CHAPTER I
CONCEPTUAL FRAME WORK

1.0 OVER VIEW

This chapter brings out the conceptual framework of the study and thus serves as introductory phase of the report. It consists of eighteen sections. The first section depicts the significance of education. The second section highlights the meaning of leadership. The third section focuses on the characteristics of leadership. The fourth section explains the traits of a good leader. The fifth section deals with the types of leadership. The sixth section sketches how to develop leadership. The seventh section describes about emotions. The eighth section deals with emotional intelligence. The ninth one deals with the components of emotional intelligence. The tenth section outlines how to develop emotional intelligence. The eleventh sections deals about co-curricular activities. The twelfth section describes the objectives of co-curricular activities. The thirteenth section describes the significance of co-curricular activities. The fourteenth section explains the advantages of co-curricular activities. The fifteenth section focuses the principles underlying the organization of co-curricular activities. The sixteenth section explains the values of co-curricular activities. The seventeenth section outlines the types of co-curricular activities. The eighteenth section explains the need and significance of the study.

1.1 EDUCATION

Education is a process by which people acquire knowledge, skills, values and attitudes. Education is the most powerful tool for change and hence it must train the minds of the educated to cope up with the change (Gupta, 1997). Education is a conscious and deliberate process in which one personality acts upon another in order to modify the development of the other by the
communication and manipulation of knowledge (Bhatia and Narang, 1981). Education is the modification of human behavior. The aim of education should be to teach us rather how to think, than what to think rather to improve our minds, so as to enable us to think for ourselves, than to load the memory with the thoughts of other men (Bill Beattie, 2002).

The progress and prosperity of a country depends upon the quality of its citizens. The critical measure of the quality of its citizens is the quality education provided to them. Education is the key to national prosperity and welfare. Education is a unique investment in the present and the future. The quality of education depends upon various factors. The teacher is, however, the most important factor for quality improvement. The teacher acts as the pivot for the transmission of intellectual and technical skills from generation to generation. From the philosopher to the layman everyone eulogizes the teacher as the mason who builds the fabric of society, the students being the bricks and mortar of the future. From the earliest times teachers have had a hazardous and onerous task to perform, to mould the body, mind and soul. A teacher is no longer viewed as the transmitter of knowledge or dispenser of wisdom, but as a diagnostician, guide, assistant whenever appropriate, encourager, stimulator, promoter and an interactive facilitator in the education process. Education has many aims and objectives. In a democratic country education has to prepare good and efficient leaders to shoulder various responsibilities. Leaders are not born but made. They are shaped and moulded in the class rooms. The destiny of the nation is shaped in her class rooms (Kothari commission report, 1964-66).

1.2 MEANING OF LEADERSHIP

Any organization consists of a set of people involved with different positions, roles and responsibilities working for the attainment of the pre-defined goals. There is a need for an individual who can monitor the system, guide personnel, plan, organize and lead the
organizational activities towards a sustainable development by achieving goals. Such an individual can be called a leader and the quality he possesses to lead people is leadership (Madhavi, 2007). Leadership is an interactive conversation that pulls people towards becoming comfortable with the language of personal responsibility and commitment. Leadership occurs when one individual influences others to perform voluntarily above the minimum requirements of their own roles. Everyone can learn to lead by discovering the power that lies within each one of us to make a difference and being prepared when the call to lead comes (Warren Bennis, 2004).

Interest in identifying and nurturing leadership potential dates back to the time of Aristotle and Plato. Leadership is the ability to influence the activities of an individual or group towards the achievement of a goal (Addison, 1984). Leadership is an activity of influencing people to strive willingly for group objectives. In the light of this definition an educational leader is one who makes willingly all efforts on achieving institutional goals by influencing and making others strive for the same (George, 1960).

Educational leaders promote school/community partnerships and involve parents and other members of the community in school activities and initiatives that benefit students. They create, promote, and sustain a school culture and climate of mutual support and collective responsibility for the educational and personal development of every young adolescent. They also ensure students provided with opportunities to assume significant and meaningful leadership roles in the school.
1.3 CHARACTERISTICS OF LEADERSHIP

Some important characteristics of leadership are as follows (Tripathi and Reddy, 2008).

- Leadership implies the existence of followers.
- Leadership involves a community of interest between the leader and his followers.
- Leadership involves an unequal distribution of authority among leaders and group members.
- Leadership implies that leaders can influence their followers or subordinates in addition to being able to give their followers or subordinates legitimate directions.

1.4 TRAITS OF A GOOD LEADER

Traits are distinguishing qualities or characteristics of a person, while character is the sum total of these traits. A good leader should possess the following traits which are compiled by Santa Clara University and Tom Peters group. (http://www.nwlink.com/~donclark/leader/leadchr.html).

- **Honesty** - Display sincerity, integrity, and candor in all their actions. Deceptive behavior will not inspire trust.

- **Competent** - Actions based on reason and moral principles. Do not make decisions based on childlike emotional desires or feelings.

- **Forward-looking** - Set goals and have a vision of the future. Effective leaders envision what they want and how to get it. They habitually pick priorities stemming from their basic values.
• **Inspiring** - Display confidence in all that they do. By showing endurance in mental, physical, and spiritual stamina, they will inspire others to reach for new heights. Take charge when necessary.

• **Intelligent** - Read, study, and seek challenging assignments.

• **Fair-minded** - Show fair treatment to all people. Prejudice is the enemy of justice. Display empathy by being sensitive to the feelings, values, interests, and well-being of others.

• **Broad-minded** - Seek out diversity.

• **Courageous** - Have the perseverance to accomplish a goal, regardless of the seemingly insurmountable obstacles. Display a confident calmness when under stress.

• **Straightforward** - Use sound judgment to make a good decision at the right time.

• **Imaginative** - Make timely and appropriate changes in their thinking, plans, and methods. Show creativity by thinking of new and better goals, ideas, and solutions to problems.

### 1.5 TYPES OF LEADERSHIPS

The different types of leaderships are the following ([http://www.leadnet.org](http://www.leadnet.org)).

• Autocratic leadership.

• Bureaucratic leadership.

• Charismatic leadership.

• Democratic leadership/participative leadership.

• Laissez-faire leadership.
1.5.1 Autocratic Leadership: The Autocratic Leadership Style was first described by Lewin, Lippitt, and White in 1938. This is often considered the classical approach. The autocratic type of leader has been called a "snoopervisor" or a "one man show" because he is constantly checking on the members to see that they carry out his decisions. The autocratic type of leadership is analogous to a one way street; the leader gives the orders and the members carry out these orders. The orders are never questioned openly. Hence, such orders may not be understood by the members. The autocratic leader sees the task of understanding as his job and not the job of the other group members. Whether members understand the task is of no concern to the autocratic leaders, as long as the end result is done to the leader's satisfaction. The manager does not consult employees, nor are they allowed to give any input. Employees are expected to obey orders without receiving any explanations. The motivation environment is produced by creating a structured set of rewards and punishments.

1.5.2 Bureaucratic Leadership: Bureaucratic leadership is where the manager manages “by the book” everything must be done according to procedure or policy. If it isn’t covered by the book, the manager refers to the next level above him or her. This manager is really more of a police officer than a leader. He or she enforces the rules. This style can be effective when employees are performing routine tasks over and over; employees need to understand certain standards or procedures and employees are working with dangerous or delicate equipment that requires a definite set of procedures to operate. This style can be ineffective when employees do only what is expected of them and no more.

1.5.3 Charismatic Leadership: Charismatic Leadership is defined by Max Weber as resting on devotion to the exceptional sanctity, heroism or exemplary character of an individual person, and of the normative patterns or order revealed or ordained by him. He defines charisma as a certain
quality of an individual personality, by virtue of which he is set apart from ordinary men and treated as endowed with supernatural, superhuman, or at least specifically exceptional powers or qualities and are regarded as of divine origin. Charismatic people have a remarkable ability to distill complex ideas into simple messages and they communicate by using symbols, analogies, metaphors and stories. Furthermore they relish risk and feel empty without it, they are great optimists, they are rebels who fight convention, and they may seem idiosyncratic. Charismatic leaders are pictured as organizational heroes or magic leaders, who have the social power basis to orchestrate turnarounds, launch new enterprises, inspire organizational renewal, and obtain extraordinary performance from organizational members. These leaders inspire trust, faith and belief in themselves.

1.5.4 Democratic Leadership or Participative Leadership: The democratic leadership style is also called the participative style as it encourages employees to be a part of the decision making. The democratic leader keeps his or her employees informed about everything that affects their work and shares decision making and problem solving responsibilities. This style requires the leader to be a coach who has the final say, but gathers information from staff members before making a decision. Democratic leadership can produce high quality and high quantity work for long periods of time. Many employees like the trust they receive and respond with cooperation, team spirit, and high morale. The success of democratic leadership depends on the performance of all the members.

1.5.5 Laissez-Faire Leadership: The laissez-faire leadership style is also known as the “hands-off” style. It is one in which the manager provides little or no direction and gives employees as much freedom as possible. All authority or power is given to the employees and they must determine goals, make decisions, and resolve problems on their own. In this type the leader
exercises absolutely no control. This is an effective style to use when employees are highly skilled, experienced and educated; employees have pride in their work and the drive to do it successfully on their own. This style should not be used when it makes employees feel insecure at the unavailability of a manager.

1.6 DEVELOPMENT OF LEADERSHIP

Some people hold that leaders are born and not made. This viewpoint is not acceptable to the modern man in a democratic age. If ample and equal opportunities are provided to all, everyone who has the aptitude will make use of it and become leaders. So leaders are not born but made. Leadership development is not an event. It is a process of participating in respectful conversations where the leader recognizes his own feelings and those of others in building safe and trusting relationships. Leadership development is self-development. The crux of leadership development that works is self directed learning: intentionally developing or strengthening an aspect of who you are or who you want to be, or both (Daniel Goleman, Richard Boyatzis and Annie McKee, 2004).

Several strategies strengthen and broaden educational experiences for gifted youth in schools. Instructional units on leadership development should be provided at each grade level in a resource room or pullout administrative arrangement. Mentorship and internship programs provide opportunities for youth to work with adult community leaders who are willing to help identify, develop and nurture future leaders. There ought to be opportunities in schools by way of extra curricular activities to provide for the instinct of self assertion of the child. Opportunities should be provided for the child in the family to inculcate leadership qualities. Mass media can
also be said as the agency for developing leadership qualities. Usage of mass medias like newspapers, magazines, books, television, radio and internet helps the child to chat and communicate with others which in turn provide opportunities to develop leadership qualities (www.austin.isd.tenet.edu/academics/docs/).

1.6.1 PARENT’S INVOLVEMENT IN THE DEVELOPMENT OF LEADERSHIP

Preparing young people for leadership responsibility begins in the home with an enriched environment that offers opportunities for children to acquire broad interests, self-esteem, and the insights and skills that characterize leaders. Parents can provide their children with support and encouragement as they participate in a wide variety of home and community activities. Parents should encourage their children to be involved in the selection, planning, execution, and evaluation of family activities ranging from a day at the zoo to a vacation overseas. Youngsters should also be encouraged to plan, initiate, and complete a variety of self-evaluated individual projects, but these skills are not learned automatically. They must be patiently taught and modeled by parents in the home. Discussion and debate about current events and other topics foster independent thinking and nurture leadership potential. (www.austin.isd.tenet.edu/academics/docs/).

1.7 EMOTIONS

Buck (1985) has defined emotion as the process by which motivational potential is realized or read out when activated by challenging stimuli. Emotion is the messenger of love; it is the vehicle that carries every signal from one brimming heart to another. Emotional intelligence is the product of one’s heredity and its interaction with his environmental forces.
Emotional intelligence is a relatively recent behavioral model, rising to prominence with Daniel Goleman’s (1995) book called ‘Emotional Intelligence’. Goleman identified the five domains of emotional intelligence as knowing your emotions, managing your own emotions, motivating yourself, recognizing and understanding other people’s emotions and managing relationships. Emotional Intelligence encompasses social intelligence and emphasizes the affect of emotions on our ability to view situations objectively and thus to understand ourselves and other people (Goleman, 1995).

1.8 EMOTIONAL INTELLIGENCE

Emotional intelligence is a construct that is still evolving having emerged in the last two decades. Mayer and Salovey (1993) defined emotional intelligence as “the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth”. Emotional Intelligence - intelligence of the heart - has its roots in the concept of ‘social intelligence,’ first identified by E.L. Thorndike in 1920. Emotional Intelligence (often given the acronym EQ, the emotional-intelligence equivalent of IQ) encompasses social intelligence and emphasizes the affect of emotions on our ability to view situations objectively and thus to understand ourselves and other people. It is the ability to sense, understand, and effectively apply the power of emotions, appropriately channeled as a source of energy, creativity and influence. Balancing and integrating the head and heart, channeled through the left and right brain, is the mission of personal growth work in the domain of emotional intelligence. (Goleman, 1995).
Only part of our success in life is attributable to intellect. Other qualities: trust, integrity, authenticity, creativity, honesty, presence and resilience, are at least as important. These 'other intelligences' are collectively described as Emotional Intelligence. Daniel Goleman argued in his ground-breaking book, 'Emotional Intelligence,' that our IQ-oriented view of intelligence is far too narrow. Instead, Goleman makes the case for emotional intelligence (EQ) being the strongest indicator of human success. He defines emotional intelligence in terms of self-awareness, altruism, personal motivation, empathy, and the ability to love and be loved by friends, partners, and family members. People who possess high emotional intelligence are the people who truly succeed in work as well as play, building flourishing careers and lasting, meaningful relationships. Emotional intelligence plays an integral role in defining character and determining both our individual and group destinies. It involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions. In short, to embrace the power of emotions intelligently (Goleman,1995).

1.9 COMPONENTS OF EMOTIONAL INTELLIGENCE

According to Goleman (1995) emotional intelligence comprises of the following components.

- Self awareness
- Mood management
- Self motivation
- Empathy
- Managing relations
1.9.1 **Self awareness**: Self awareness means having a deep understanding of one’s emotions, strengths, weaknesses, needs and drives. It is the ability to manage and take responsibility for one’s own emotions, especially the responsibility for self motivation and personal happiness. It means know thyself.

1.9.2 **Mood management**: It is the ability to handle feelings and reacting appropriately. It is like an ongoing inner conversation. It is the component of emotional intelligence that frees from being prisoners of our feelings. People engaged in such a conversation, feel bad moods and emotional impulses just as everyone else does, but they find ways to control them and even to channel them in useful ways.

1.9.3 **Self motivation**: It is the ability to gather up one’s own feelings, directing himself towards a goal, despite self doubt, inertia and impulsiveness. If there is one trait that all effective leaders have, it is motivation. They are driven to achieve beyond expectations their own and everyone else’s. The key word here is ‘achieve’. Plenty of people are motivated by external factors such as a big salary or the status that comes from having an impressive title or being part of a prestigious company.

1.9.4 **Empathy**: It is the ability to recognize feeling in others and tuning up their verbal and non verbal cues. Of all the dimensions of emotional intelligence, empathy is the most easily recognized. It is particularly important today as a component of leadership for the reasons like increasing use of terms, rapid race of globalization and the growing need to retain talent.

1.9.5 **Managing relations**: It is the ability to handle interpersonal interaction, conflict resolution and negotiations. As a component of emotional intelligence, social skill is not as simple as it sounds. It is not just a matter of friendliness, although people with high levels of social skills are rarely mean spirited. Socially skilled people tend to have a wide circle of
acquaintances and they have a knack of finding common ground of people of all kinds and a knack for building rapport.

1.10 HOW TO DEVELOP EMOTIONAL INTELLIGENCE

S.K.Mangal (2006) has given the following measures for the proper development of emotional intelligence.

- Try to develop the ability to understand feelings in the right manners both in oneself and others.
- In all situations self awareness of the feelings and emotions are important. Try to teach the children and help themself know what they feel at a particular time.
- For understanding others and their feelings, develop the trait of a good listener. People who have a high Emotional quotient also have a high score on empathy and empathy occurs through effective listening.
- Try to learn the integration of thoughts and emotions; heart and mind for appropriate behavior at the right time. Therefore do not suppress emotions (as every feeling has its value and significance) strike a balance between rational thought and emotions.
- Teach the children that all emotions are healthy (because emotions unite the heart, mind and the body) anger, fear, sadness, the so-called negative emotions are healthy as peace, courage and joy. The important thing is to learn the art of expressing one’s feelings or emotions in a desirable amount. In this connection the remark of the great philosopher Aristotle can be referred to as a guideline. “Anyone can become angry that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose and in the right way that is not easy.”
• Do not allow the emotions and feelings be obstacles in our path. Use them as a motivating agent or a force for achieving your goals.

• Last but not the least is to provide a model or a companion for maintaining proper emotional bonds. If we have developed our self as an emotionally intelligent individual, we may inspire or lead others to become so.

1.11 CO-CURRICULAR ACTIVITIES

In the past education was restricted to the teaching of 3R’s reading, writing, and arithmetic in the school. Gradually a few more subjects like science, history, geography etc. were added to the school work called syllabus. Other activities carried on in the school were called extracurricular activities. These were called extra because these were looked upon as superfluous, interfering with the regular school work. (Bhatnagar and Gupta, 2006). Now these activities are considered very essential for the complete development of the child. These form an integral part of an education of the child and are termed as co curricular activities.

1.12. OBJECTIVES OF CO CURRICULAR ACTIVITIES

The following are the objectives of co-curricular activities (Lakshmanan and Narayanan, 2007).

• To enable the learners to involve in curricular activities with more enthusiasm after a brief time of constructive use.

• To stimulate the learners to have a quest for learning that lies beyond the text books and experience them.

• To encourage pupils to exercise their aesthetic sensibilities as manifested in beauty, truth, goodness, neatness, orderliness etc.
• To boost pupils to develop and exercise freely and profoundly their creative thinking and power of expression.

• To enable the pupils to exhibit and use their hidden talents in a constructive way.

• To enable the pupils to shed their inferiority complex, shy, fear in playing role in public activities.

• To enable the students to move freely and closely with one another.

• Apart from these, co curricular activities will help to build a sound mind in a sound body and it also helps to develop co-ordination and co operation.

1.13 SIGNIFICANCE OF CO-CURRICULAR ACTIVITIES

Since leadership is learned over time through involvement with others, participation in extracurricular activities provide fertile ground for nurturing future leaders. The importance of co-curricular activities is as follows (Anne Pearline Rajakumari, 2005).

• Co-curricular activities form an important and exciting feature of life and it contribute enormously to the cultural and social life that the students experience. Extra activities for school students are a means to instill active social-interaction. The original initiative later came to include important qualities, such as leadership, healthy recreation, self-discipline and self-confidence.

• Co-curricular activities develop the emotional health of the students. Child is active by nature. He/She has inner urge to act, to express himself/herself in various ways. This natural urge of the child should be channelized for educational purposes. Therefore no educational system can ignore the activities of the students, since through these activities the leadership potentiality of the child can be enhanced.
• Group participation offers unique opportunities for young people to belong, support others, and learn a variety of leadership styles. Students learn how to encourage others, create group spirit, and resolve conflict. They begin to understand diverse attitudes, skills, and talents and how to interact effectively with a diversity of people while working toward a common goal.

• Leadership in extracurricular activities has been found to be more highly correlated with adult leadership than with academic achievement. Skills such as seeking all available information, defining a group task, and devising a workable plan may be developed through any community project. No matter how small or large the goal, the process involved in devising and implementing the plan develops leadership potential.

• The introduction of co-curricular programme is to promote value oriented education. Values like team spirit, discipline and determination are developed through games, sports and other physical oriented programmes. Values like honesty, broad-mindedness, cleanliness and happiness are developed through fine arts. Values like the spirit of service, courage, give and take and unity are developed through NCC, NSS. On the whole these activities teach them ‘the art of living’.

1.14 ADVANTAGES OF CO CURRICULAR ACTIVITIES

Co-curricular activities are very much useful for the students. They help in the curriculum improvement and are significant factors in promoting school community relations. The advantages of co-curricular activities are as follows (Kochhar, 2005).

• They provide opportunities for the pursuit of established interests and the development of new interests: The pursuit of desirable interests given zest to life, broadens horizons,
provides an excellent background for the profitable use of leisure time and not materially affects vocational choices.

- **They educate for citizenship:** Through experiences and insights that stress leadership, fellowship, cooperation and independent action the co-curricular activities educate for citizenship.

- **They develop school spirit and morale:** When students are persuaded to make sacrifices for the school they learn to love it and take pride in its success. Through the co-curricular activities the students create a distinct school spirit and morale.

- **They provide opportunities for satisfying the gregarious urge:** The individual identifies himself with the group of his own choice. He is no longer an individual but a member of the group. Through the activities like student council, clubs, dramas etc. his gregarious urge is satisfied.

- **They encourage moral and spiritual development:** Co-curricular activities furnish innumerable opportunities for the inculcation of moral standards and moral qualities.

- **They strengthen the mental and physical health:** Well conceived and supervised sports activities promote better physical health.

- **They provide for a well rounded social development:** In a wide variety of social settings the pupils can be taught how to act properly.

- **They widen student’s contacts:** The co-curricular activities help the students to broaden the student’s contacts with people and they learn new ideas and ways of doing things.

- **They provide opportunities for students to exercise their creative capacities:** The co-curricular activities provide opportunities for novel pupil expression.
1.15 PRINCIPLES UNDERLYING ORGANIZATIONS OF CO-CURRICULAR ACTIVITIES

Only well organized co-curricular activities provide educational values. Therefore the following principles should be borne in mind while organizing co-curricular activities (Safaya and Shaida, 2005).

1. **Selection activities**: Proper selection of activities is an important part of organization. The number of activities should be varied and large. Attempt should be made to provide opportunities for all the pupils for participating in one or more activity. The activities should fit the size, the educational level and the individual interest of the pupils.

2. **Providing time and place**: If activities are to be organized seriously proper time and place must be provided for these. Some activities like outdoor games may be organized after the school hours. Rooms must be allotted to various indoor activities. It is desirable to have an open air location and a permanent stage in the compound.

3. **Providing motivation**: Pupils must be motivated to participate in the activities. The aim and function of each of the activity organized should be well defined. A system of giving rewards should be followed for the best performance.

4. **Providing advice**: All the members of the staff must be directly associated with the activities as advisors. The adviser must possess a sympathetic attitude towards the pupils. Proper recording should be made about the working of each activity.
1.16 VALUES OF CO CURRICULAR ACTIVITIES

The co-curricular activities carry with them a large number of advantages and benefits. Their educational possibilities and contributions are many and varied. It is necessary to have a more comprehensive list with further details (Kulbir Singh Sidhu, 1996).

1. **The physical value**: These activities provide a useful channel for the superfluous energy of the pupils. Besides they help the normal growth and development of the body. All the physical activities athletics, sports and games contribute to the sound physical health, body development, physical vitality, endurance, strength and healthful habits, so important for future vocational life and personal happiness.

2. **The Psychological value**: These activities meet psychological needs of the pupil. These activities play a significant role in the training of emotions. They are a potent means of maintaining sound mental health.

3. **The Ethical Value**: The co-curricular activities are important for the training of character as these provide actual opportunities for acting in obedience to the standard of the group, in accordance with the principles formulated by the school authorities and according to the moral canons of truth, love, ahimsa and justice.

4. **The Academic value**: Academic work is of two types—theoretical and practical. All class room teaching is theoretical. But this needs to be supplemented by practical work in each subject. Co-curricular activities provide opportunities for practical observation and experience.

5. **The Civic value**: All the civic activities like self-government, reorganizing school cooperative bank, celebrating functions and festivals, etc. provide the pupil rich exposures of civic life and democratic society.
6. **The Social value**: Social living through activities is a practical approach to child’s life. Through the co-curricular activities the pupils learn a number of social traits. He shares responsibility with others.

7. **The Aesthetic value**: It was Keats who said “A thing of beauty is a joy forever”. Aesthetic sensibility is a fine feeling for beautiful objects and ideas. Thus activities connected with music, dance and fine arts have a special significance for developing the aesthetic side of pupil’s personality.

8. **The cultural value**: A number of co-curricular activities like dramatics, folk music, folk dance, celebration of religious and social festivals provide better knowledge of our culture and awaken cultural interests among students.

9. **The Recreational value**: A number of activities have a recreational function. They provide the worthy use of leisure in school life and after school life.

10. **The Disciplinary value**: Through the community life of games and activities the pupils learn an inner discipline which continues even after he leaves the school.

### 1.17 TYPES OF CO-CURRICULAR ACTIVITIES PROVIDED IN COLLEGES OF EDUCATION

1.17.1 **Activities for physical development**: All activities have their impact on the physical development of an individual. The only difference is that some of them are physical activities which have their direct concern with the physical development of an individual. The other activities though may not look like physical activities but they certainly involve physical exertion. Naturally we can say that these activities help in the physical development of an individual. Some of the physical activities are mass parade and mass drill, yogic asana, indoor games, athletics, outdoor games, wrestling, bicycling, swimming and boating (Sachdeva, 2000).
1.17.2 Activities for literary and academic development: The co-curricular activities involve experimentation outside the classroom. They are all according to the interests and likings of the learners. They also add to the academic development of an individual. Classroom situation provides theoretical knowledge, whereas these activities supplement that work. Some of the activities for literary and academic development are debate, discussion, symposium, newspaper reading, library work, organizing literary club and participating in departmental club activities (Sachdeva, 2000).

1.17.3 Activities for cultural development: A number of co-curricular activities provide opportunities for better understanding for our cultural traditions. The specific activities like Music, Folk dance, Variety show, Drawing and painting, School decoration, Organizing exhibition, Fancy dress, Dramatics, celebration of religious and social festivals provide better knowledge of our culture, foster cultural tastes and awaken cultural interests among our students. (Safaya and Shaida, 2005).

1.17.4 Activities for social development: Social living through activities is a practical approach to child’s life. Through these activities the pupils learn a number of social traits. He learns lessons in practical co-operation while he engages himself in group activities. He knows how to cooperate with others, how to behave proper, how to live with others like a civilized social being, and thus gets complete social training. Such training is got only through social welfare activities like scouting, first aid, Red Cross, National service scheme, citizenship camp, field trip and community living camp (Safaya and Shaida, 2005).

1.17.5 Activities for aesthetic development: Development of aesthetic tasks is one of the aims of education. Different types of co-curricular activities like music, dance, fine arts, album making, gardening, maintaining aquarium, drawing, painting etc., develop aesthetic sensibility of
students. Thus the aesthetic tastes of the students are developed which is essential for harmonious development of personality (Sachdeva, 2000).

1.17.6 Activities for Leadership: India is a democratic country. It is a people’s government cultivating abilities to initiate, to organize, to lead, to share, to continue, to conclude and to take decisions which are the important aspects in social living. In a democratic setup, leaders play a dominant role. In Colleges of Education various opportunities like participation in camp activities, group activities, field trips, leadership games etc. are provided. Participation in such activities, college assembly system, election of class leaders, college students’ union leader are training ground for the students to shape their leadership potentials.

1.18 NEED AND SIGNIFICANCE OF THE STUDY

Education is a noble calling that entails both challenges and responsibilities. Strong accountable leadership has always been a hallmark of successful institutions. One of the main aims of education is to produce good leaders. Society is a group of people joined together to work individually or globally and to achieve a common goal. The development of a society depends on its leaders. Leader is one who guides, organizes, directs and coordinates the society. (Grint and Keith, 1997). Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor, which binds a group together and motivates it towards goals. So the success of any organization for the achievement of goals depends upon its efficient management. An efficient management requires an efficient leader, the person who can lead his fellow workers towards the successful achievement of pre-determined goals of the organization (Keith Davis, 1967). All B.Ed trainees who are said to be the prospective or the would be teachers need leadership qualities because leadership is no longer the province of the
few, the privileged, or even the merely ambitious and leadership skills are needed in virtually all areas of adult life. In addition the leadership development can enrich the under graduated experience, give them a greater sense of control over their lives and prepare them to live and work in society and school. To be effective leaders, they must bring the core principles of quality leadership to their decision making and interaction with others. While interacting with others a leader should act with self confidence, avoid anger, take decisions on a rational basis and think clearly, maturely and intelligently (Anne Pearline Rajakumari, 2005).

Emotionally intelligent people have the ability to marshal their emotional impulses, they have the self awareness to know what they are feeling and are able to think about and express those things. They have empathy for the feelings of others and insight into how others think, they are optimistic and generally positive; they understand easily the dynamic of a group. Thus emotional intelligence has become increasingly popular as a measure for identifying potentially effective leaders and as a tool for developing effective leadership skills (Goleman, 1995). Not only emotional intelligence but also the participation of prospective teachers in co-curricular activities enhances leadership potentiality (Sachdeva, 2000).

Co-curricular activities are the planned activities provided by the institution during a course of study apart from the curricular activities to develop the all-round personality of the individual. Co-curricular activities are integral part of activities of a school, and it forms a vital link in the pattern of blended educational experiences. These activities ensure balanced development of the child and good citizenship of the country. It also cultivate leadership qualities among them. Conducting and participating in co-curricular activities is a part of B.Ed course. In the regulations and syllabus prescribed for the Degree of Bachelor of Education by the Tamilnadu Teachers Education University, Chennai in the academic year 2010-2011 the co
curricular activities like physical education, citizenship training, SUPW are included. The student teachers who are said to be the would be teachers have to organize and participate in many co-curricular programmes when they become teachers. While organizing they inculcate the qualities of initiative, clear thinking, originality, tolerance, patience, self confidence, team spirit, good judging power and decision making which are very essential in a leader. Only a burning light can lit another lamp.

Since leadership is learned over time through involvement with others, co-curricular activities provide fertile ground for nurturing leadership qualities. Group participation offers unique opportunities for young people to belong support others and learn a variety of leadership styles. They learn how to encourage others, create group spirit and resolve conflict. They begin to understand diverse attitudes, skills and talents and how to interact effectively with a diversity of people while working towards a common goal (Annie Pearline Rajakumari, 2005). Quality education is a concern today and therefore the internal processes that ensure quality education is the need of the hour. The traditional perspective of school management has now been changed. The collaborative and team approaches to school management are dominating in which there is total involvement of the people in the process of decision making and its implementation. Therefore there is a need to develop leadership qualities among all especially the teachers who are the potential contributors for school effectiveness (Madhavi, 2007). The investigator assumes that emotional intelligence and co-curricular participation have a greater influence on the leadership potentiality of prospective teachers. The investigator being a teacher educator is interested in studying the impact of emotional intelligence and co-curricular participation on leadership potentiality of the prospective teachers.