence it’s important that a lot of attention is paid on the quality of teachers churned out every year.

1.2.1 Various Commissions and Teacher Education

After independence, the government of India paid more attention to the field of teacher education. Various commissions and committees were appointed by central and state governments to improve the quality of teacher education. The University Education Commission (1948) was first appointed and it made valuable suggestions regarding pre-
service and in-service education of the teachers and linked the programme of teacher preparation with the university.

The Secondary Education Commission (1952-53) had recommended to improve the quality and standards of education—demanded the development of the student’s personality. The most important factor in the contemplated educational reconstruction is the teacher—his personal qualities, his educational qualification, his professional training and the place that he occupies in the school as well as in the community.

The Kothari Commission (1964-66) stated that, “A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions.

The National Education Policy (1986) has said, “The status of the teacher reflects the socio-cultural ethos of society; it is said that no people can rise above the level of its teachers. The government and the community should endeavour to create conditions which will motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of the concern of the community”.

A sound programme for the professional education of teachers is essential for the qualitative improvement of education. Teacher education is utmost importance and a core condition is established to ensure high proficiency teachers and quality education. National Council of Teacher Education (NCTE) stated that, “Teacher education means programs of education, research or training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools and includes non-formal education, part-time education, adult education and correspondence education”.

The NCTE, a statutory body of the Central Government, is responsible for planned and coordinated development of teacher education in the country. The NCTE lays down norms and standards for various teacher education courses, minimum qualifications for teacher educators, course and content and duration and minimum qualification for entry of student-teachers for the various courses. It also grants recognition to institutions (government, government-aided and self-financing) interested
in undertaking such courses and has in-built mechanism to regulate and monitor their standards and quality.

The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith.

The NCTE has prepared the National Curriculum Framework of Teacher Education, March 2009. While articulating the vision of teacher education, the Framework has some important dimensions of the new approach to teacher education, as under.

i. Reflective practice to be the central aim of teacher education;

ii. Student-teachers should be provided opportunities for self-learning, reflection, assimilation and articulation of new ideas;

iii. Developing capacities for self-directed learning and ability to think, be critical and to work in groups.

iv. Providing opportunities for student-teachers observe and engage with children, communicate with and relate to children.

Teacher education generally includes four elements: improving the general educational background of the trainee teachers; increasing their knowledge and understanding of the subjects they are to teach; pedagogy and understanding of children and learning; and the development of practical skills and competences. The balance between these four elements varies widely (Perraton, 2010).

Institutions of teacher education fulfill vital roles in the global educational community; they have the potential to bring change within educational systems that will shape the knowledge and skills of future generations. Often, education is described as the great hope for creating a more sustainable future; teacher-education institutions serve as key change agents in transforming education and society, so such a future is possible. Not only do teacher-education institutions educate new teachers, they update the knowledge and skills of in-service teachers, create teacher-education curriculum, provide professional development for practicing teachers, contribute to textbooks, consult with
local schools, and often provide expert opinion to regional and national ministries of education. Institutions of teacher education also perform similar services for school principals who have significant impact on what occurs in schools. Because of this broad influence in curriculum design and implementation, as well as policy setting within educational institutions, faculty members of teacher-education institutions are perfectly poised to promote education for sustainable development (ESD). By working with the administrations and faculties of teacher education institutions, governments can bring about systematic, economically effective change (UNESCO, 2005).

The aim of pre-service teacher education is to prepare teachers with required competencies. The training of prospective teachers would generally include (i) up to date knowledge of the subject they are expected to teach, (ii) psychological principles of growth and development and individual differences, (iii) general as well as specific teaching methods. The training also helps the prospective teacher to develop understanding, skills, interests and attitudes which would enable them to foster all round development of children; and the process includes devising situations, coping with students’ problems, analyzing their characteristics, recognizing their talents, identifying and undertaking the investigatory projects and action research; developing communication skills and competencies to use modern information and communication technologies to facilitate students’ learning.

Training of teachers is an important component of teacher education. Teacher education covers in its ambit the whole gamut of activities involved in the accomplishment of the teaching profession. Teacher education denotes a real and holistic perception of teacher, for that they are required to perform and to continually upgrade their professional skills. The teacher can be made proficient with well planned and imaginative pre-service and in-service program. It is a well known fact that qualitative improvement of school education which is the foundation of the entire education system directly depends upon the qualified, skilled and able teachers produced by teacher training institutions. Thus the development of a nation in every field depends upon the competency and the role played by its teachers.
1.2.2 Objectives of Teacher Education

The objectives of the secondary teacher education program are:

a. To enable the prospective teachers to understand the nature, purpose and philosophy of secondary education.
b. To develop among teachers an understanding of the psychology of their pupils.
c. To enable them to understand the process of socialization.
d. To equip them to acquire competencies relevant to stage specific pedagogy, curriculum development, its transaction and evaluation.
e. To enable to make a pedagogical analysis of subjects they are teaching at the secondary stage.
f. To enable them to kindle creative thinking among pupils for reconstruction of knowledge.
g. To acquaint them with factors and forces affecting educational system and classroom situation.
h. To acquaint them with research in education, including action research.

Teacher education being an integral part of the educational system is closely connected with the improvement of education in general and preparing suitable teachers in particular (Mohanty, 2007).

1.2.3 Tamil Nadu Teachers Education University

In Tamil Nadu, Tamil Nadu Teachers Education University (TNTEU) is an exclusive University for Teachers Education established by the Government of Tamil Nadu to promote excellence in Teacher Education. The TNTEU is a unique University of this kind, for it is the first and only one University in India, which is solely established for promoting excellence in Teachers Education.

The vision of TNTEU is to provide internationally comparable quality teacher education to the youth. The University strives to realize the vision of India and excel in promoting and protecting the rich heritage of our past and secular ideals of the nation.
The main objectives of TNTEU are,

i. To provide high quality education, monitor Teacher Education as approved by the National Council for Teacher Education at all levels in the State

ii. To develop research facilities in Teacher Education

iii. To find out ways and means to identify innovative courses in Teacher Education

iv. To institute degrees and other academic distinction in Teacher Education approved by NCTE.

v. To confer degrees and other academic distinction on persons who have carried out research in the University or in any other centre or institutions recognized by the University under conditions prescribed for Teacher Education

vi. To confer honorary degrees in teacher education in the prescribed manner and under conditions prescribed

vii. To conduct and organize seminars, workshops and symposia in promoting Teacher Education with a view to offering programs in the latest field and to develop the extension activities

viii. To promote quality in Teacher Education and to standardize the system of operation

ix. To promote an awareness and understanding of the social needs of the country in the students and teachers and prepare them for fulfilling such needs.

There are 668 colleges of education is affiliated to the University, including Government colleges of education, Aided colleges of education and Self-financing colleges of education. Among them government and aided colleges have autonomous status. There is only one UG programme i.e., B.Ed and 2 PG programmes (M.Ed and M.Phil) are conducted in the affiliated colleges and the total strength of the students studying in the affiliated colleges is 75,000.

Teacher training course in India is designed for aspiring teachers to learn interactive and better ways of teaching to make a subject interesting. Teaching methods have to be different for different age groups, for instance primary level teaching is a lot different from secondary or college level.
Teacher education in India is institution based, along with internship programs in real classroom settings. Teacher education curriculum has faced severe criticism over the years, as its general too technical and obsolete, which is not applicable in contemporary Indian school and society.

Teacher education must involve systems of continuous engagements with fundamental issues of education, capacity building and sustained exposure to scholarship and discussions. There must be a space for the articulation of the initiatives and needs of the teacher. The importance of the agency of the teacher, strengthening and consolidation of her motivation to learn are crucial elements. This would require creating suitable facilities and opportunities to learn more and to grow professionally and in self-esteem.

Improvement in the quality of education is not possible without investing significantly into improving the quality of teacher educators and teachers. Indeed, we owe it to every child of the country to provide education of the highest quality. The project for quality teacher education therefore needs to be mounted as a mission.

According to National Curriculum Framework for Teacher Education 2009, the purpose of education, the nature of knowledge, how knowledge is structured, concepts and ideas in disciplines and what should be the process of transaction keeping in mind the diverse contexts available in learning institutions and the diversity of learners among others need to reach all teachers and teacher educators without any more delay. It is important that these become a part of the understanding of teacher education institutions, the teacher educators and the teachers coming to these institutions.

There is an urgent need for well prepared and motivated teachers and teacher educators in adequate numbers. They must be supported by systems that motivate them and enable them to learn continuously so that they can provide education in diverse contexts to children from diverse backgrounds, interest and capabilities. Therefore, teachers' and teacher educators' education needs to be continuously invigorating, purposeful and participative.

1.2.4 Teacher Education in India in Present scenario

The current goal of the Indian Government is to provide education for all. They are trying out with schemes that would enhance enrollment and are ensuring that every
child gets access to school. The Government is providing the incentive of free meals at rural schools, thereby ensuring better attendance at school. They are also focusing on the number of hours a child spends in school as well as a certain number of years, so that the child can have a bright future.

The best teacher-preparation programs emphasize subject-matter mastery and provide many opportunities for student teachers to spend time in real classrooms under the supervision of an experienced mentor. Just as professionals in medicine, architecture, and law have opportunities to learn through examining case studies, learning best practices, and participating in internships, exemplary teacher-preparation programs allow teacher candidates the time to apply their learning of theory in the context of teaching in a real classroom.

Many colleges and universities are revamping their education schools to include an emphasis on content knowledge, increased use of educational technologies, creation of professional-development schools, and innovative training programs aimed at career switchers and students who prefer to earn a degree online.

A lot of planning and resource has been spent on education in India and at the same time in improving the quality of education. One simple way of uplifting the standard of educations is by improving the quality of teachers. A great teacher can make a huge difference to the life of children. A lot of stress is given on a teacher training course in India; unfortunately there are several loopholes in the system and a lot of times incompetent teachers get recruited.

The good part is that the state and central Government have started with Best teacher awards, to encourage and facilitate efficient teachers and this recognition motivates the youth to join the teaching as a profession. With the internet revolution one can make videos of these talented teachers and show it to current as well as aspiring teachers, so that they can improve their teaching skills and abilities.

An efficient teacher can influence a student and can also make the toughest subject interesting for a student. Most of the current teachers aspire to get recruited by private schools as private schools give out better salaries and it’s because of this that the standard of Government school is deteriorating. To overcome this problem Government is coming up with a better profile for teachers, including pension and housing perks.
1.2.5 Importance of Teacher Education

The importance of teachers in the educational programme of a country is too great. They are the pivot of the system. It is the teachers who interpret the curriculum and aids of instruction. It is they who give an impress of their personality to the children. The teachers have played an important role in the making of a nation. The qualities of men in a country possess. Teachers work as active agents in ushering for the new social order and economic policies which in turn affect educational policies (Anita, 2008).

1.2.6 Limitations of Teacher Education

The following are some of the limitations of teacher education,

i. Inadequate access to education is seriously limiting the student’s opportunity in this very competitive “knowledge economy.” In some contexts there are strong cultural, economic, and political obstacles specifically to women’s access to education (Education, 2011).

ii. The student/teacher ratio in both primary and secondary education is disproportionate when compared to their developing counterpart. The most underdeveloped parts of the rural world are suffering the greatest because of this disparity (Moon, 2010).

iii. The teacher quality is an issue in most countries, especially those with limited access to education.

iv. The attention given to teacher education and their continuing professional development has in many cases lagged behind that given to other parts of the education system.

v. Further research needs to be conducted on the success and limitations of teacher education programs.

There is a continuing shortage of good research; all too few studies have looked at the costs and the outcomes of various approaches to teacher education; few have asked the tough questions about how teachers’ work in the classroom has changed as a result of their training. Although there is wide recognition that teacher education, training and professional development need to be integrated, in ways that operationalize lifelong
learning for teachers, the resources allocated to it are usually inadequate and the opportunities too few (Perraton, Creed and Robinson, 2002).

It is critical for veteran teachers to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture.

1.3 CO-CURRICULAR ACTIVITIES

Co-curricular activities are those activities which fall outside the regular academic curriculum yet they are a part of schooling or collegiate life. Co-curricular activities exist at all levels of education, from primary, middle, high and higher secondary level, college and University education. In Education Colleges, they are often held to be very important to the wider education of young men and women. Co-curricular activities form the core of students' life. All such activities, which can help in the all round development of an individual, are known as co-curricular activities.

Curriculum is not only teaching and learning in the classroom. It also includes work in library, laboratory and workshop, participation in games and sports in the playground and numerous informal contacts between teacher and pupils in these places. In these informal contacts there are very many activities, one of which is co-curricular activities. It is a part of curriculum of the institution.

Students who participate in co-curricular activities not only do better academically than students who do not, but also develop other facets of their personalities in the process. Self-esteem, self-confidence, social co-operation, and leadership skills are just a few of the cognitive factors that are affected. Co-curricular activities allow students to blend aspects of their academic learning into personal actions (Allison, 1979).

Co-curricular activities encourage personal accomplishments and the development of interpersonal skills. Adolescents who participate in these activities have opportunities to assume meaningful roles and responsibilities. The sense of efficacy
students’ gain from these experiences can be an important protective factor for those growing up under adverse circumstances (Wagner, 1999).

Students involved in activities often experience heightened interest in academic courses, have a platform on which to practice leadership and fellowship skills, have opportunities to socialize with students and interact with teachers outside the classroom, are recognized for their involvement and achievement, and have a healthy use of their leisure time. The co-curricular program can be viewed as a training ground for adolescents for participation in fundamentally similar organizations as adults (Hlebowitsh and Wraga, 1998).

“Co-curricular activities in an educational institution are of paramount importance in facilitating all-round development of students. Participation in co-curricular activities are an integral part of the natural and psychological process of learning. They provide a constructive way of channelizing students’ energies during their adolescence – a period of stress and strain, and an opportunity to develop their creative potentials. School is the formal agency which must provide such opportunities to the students in a systematic and planned manner. Such activities should be organized by schools at an early stage of child development. However, there should be an appropriate balance between curricula and co-curricular activities since one is incomplete without the other and also because it is difficult to imagine a school either with curricular activities or co-curricular activities” (Pandya, 2001).

1.3.1 Meaning and Definition of Co-curricular activities

Co-curricular activities are necessary for the mental, physical, moral and social development of an individual. Participation in such activity results in higher academic achievement and good physique. Co-curricular activities ensure a balanced and nourishing personality development. They make children well-adjusted physically, mentally, emotionally and socially. These activities are also useful in moral training. Students get opportunities to learn the great values of self-discipline, moderation, brotherhood, true democracy and co-operation. Every activity possesses some rules and regulations. During co-curricular activities, students follow these rules and regulations and they become well-disciplined (Suleman and Zeeshan, 2014).
The co-curricular activities definitions by leading modern educational thinkers and others are:

According to The International Dictionary of Education (1977), “Activities sponsored or recognized by a school or college which are not part of the academic curriculum but are acknowledged to be an essential part of the life of an educational institution. Co-curricular activities include sports, school bands, student newspaper, etc. They may also be classed as ‘Extracurricular’ i.e. activities carried on outside the regular course of study; activities outside the usual duties of a job, as extra class activities”.

“Co-curricular activities were mainly organized after school hours and so were the extracurricular but they are not an integral part of the activities of the school as its curricular work”- Aggarwal (2000).

“Co-curricular activities may be defined as the activities undertaken to strengthen the classroom learning as well as other activities both inside and outside the classroom to develop the personality of the child”- Bhatia (1996).

According to Mittal (1999), “Various social and other types of activities like literary, dramatic, social services etc. which attracted the attention of the child were considered as extracurricular activities. Extracurricular activities have been renamed by educationists as co-curricular, which implies that all these activities are a part of school curriculum”.

1.3.2 Objectives of co-curricular activities

The objectives of co-curricular activities are encompassed in the broad aims of secondary and collegiate education. Co-curricular activities may provide a mighty implement for learning efficiency and for fulfilling the needs of youth. The emphasis on co-curricular activities on informality, pupil teacher planning, satisfying the needs of youth, pupil initiative and opportunity for active participation can amplify and supplement the regular curriculum of the school and aid in fulfilling the basic needs of the pupils.
The main objectives of co-curricular activities are,

i. To promote physical and mental health.
ii. To develop team spirit and social cohesion.
iii. To inculcate love and a sense of dignity.
iv. To develop aesthetic tastes.
v. To promote the discipline.
vi. To supplement academic work.

1.3.3 Types of Co-curricular activities

Co-curricular activities can be categorized into following headings (Shazia Zamir, 2013),

a) Literary activities

It includes the activities like, Debate and Discussion, quiz competition, poem composing, story writing, school magazine, Dramatics, etc.

b) Physical development activities

It includes the activities like, Sports and games, Athletics, Mass drill practice, scouting, Hiking, swimming, yoga, etc.

c) Aesthetic and cultural development activities

It includes the activities like, Painting, Music, Sculpture, Fancy dress, folk, exhibition, decorating the school, etc.

d) Civic development activities

It includes the activities like, student council, celebrating national and religious festivals, school festivals, etc.

e) Community activities

It includes the activities like, Guiding, Red Cross, NSS, NCC, social service on special occasions, civic defense activities, etc.

f) Leisure time activities

It includes the activities like, Stamp Collecting, Coin collecting, Floral, photography, reading, arts and craft work, etc.
g) Pleasure trip activities

It includes, picnics, visit to historical places, museums, exhibitions, meeting personalities, etc.

The investigator has chosen six co-curricular activities for the present study namely,

1) Sports & Games
2) Service groups
3) Cultural activities
4) Arts & Craft
5) Students association
6) Educational tour

1.3.4 Functions of Co-curricular activities

According to Katozai (2005), the functions of co-curricular activities are given below:

i. Co-curricular activities ensure a balanced and nourishing personality development. They make children well-adjusted physically, mentally, emotionally and socially.

ii. Co-curricular activities are useful in moral training. Children get opportunities to choose the right and to learn the great values of self-discipline and moderation. Through the community life of games and activities, the child learns an inner discipline which abides with the child as a directing and restraining influence when he is away from the school.

iii. Students realize the relation of the society to the individuals and of the individual to the society by participating in co-curricular activities. The students become a member of the group and therefore he learns universal brother-hood, true democracy and co-operation.

iv. The school is considered as a training ground for democracy. Therefore, it should be organized and administered on democratic lines so that it may prove beneficial for students to become a good citizen and to develop a civic sense.
v. Co-curricular activities help in developing a sense of cooperation among the students. They study, work, play and visit together and cooperate each other. So a spirit of co-operation is produced in them.

vi. Co-curricular activities, maintain not only the physical health, but also the mental health of the students. By doing regular exercise into their bodies become healthy. Their mental health is also maintained because a sound body has a sound mind.

vii. Every activity possesses some rules and regulations. During co-curricular activities, students follow these rules and regulations and they become well-disciplined.

viii. Most of co-curricular activities are carried out in the form of teams and group which require a leader. So leadership qualities are shaped in students.

ix. During co-curricular activities, students attend different matches and compete with each other in order to win these matches. Thus, they develop a sense of competition, which is very beneficial for their future life.

x. Co-curricular activities save children from getting involved in destructive and negative activities as their spare time is spent in constructive and positive activities (Suleman, Singh and Zeeshan, 2014).

1.3.5 Role of Co-curricular Activities in a Student's Life

The aim of curricular activities is to make the students fit for the future time and to develop a sense of competitive spirit, co-operation, diligence, punctuality, and team-spirit as well as to provide a backdrop for the development of their creative talents. It helps to develop the all-round personality of the students to face the undaunted task and turbulent world of the future. Experience and accolades gained through many of these activities help during internships and other school sponsored work programs. Co-curricular activities for school students are a means to enhance social interaction, leadership, healthy recreation, self-discipline and self-confidence. Competitions may also be organized to create a competitive environment and groups with an objective to work towards a better society and the world as well. Co-curricular activities are the true and practical experiences received by students. To a greater extent, the theoretical knowledge gets strengthened when a relevant co-curricular activity is organized related to the content
taught in the classroom. Intellectual aspects of personality are solely accomplished by Classroom, while aesthetic development, character building, spiritual growth, physical growth, moral values, creativity, etc. are supported by co-curricular activities. Frankness and clarity in language and personality is supported by these activities. It helps to develop co-ordination, adjustment, verbal fluency, extempore expressions, etc. among student both at the school as well as college levels.

1.3.6 Importance and Benefits of Co-curricular Activities

i. Co-curricular activities stimulate playing, acting, singing, recitation, speaking and narrating in students.

ii. Activities like participation in game debates, music, drama, etc., help in achieving overall functioning of education.

iii. It enables the students to express themselves freely through debates.

iv. Games and Sports help to be fit and energetic to the student.

v. Helps to develop the spirit of healthy competition.

vi. These activities guide students how to organize and present an activity, how to develop skills, how to co-operate and co-ordinate in different situations—all these helps in leadership qualities.

vii. It provides the avenues of socialization, self-identification and self-assessment when the child comes in contact with organizers, fellow participants, teachers, and people outside the school during cultural activity.

viii. Inculcate the values to respect other’s view and feeling.

ix. It develops a sense of belongingness.

x. Co-curricular activities develop the values like physical, psychological, Ethical, academic, civic, social, aesthetic, cultural recreational and disciplinary values.

1.3.7 Role of co-curricular activities in promoting Psychological values

According to Sidhu (1996), “In spite of the best efforts of the teachers, the classroom teaching will be by and large monotonous, dull, routine-like and un psychological. The much-needs psychological satisfaction has to be provided by some
other activities. The co-curricular activities provide to the child a psychological compensation”.

These activities as the name suggests meet the psychological needs of the students, mainly with reference to the social demands of the pupils. They help in expressing personal behaviour and provide a vehicle for creative thinking.

The following are the psychological aspects imparted through co-curricular activities,

a. Co-curricular activities provide much needed sublimation.
b. Co-curricular activities can play a vital role in the training of emotions.
c. Co-curricular activities utilize and promote various facilities like aesthetic, social, mechanical and productive.
d. Co-curricular activities are a potent means of ensuring and developing mental health.
e. Co-curricular are medium for all round and harmonious growth of the individual.
f. Co-curricular activities are a great factor in educational psychology.

1.3.8 Role of a Teacher in organising co-curricular activities

The co-curricular activities achieve the desired purpose if they are properly organized by the teachers.

1. The teacher must be a good planner so that the different activities could be carried out systematically throughout the year.

2. It should be the duty of the teacher to give more and more opportunity to the child while performing co-curricular activities.

3. The teacher should act as an innovator by introducing some innovative programmes.

4. The teacher must be a good organiser so that the students experienced maximum of it.

5. The teacher should act like as director, recorder, evaluator, manager, decision maker, advisor, motivator, communicator, coordinator, so that the student and child could gained maximum of the finer aspects of co-curricular activities.
1.3.9 Factors of low participation of students in co-curricular activities

Some of the reasons for a lack of active interest in co-curricular activities are as follows (Pandya, 2001),

i. All students do not have the necessary materials, tools and apparatus for offering co-curricular activities.

ii. Curricular and homework today is heavy. Thus, students have very little time to pursue other activities and interests.

iii. In metropolitan cities like Chennai and similar other crowded cities, open, spacious ground are not available in schools.

iv. Students sometimes do not participate in them because their achievements in these activities do not get reflected in their mark sheet.

v. Very often such activities are organized beyond school working hours. Thus, students do not participate in them because they are neither compulsory nor convenient.

vi. Teachers, principals, some parents and students feel that these activities interfere with regular classroom instructions.

vii. Some students find it difficult to bear additional expenses an account of co-curricular activities.

viii. Schools do not emphasize the importance of these activities.

ix. Sometimes teachers lack knowledge, skills or motivation necessary for guiding and supervising co-curricular activities of students.

x. Working students or night school students have no time for such activities.

xi. Teachers are not willing to work in additional hours for co-curricular activities.

xii. Teachers sometimes expect additional remuneration for these activities which schools are unable to give.

xiii. Most of the teachers use teacher-centered lecture method and concentrate on completing syllabi on time, thus leaving no time for co-curricular activities.
1.4 PERSONALITY

Personality is the sum total of ways in which an individual reacts and interacts with others. In fact, when one refers to personality, it generally implies to all what is unique about an individual, the characteristics that makes one stand out in a crowd. The psychological concept of personality goes further and deeper than mere appearance or outward behavior. In its narrow meaning it reflects with the consistent behavior patterns of an individual. Eysenck (1971) defines personality as, it is more or less stable enduring organization of a person’s character, temperament, intellect and physique, which determines his unique adjustment to the environment (Mangal, 2006).

According to Secondary Education Commission (1952-53), an important aim of democratic education is the all-round development of every individual’s personality. This requires that education should take into account his entire needs- psychological, social, emotional, and practical and cater to all of them. It should provide in him the sources of creative energy so that he may be able to appreciate his cultural heritage, to cultivate rich interests, which he can pursue in his leisure, and contribute in later life to the development of this heritage.

According to Allport (1948), ‘Personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment’. This definition emphasizes that (a) personality is constantly evolving and changing as a motivational and self-regulating aspect; (b) it is neither inclusively mental nor exclusively neural; it operates from both body and mind; (c) psycho-social systems have motivational force for the full range of social and environmental aspects. (d) the way in which the individual learns to adjust is unique and (e) the individual behavior includes a great amount of spontaneous creative behavior towards environment, involving mastery as well as passive adaptation (Kundu, 1989).

According to Jones, Personality consists of the way you look, the way you dress, the way you talk, the way you act, the skill with which you do things and the way you maintain your health (Haffman, 1987).

In the words of Cattel (1967), Personality is that which permits a prediction of what a person will do in a given situation (Mangal, 2000). Today the word, however, refers to personality in a typical way of reacting to the world and relating to the people
around us. Personality characteristics describe consistencies both at different times and different situations. Seeming and being are different. The ‘self’ that we present to the world is often false, a personal construction behind which we conceal our real selves. In fact an individual has two different faces, a personal face and real face.

Personality is of two types, viz., in-built personality and out-ward personality. In-built personality refers to one’s inner strength on account of maturity and morality which develops a strong self-confidence in one’s attitudes and approaches. Out-ward personality depends upon one’s potentiality of creating a strong impression with others. Out-ward personality helps to achieve materialistic confidence and in-built personality helps to attain moral confidence. Psychologically personality is the integrated and dynamic organization of physical, mental, moral and social qualities of the individual that manifests itself to others in social life.

1.4.1 Determinants of Personality

Man is the by-product of a complex system of variables which constantly interact with personality and shape it. There are some important determinants which influence personality more than the other factors (Chauhan, 2005).

a) Heredity

Heredity refers to those factors that were determined at conception. Physical structure, facial attractiveness, gender, temperament, muscle composition and reflexes, energy level, and biological rhythms are characteristics that are generally considered to be either completely or substantially influenced by who your parents were, that is by their biological, physiological and inherent psychological makeup.

b) Environment

The environmental factors that exert pressures on our personality formation are the culture in which we are raised, our early conditioning, the norms among our family, friends and social groups, and other influences that we experience. The environment to which we are exposed plays a substantial role in shaping our personalities.
c) Situation

A third factor, the situation, influences the effects of heredity and environment on personality. An individual’s personality although generally stable and consistent, does change in different situations. The varying demand of different situation calls forth different aspects of one’s personality (Robbins, Odendaal & Roodt, 2007).

1.4.2 Types of Personality Traits

There are many different personality types, and it is sometimes difficult to classify a person into a single type as there are many different personality traits you can possess.

Personality traits are simply:

- Actions
- Attitudes
- Behaviors you possess

Positive Personality Traits

Some personality traits are positive:

i. Being honest no matter what the consequences are is one personality trait people should aspire to.

ii. Having responsibility for all of your actions and being a little bit of perfectionism.

iii. Adaptability and compatibility are great and can help one to get along with others.

iv. Having the drive to keep going, and having compassion and understanding.

v. Patience is a virtue and also another trait.

vi. Getting up the courage to do what’s right in tough situations and loyalty to friends and loved ones.

Negative personality traits

A whole host of bad characteristics like, arrogant, cowardly, dishonestly, rude, unfriendly, etc., can be considered as negative personality traits if you practice these things habitually.
1.4.3 Personality Development

Personality development is the developing a personality cult so as to create a strong positive impression about self with the targeted group, or in general. Personality development refers to the gradual development of characteristic, emotional responses or temperament, a recognizable style of life, personal roles and role behaviors, a set of values and goals, typical patterns of adjustment, characteristic interpersonal relations and sexual relationships, characteristic traits and a relatively fixed self-image. In other words, personality development is the development of the organized pattern of behavior and attitude that makes a person distinctive. Personality development occurs by the ongoing interaction of temperament, character and environment. Hence, if all the three dimensions- emotional, physical and intellectual are given equal importance then it is called total development of personality.

One’s personality results from a combination of inherited and environmental factors. At birth we are endowed with a complex set of genes that provide for potential development. Although this potential has its limits may be attained in an impoverished environment.

1.4.4 Role of Education in Personality development

In educational world, the term ‘personality’ has a wide significance. The most contributing factor behind the formation and development of personality is no doubt ‘Education’. Education is a process which draws out the best in the child with the aim of producing well balanced personalities, who are culturally refined, emotionally stable, ethically sound, mentally alert, morally upright, physically strong, socially efficient, spiritually alive, vocationally self-sufficient and internationally liberal. Our education system should stress the secret of personality development as an awakening to the physic person and the development of body, life and mind in such a manner that they might aid in their awakening and might become well-trained instruments of the four-fold personality of knowledge, strength, harmony and skill.

Personality is not a bundle of habits, traits and virtues. It is a stable inner dynamic organization of habits, interests, attitudes, sentiments, ideas, virtues and values enabling
the individual to pursue noble goals and direct the activity along healthy channels to function effectively and worthily in social relationship.

It is evident that the personality development as conceived here is a lifelong education. Yet, it is a process, which most begin, right from the earliest stage and must determine the drift, the content and method of all our stages of education. In addition, it seems inevitable that an education motivated by the development of personality demands a radical change in our approach, attitudes, methods, structure and system of evaluation of syllabus and interaction with other students. Education for personality development seems to necessitate not only a revolutionary change in the aim, content and structure of educational institutions but also a revolution in the entire object, mode and interrelations of social existence.

1.4.5 Transformation of personality from teacher to pupil

The role of teachers is very critical and very important in striving to attain the growth and development of the society by way of educating the individuals to attain personality development. The personality of the teacher is important outside as well as inside the classroom proper. Teachers are continually in contact with their students. However, we are so concerned about the behavior of the students that we often overlook the personality and behavior of the teacher. A teacher spends most of the school day in close association with his students and as a result, his basic attitudes and actions, his tastes and mannerisms have great influence on them. The teacher creates the emotional climate in the classroom just friendly or unfriendly, tolerant or overcritical, generous or severe, calm or nervous. This directly affects the children themselves because children learn attitudes and behavior by example. Emotional tensions, for instance, are contagious; a teacher who is fearful, tense and generally hostile can induce fear, worry and insecurity in his students. The learning situation is also affected by the personality and behavior of the teacher, for the students response to what is being taught is largely determined by his response to the teacher. This is important because one of the major objectives of education is to instill in students a love of learning, specifically the teacher strives to interest his students in the subject he teaches.
1.4.6 Dimensions of Personality development

Today, many researchers believe that there are five core personality traits. Evidence of this theory has been growing over the past 50 years, beginning with the research of D. W. Fiske (1949) and later expanded upon by other researchers including Norman (1967), Smith (1967), Goldberg (1981), and McCrae & Costa (1987).

The "big five" are broad categories of personality traits. While there is a significant body of literature supporting this five-factor model of personality, researchers don't always agree on the exact labels for each dimension.

However, these five categories are usually described as follows:

1. **Extraversion**: This trait includes characteristics such as excitability, sociability, talkativeness, assertiveness and high amounts of emotional expressiveness.
2. **Agreeableness**: This personality dimension includes attributes such as trust, altruism, kindness, affection, and other prosocial behaviors.
3. **Conscientiousness**: Common features of this dimension include high levels of thoughtfulness, with good impulse control and goal-directed behaviors. Those high in conscientiousness tend to be organized and mindful of details.
4. **Neuroticism**: Individuals high in this trait tend to experience emotional instability, anxiety, moodiness, irritability, and sadness.
5. **Openness**: This trait features characteristics such as imagination and insight, and those high in this trait also tend to have a broad range of interests.

Each of the Big Five personality traits contains two separate, but correlated, aspects reflecting a level of personality below the broad domains but above the many facet scales that also comprise the Big Five. The aspects are labeled as follows: Volatility and Withdrawal for Neuroticism; Enthusiasm and Assertiveness for Extraversion; Intellect and Openness for Openness/Intellect; Industriousness and Orderliness for Conscientiousness; and Compassion and Politeness for Agreeableness (De Young, Quilty & Peterson, 2007).

It is convenient to use a number of terms to refer to certain components or aspects of personality that one may wish to evaluate. There are 638 primary personality traits are
identified and among them 234 are Positive traits, 112 are Neutral traits and 292 are Negative traits (*Annexure - V*).

The investigator has chosen only seven personality dimensions for the present study, they are as follows,

1. **Appearance** – Outer looking for example clothing, expressions and hairstyles.
2. **Verbal Mannerism** - It contains clarity of voice, tone, fluency and speed.
3. **Gesticulation** - animated movements people make in conversation with and without words. Simply we can say it as body language.
4. **Mental Alertness** - the trait of being observant and paying attention, the sense or power of mental concentration
5. **Stability of thoughts** – the state or quality of being stable, especially, in the act or process of thinking
6. **Leadership skills** - The activity of leading a group of people or an organization or the ability to do this.
7. **Self-confidence** - a feeling of trust in oneself or one's own abilities, qualities, and judgement (Alok, Dubey, 2010).

### 1.5 DECISION-MAKING

Decision-making is the process of making a choice between a number of options and committing to a future course of actions. Everyone tries to make good decisions. However, it is easy to overlook an important factor, miss a desirable option, or base the decision on unreliable information. In addition, fear of making a wrong choice can cause us to postpone decisions, leading to missed opportunities. A structured decision-making process ensures that important decisions are made on time and are based on facts, research, and analysis.

### 1.5.1 Meaning and Definition of Decision-making

Decision-making can be defined as, ‘the thought process of selecting a logical choice from the available options’. When trying to make a good decision, a person must weight the positives and negatives of each option, and consider all the
alternatives. For effective decision making, a person must be able to forecast the outcome of each option as well, and based on all these items, determine which option is the best for that particular situation. It can be also defined as the process of making choices among possible alternatives.

According to Mc Farland (2001), “A decision is an act of choice where in an executive forms a conclusion about what must be done in a given situation. A decision represents a course of behavior chosen from a number of possible alternatives”.

1.5.2 Characteristics of Decision-making

From the above mentioned definitions, following features of decision-making process can be derived,

i. Decision-making is an intelligent, human process.

ii. Decision-making consists of choosing a right, appropriate alternative from among many available alternatives.

iii. Decision-making is a continuous process prevailing in all business activities.

iv. Decision-making is always related to a situation and involves a certain commitment for whatever duration.

v. Decision-making aims at achieving organizational objectives.

vi. Decision-making is always preceded by deliberations and reasoning.

1.5.3 Principles of Decision-making

There are eleven principles of collaborative problem solving. Such collaboration is an inclusionary process that promotes lateral communication and shared decision-making (Hari Srinivas, 2013). The eleven principles are listed below:

1. **Purpose-Driven** - People need a reason to participate in the process.

2. **Inclusive, Not Exclusive** - All parties with a significant interest in the issues should be involved in the collaborative process.

3. **Educational** - The process relies on mutual education of all participants.

4. **Voluntary** - The parties who are affected or interested participate voluntarily.
5. **Self-Designed** - All parties have an equal opportunity to participate in designing the collaborative process. The process must be explainable and designed to meet the circumstances and needs of the situation.

6. **Flexible** - Flexibility should be designed into the process to accommodate changing issues, data needs, political environment, and programmatic constraints such as time and meeting arrangements.

7. **Egalitarian** - All parties have equal access to relevant information and the opportunity to participate effectively throughout the process.

8. **Respectful** - Acceptance of the diverse values, interests, and knowledge of the parties involved in the collaborative process is essential.

9. **Accountable** - The participants are accountable both to their constituencies and to the process that they have agreed to establish.

10. **Time Limited** - Realistic deadlines are necessary throughout the process.

11. **Achievable** - Commitments made to achieve the agreement(s) and effective monitoring is essential.

### 1.5.4 Factors in Decision-making

The presence of factors in making a choice creates a huge impact on the kind of decision the person will arrive at. The outcome of decisions are also brought about by the factors that played a huge role in the decision making process. These are the following factors in decision making:

#### a. Past Experiences

A person’s past experiences can affect future decisions. If the past decision has turned out to be positive and beneficial, it will follow that individuals are bound to make similar decisions in a similar situation. On the contrary, past mistakes serve as learning experiences, so people tend not to repeat the same decision that turned out to be a failure.

#### b. Cognitive Biases

Cognitive biases are the individual’s thinking patterns rooted from observations and conclusions that sometimes lead to false assumptions, wrong judgments, and faulty reasoning. Cognitive biases include:

i. Belief bias – making decisions based on a stock knowledge
ii. Hindsight bias – tendency to see events as inevitable once it occurs
iii. Omission bias – information that is deemed risky is eliminated
iv. Confirmation bias – examining what is expected from observations

c. Individual Differences

Some of these individual differences that affect a decision are:

i. Age
ii. Socioeconomic status
iii. Educational background
iv. Cognitive abilities

d. Belief in Personal Relevance

This means that people make decisions on something that they strongly believe in.

e. Escalation of Commitment

A decision is influenced by allotting a huge amount of time, money and effort into a decision where people feel committed to.

1.5.5 Components of Decision-making

The most important aspect of structured decision-making is to recognize and analyze the basic components of decisions.

a. Context - The context describes the situation surrounding the decision. For example, the deadline and who needs to be involved to ensure a successful result.

b. Objectives - A clear understanding of desired outcomes guides decision-making and makes it easier, logical, and less stressful. (People often avoid making decisions because of a lack of clear objectives.)

c. Options - Significant effort must be spent uncovering all available options, studying how each may be implemented and what results they will produce. Too often, people limit themselves to a few obvious choices, and do not explore unusual (breakthrough) ideas.

d. Criteria - The criteria used to select the best possible options are determined by the context and objectives. Hard criteria are conditions which must be satisfied in order to have a useful decision, such as budget or time constraints. Soft criteria
are conditions which require subjective assessment, and therefore can be more
difficult to apply.

Successful decisions are based on reliable information and verifiable data.
Adequate time should be spent to thoroughly research the options and their implications.
Decisions based on gut-feeling are difficult to defend and frequently encounter
unexpected obstacles when implemented.

1.5.6 Elements in Decision-making process

According to Peter F. Drucker (1967) the following are the 5 elements of an
effective decision making process:

1. **Problem rationalization** - The clear rationalization that the problem was generic
   and could only be solved through a decision that establishes a rule or a
   principle. Know the problem you are solving.

2. **Boundary conditions** - The definition of the specifications that the answer to the
   problem has to satisfy, that is, of the “boundary conditions.” Know your range of
   options that will still count as success.

3. **The Right Thing to Do** - Before you decide what’s feasible; first figure out what
   the right thing to do is.

4. **Action** - Turn decisions into action.

5. **Feedback** - Get feedback on what’s working and what’s not (Meier, 2009).

1.5.7 Skills needed for decision-making

The skills considered important to effective decision making are based on a
normative model of decision making, which prescribes how decisions should be made.
These skills include:

i. Identifying the possible options

ii. Identifying the possible consequences that follow from each option

iii. Evaluating the desirability of each of the consequences

iv. Assessing the likelihood of each consequence and

v. Making a choice using a "decision rule" (Furby & Beyth-Marom, 1992).
In a model for teaching decision-making, Wilson & Kirby (1984) include the following skills:

i. defining the decision to be made
ii. educating oneself (gathering facts and generating alternatives)
iii. considering options
iv. identifying a choice
v. designing a plan to carry out the decision and
vi. evaluating the decision.

1.5.8 Decision-making Approaches

The major approaches to decision making can be classified into three: individual, authoritarian and group method.

a. Individual Approach

The individual makes the decision based on personal values and preferences. Individual approach to decision making is challenging and difficult at times because some people are too dependent on others for a sound decision. A conflict of values and preferences also affects individual decision.

b. Authoritarian Approach

In this approach, the decision relies on the leader or head of the group or team. As the sole decision maker, the leader must make sure that sufficient knowledge is gathered in order for the decision to be beneficial for the group. The leader must explain the chosen alternative to the group in order to gain acceptance.

c. Group Approach

This approach is otherwise known as consensus. The members brainstorm and share ideas, discuss the considerations, and then implement on an agreed decision. A group decision usually is more effective because everyone takes accountability for whatever outcome there is.

Decisions shape the lives and dictate the actions of individuals. Everything is based upon decisions. There are always choices of doing it or not, buying something or not, taking it or not and letting it go or not. Smart decisions help many aspects of a person’s life – whether it is career, business, personal, professional or relationship aspect.
Decisions are also dependent on many factors such as personal taste, individual values, group ideas, proper timing, availability of resources, and many other considerations. The outcome of a decision is always dependent on whoever made the decision.

1.5.9 Dimensions of Decision-making

The investigator identified five dimensions of decision-making for the present study,

1. **Righteous**: Making morally right, genuine or justifiable decisions.

2. **Unbiased**: Making decisions having no bias or injustice.

3. **Acceptability**: Decisions with the fact of being approved of and considered normal by most people.

4. **Instinctive**: Decisions which are prompted by or resulting from or as if from instinct; natural; unlearned.

5. **Efficiency**: Decision making should be efficient with respect to time and other resources.

1.5.10. Decision-making and Teacher

The skill of decision-making is essential for teachers. It is found to be very useful in their daily routine activities. It is common that in the process of teaching a large group at the school level, a teacher is bound with the task of dividing them into smaller groups for making learning effective. In this task, a teacher has to decide at first whether the group should be heterogeneous or homogeneous; then the members of the group; then the task to be assigned; the time to be scheduled; the leaders for each group; winding up the group activity; and above all monitoring the groups activity. In this process, if the teacher decides inappropriately, then the purpose of the group activity itself will be jeopardized. Thus a teacher needs to be a good decision-maker.
1.6 SIGNIFICANCE OF THE STUDY

Education is a process, which is especially designed to facilitate an all-round development of each and every child. An all-round development of the child involves his physical, social, mental, emotional and aesthetic development. Therefore, the education should not only be exclusively concerned with the teaching of prescribed courses, neglecting other objectives of education. Co-curricular activities provide young pupils with opportunities for self-expression and self-fulfillment.

Co-curricular activities are the part of the curriculum in school and college levels. Co-curricular activities are practiced for the character building and holistic development of the students. Creativity, Enthusiasm, and Energetic, Positive thinking are some of the facets of personality. Intellectual aspects of personality are solely accomplished by Classroom, while aesthetic development, character building, spiritual growth, physical growth, moral values, creativity, etc. are supported by co-curricular activities of students at both the school as well as college levels.

Decision-making skill is essential for students as well as teachers. All members of the education community make a myriad of decisions each and every day. It is essential for an individual, for the institution, organization and the community for advancing forward. If the individual is a teacher, then, the quality and responsibility in personality and decision-making expected to be high. The teacher should have to perform multi-dimensional functions in organizing and executing co-curricular activities. The teacher should take the responsibility how activities should proceed further. So, a professional teacher needs to understand the moral aspects of teaching and how to develop students’ personality and make ethical decisions relating to their profession and the welfare of their students.

In schools and colleges co-curricular activities are frequently conducted and all the students offered to participate in those activities according to their interest. For the all-round development of the students, there is a need of emotional, physical, spiritual and moral development that is complemented and supplemented by co-curricular activities. The students undergoing B.Ed course have already participated in co-curricular activities in their school and college levels and also in B.Ed course itself they offer to participate in various co-curricular activities which are practiced for all-round
development of the student teachers. Personality and Decision-making are the important aspects to be developed by B.Ed students in respect of their professional nature, because, today’s students are tomorrow’s teachers. Good teachers can positively impact current and future generations to improve their personality and decision-making abilities. So, they have to develop their personality and decision-making skill for their personal, professional and moral development and the welfare of the students. 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.

After the rapid development of private institutions both schools and colleges, especially in B.Ed colleges, the all-round development of the students is not taken into account and only the academic achievement is highlighted. This achievement helps the private institutions to pose themselves as they only producing the students with knowledge and winners of employability race. By this, the enrollment as well as the financial income of the private institutions improved very much. So, they concentrate on curricular activities and refuse to practice co-curricular activities which are essential for physical, social, mental, emotional and aesthetic development. The teachers also forced to concentrate only on the academic achievement of the students. Curricular activities alone cannot develop ones personality; in addition to that, co-curricular activities should be frequently given to the students for their entire development of personality. In the past ten years the mentality of the students’ aggressively changed to refuse the physical, social, cultural and moral development. They trained to get high scores in the examinations and getting high marks is the prestigious issue of most of the families. The institutions as well as the parents are not interested to allow their children to participate in co-curricular activities as they do not have any effect on the academic promotion. In B.Ed colleges, co-curricular activities are not conducted to achieve its objectives. Most of the students are not interested or not having the knowledge about co-curricular activities. As the period of the course is limited to less than one year, the teacher educators also concentrate only on the curriculum to complete their syllabus alone. If the B.Ed students are well trained to participate and to conduct such type of activities, the future generation will taste the outcome of co-curricular activities. It is essential for a teacher to know about co-curricular activities and to conduct such activities for the all round development
of their students. So, simply saying that, co-curricular activities ensure the all-round development does not have any meaning. It should be examined that whether these activities are practiced in schools and colleges. If so, the interest to participate in those activities by the students should be examined. Even though they participate in such activities, whether it influences the personality of the students should be studied. It is necessary to examine whether the objectives of practicing co-curricular activities are really achieved. This invokes the investigator to choose such problem to study.

Also, co-curricular activities comprises of so many activities like sports & games, arts & craft, cultural activities, service groups, students association, educational tour and so on. Everyone has individual difference and this makes a person to participate in any of the co-curricular activity according to his or her interest. Not every activity ensures the all round development of the personality. One particular activity may promote or develop some of the personality and decision-making dimensions. As the personality and decision-making has so many dimensions, the investigator wishes to find out the level of participation in co-curricular activities, personality development and decision-making of B.Ed students and to find out whether all the dimensions of personality and decision-making taken for the study are developed by the co-curricular activities and to what extent it influences the personality and decision-making of B.Ed students.

1.7 STATEMENT OF THE PROBLEM

Co-curricular activities are practiced for the character building and all-round development of the students. As per this statement, the investigator intends to find out, whether the participation in co-curricular activities, such as sports & games, service groups, cultural activities, arts & craft, students association and educational tour influences the development of personality in terms of appearance, verbal mannerism, gesticulation, stability of thoughts, mental alertness, leadership skills and self-confidence and also in the development of making righteous, unbiased, acceptable, instinctive and efficient decisions of B.Ed students. Hence the study is entitled as,

“INFLUENCE OF CO-CURRICULAR ACTIVITIES ON PERSONALITY DEVELOPMENT AND DECISION-MAKING OF B.ED STUDENTS”
1.8 OPERATIONAL DEFINITIONS

Influence

It is the effect of co-curricular activities on personality development and decision-making of B.Ed students.

Co-curricular Activities

In this study the investigator defines co-curricular activities as B.Ed students’ participation in sports & games, service groups, cultural activities, arts & craft, students association and educational tour.

Personality Development

In this study, it refers to the development in appearance, verbal mannerism, gesticulation, mental alertness, stability of thoughts, leadership skills and self-confidence of B.Ed students.

Decision-making

In this study, decision-making refers to the thought process of making righteous, unbiased, acceptable, instinctive and efficient decisions of B.Ed students.

B.Ed students

By ‘B.Ed students’, the investigator means the students undergoing B.Ed degree course in the colleges of education, in Tirunelveli, Tuticorin and Kanyakumari Districts, affiliated to Tamil Nadu Teachers Education University, Chennai.

1.9 GENERAL OBJECTIVES

1. To find out the level of participation in co-curricular activities, personality development and decision-making of B.Ed students.

2. To find out the significant difference, if any, in participation in co-curricular activities, personality development and decision-making of B.Ed students with regard to gender, age, qualified degree, religion, community, type of college,
nature of college, locality of college, father’s education, mother’s education and monthly income of the family.

3. To find out the significant relationship, if any, between participation in co-curricular activities and personality development of B.Ed students.

4. To find out the significant relationship, if any, between participation in co-curricular activities and decision-making of B.Ed students.

5. To find out the significant influence, if any, of participation in co-curricular activities on personality development of B.Ed students.

6. To find out the significant influence, if any, of participation in co-curricular activities on decision-making of B.Ed students.

A) SPECIFIC OBJECTIVES

1.9.1. Co-curricular activities of B.Ed students

1.1 To find out whether there is any significant difference between male and female B.Ed students in their participation in co-curricular activities.

1.2 To find out whether there is any significant difference between aided and self-finance college B.Ed students in their participation in co-curricular activities.

1.3 To find out whether there is any significant difference between rural and urban area B.Ed college students in their participation in co-curricular activities.

1.4 To find out whether there is any significant difference among Hindu, Muslim and Christian B.Ed students in their participation in co-curricular activities.

1.5 To find out whether there is any significant difference among OC, BC, MBC and SC B.Ed students in their participation in co-curricular activities.

1.6 To find out whether there is any significant difference among Men, Women and Co-education college B.Ed students in their participation in co-curricular activities.

1.7 To find out whether there is any significant association between age and participation in co-curricular activities of B.Ed students.

1.8 To find out whether there is any significant association between qualified degree and participation in co-curricular activities of B.Ed students.
1.9 To find out whether there is any significant association between father’s educational qualification and participation in co-curricular activities of B.Ed students.
1.10 To find out whether there is any significant association between mother’s educational qualification and participation in co-curricular activities of B.Ed students.
1.11 To find out whether there is any significant association between monthly income of the family and participation in co-curricular activities of B.Ed students.

1.9.2. Personality development of B.Ed students
2.1 To find out whether there is any significant difference between male and female B.Ed students in their personality development.
2.2 To find out whether there is any significant difference between aided and self-finance college B.Ed students in their personality development.
2.3 To find out whether there is any significant difference between rural and urban area B.Ed college students in their personality development.
2.4 To find out whether there is any significant difference among Hindu, Muslim and Christian B.Ed students in their personality development.
2.5 To find out whether there is any significant difference among OC, BC, MBC and SC B.Ed students in their personality development.
2.6 To find out whether there is any significant difference among Men, Women and Co-education college B.Ed students in their personality development.
2.7 To find out whether there is any significant association between age and personality development of B.Ed students.
2.8 To find out whether there is any significant association between qualified degree and personality development of B.Ed students.
2.9 To find out whether there is any significant association between father’s educational qualification and personality development of B.Ed students.
2.10 To find out whether there is any significant association between mother’s educational qualification and personality development of B.Ed students.
2.11 To find out whether there is any significant association between monthly income of the family and personality development of B.Ed students.

1.9.3. Decision-making of B.Ed students

3.1 To find out whether there is any significant difference between male and female B.Ed students in their decision-making.

3.2 To find out whether there is any significant difference between aided and self-finance college B.Ed students in their decision-making.

3.3 To find out whether there is any significant difference between rural and urban area B.Ed college students in their decision-making.

3.4 To find out whether there is any significant difference among Hindu, Muslim and Christian B.Ed students in their decision-making.

3.5 To find out whether there is any significant difference among OC, BC, MBC and SC B.Ed students in their decision-making.

3.6 To find out whether there is any significant difference among Men, Women and Co-education college B.Ed students in their decision-making.

3.7 To find out whether there is any significant association between age and decision-making of B.Ed students.

3.8 To find out whether there is any significant association between qualified degree and decision-making of B.Ed students.

3.9 To find out whether there is any significant association between father’s educational qualification and decision-making of B.Ed students.

3.10 To find out whether there is any significant association between mother’s educational qualification and decision-making of B.Ed students.

3.11 To find out whether there is any significant association between monthly income of the family and decision-making of B.Ed students.

1.9.4. Relation between co-curricular activities and personality development of B.Ed students

4.1 To find out whether there is any significant relationship between participation in co-curricular activities and personality development of B.Ed students.
4.2 To find out whether there is any significant relationship between participation in co-curricular activities and personality development of male B.Ed students.

4.3 To find out whether there is any significant relationship between participation in co-curricular activities and personality development of female B.Ed students.

1.9.5. Relation between co-curricular activities and decision-making of B.Ed students

5.1 To find out whether there is any significant relationship between participation in co-curricular activities and decision-making of B.Ed students.

5.2 To find out whether there is any significant relationship between participation in co-curricular activities and decision-making of male B.Ed students.

5.3 To find out whether there is any significant relationship between participation in co-curricular activities and decision-making of male B.Ed students.

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

6.1 To find out whether there is any significant influence of participation in co-curricular activities on personality development of B.Ed students.

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

7.1 To find out whether there is any significant influence of participation in co-curricular activities on decision-making of B.Ed students.

1.10 NULL HYPOTHESES

1.10.1 Co-curricular activities of B.Ed students

1.1 There is no significant difference between male and female B.Ed students in their participation in co-curricular activities.

1.2 There is no significant difference between aided and self-financed B.Ed college students in their participation in co-curricular activities.

1.3 There is no significant difference between rural and urban area B.Ed college students in their participation in co-curricular activities.
1.4 There is no significant difference among Hindu, Muslim and Christian B.Ed students in their participation in co-curricular activities.

1.5 There is no significant difference among OC, BC, MBC and SC B.Ed students in their participation in co-curricular activities.

1.6 There is no significant difference among men, women and co-education college B.Ed students in their participation in co-curricular activities.

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

1.8 There is no significant association between qualified degree and participation in co-curricular activities of B.Ed students.

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

1.10 There is no significant association between mother’s educational qualification and participation in co-curricular activities of B.Ed students.

1.11 There is no significant association between monthly income of the family and participation in co-curricular activities of B.Ed students.

1.10.2. Personality Development of B.Ed students

2.1 There is no significant difference between male and female B.Ed students in their personality development.

2.2 There is no significant difference between aided and self-financed college B.Ed students in their personality development.

2.3 There is no significant difference between rural and urban college B.Ed students in their personality development.

2.4 There is no significant difference among Hindu, Muslim and Christian B.Ed students in their personality development.

2.5 There is no significant difference among OC, BC, MBC and SC B.Ed students in their personality development.

2.6 There is no significant difference among men, women and co-education college B.Ed students in their personality development.
2.7 There is no significant association between age and personality development of B.Ed students.

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

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

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

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

1.10.3. Decision-making of B.Ed students

3.1 There is no significant difference between male and female B.Ed students in their decision-making.

3.2 There is no significant difference between aided and self-financed college B.Ed students in their decision-making.

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

3.4 There is no significant difference among Hindu, Muslim and Christian B.Ed students in their decision-making.

3.5 There is no significant difference among OC, BC, MBC and SC B.Ed students in their decision-making.

3.6 There is no significant difference among men, women and co-education college B.Ed students in their decision-making.

3.7 There is no significant association between age and decision-making of B.Ed students.

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

3.9 There is no significant association between father’s educational qualification and decision-making of B.Ed students.
3.10 There is no significant association between mother’s educational qualification and decision-making of B.Ed students.

3.11 There is no significant association between monthly income of the family and decision-making of B.Ed students.

1.10.4. Relation between co-curricular activities and personality development of B.Ed students

4.1 There is no significant relationship between participation in co-curricular activities and personality development of B.Ed students.

4.2 There is no significant relationship between participation in co-curricular activities and personality development of male B.Ed students.

4.3 There is no significant relationship between participation in co-curricular activities and personality development of female B.Ed students.

1.10.5. Relation between co-curricular activities and decision-making of B.Ed students

5.1 There is no significant relationship between participation in co-curricular activities and decision-making of B.Ed students.

5.2 There is no significant relationship between participation in co-curricular activities and decision-making of male B.Ed students.

5.3 There is no significant relationship between participation in co-curricular activities and decision-making of female B.Ed students.

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

6.1 There is no significant influence of participation in co-curricular activities on personality development of B.Ed students.

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

7.1 There is no significant influence of participation in co-curricular activities on decision-making of B.Ed students.
1.11 DELIMITATIONS OF THE STUDY

1. The present study has been confined with a sample of 983 B.Ed students from 24 Education colleges of Tirunelveli, Tuticorin and Kanyakumari districts.

2. SC and ST B.Ed students were considered as single category SC, because there was not much B.Ed students in ST category.

3. In studying the co-curricular activities of B.Ed students, the investigator used co-curricular activities inventory having six activities such as sports & games, service groups, cultural activities, arts & craft, students' association and educational tour.

4. In studying the personality development of B.Ed students, the investigator used personality development scale having seven dimensions such as Appearance, verbal mannerism, gesticulation, mental alertness, stability of thoughts, leadership skills and self-confidence.

5. In studying the decision-making of B.Ed students, the investigator used decision-making scale having five dimensions, namely, righteous, unbiased, acceptability, instinctive and efficiency.

6. As this study is to find out the influence of co-curricular activities on personality development and decision-making, No calculations were made between personality development and decision-making of B.Ed students.

The ensuing chapter deals with Review of Related Literature.