

A STUDY ON PERSONALITY DEVELOPMENT OF B.ED STUDENTS OF SRIGANGANAGAR DISTRICT

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ABSTRACT

The upliftment of instruction, an instructor preparing foundation was a need around there. Starting here of view the administration board chose to build up an organization to satisfy the necessity and to give a model venturing stone to sprouting educators for their future achievement. Sri GanganagarShikshakPrashikshanMahavidhyalya, set up in year 2005. The organization is running after the advancement of advanced education, which is the need of the state. The school is situated on Haumangarh Road, Near RIICO Bus Stand, SriGanganagar. The school has wonderful view its grounds has all around kept up open yard, the grounds has appropriate inn office. It has decidedly ready play ground and indoor game office. The College started to work with the primary bunch of B. Ed. understudies conceded for the meeting 2005-06. This was the significant accomplishment and brought about 100% arrangement from this group. The school is running B.Ed. (200 Seats), M.Ed. (35 Seats) and BSTC (50 Seats) courses. Admission to these courses is made based on their general legitimacy in Pre-B.Ed. entrance test. The booking is according to Rajasthan Government rules.

Keywords:-academic achievements, B.Ed students, motivation

INTRODUCTION

Education is a developmental process that takes place in an individual as a result of his or her exposure and interaction with people and other stimuli in his or her environment. As a result of this interaction, the individual acquires a wealth of knowledge as well as attitudes, appreciations, skills, thoughts and processes that enable him to use his knowledge and prepare him to live in society. Education provides ample opportunities for individuals to develop their inborn physical, mental and emotional qualities to the full, so that they can achieve cosmic unity by acting, thinking and feeling. Education must provide an appropriate social environment for individuals to develop them physically, mentally and emotionally in order to fulfil their social obligations. One of the primary objectives of education is to make it possible for each individual to become aware of and develop his or her abilities to the fullest.

Education is expected to play a key role in promoting national development. Education prepares a student, among other things, to play his or her effective role as a citizen of his or her nation. At the same time, the harmonious development of all facilities should lead to

adequate preparation for life. Education not only contributes to the development of the learner's personality, but also determines the future of the learner.

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

In Rajasthan Teachers Education University (RNTEU) is the exclusive University for Teachers Education set up by the Government of Rajasthan to promote excellence in teaching. RNTEU is a unique university of this kind, for it is the first and only university in India to be established solely for the promotion of excellence in teaching.

RNTEU's vision is to provide young people with internationally comparable quality teacher education. The University strives to realise the vision of India and to excel in the promotion and protection of the rich heritage of our past and secular national ideals.

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

Education is a process that draws the best out of the child with the aim of producing well-balanced, culturally refined, emotionally stable, ethically sound, mentally alert, morally upright, physically strong, socially efficient, spiritually alive, professionally self-sufficient and internally liberal personalities. The aim of education is the comprehensive, all-round development of the individual. If an individual undergoes a comprehensive development, his or her personality must also be fully developed. The role of teachers is to help students to build up the individual in a normal way. Dreve says, "Education is a process in which young people's knowledge, character and behaviour are shaped and shaped" (Saxena, 2002).

Objective of the study

1. To determine the level of participation in co-curricular activities, the development of the personality and decision-making of B.Ed students.
2. To determine the significant impact, if any, of participation in co-curricular activities on the personality development of B.Ed students.

Work Motivation

Inspiration characterized by Greenberg (2005), is a progression of cycles including stirring, coordinating, and keeping up one's conduct towards a specific objective. Instructor inspiration normally has to do with educators' demeanor to work. It has to do with instructors wanting to take an interest in the educational cycles inside the school climate. It needs to do with teachers' advantage in understudy order and control especially in the homeroom.

Intention can be known by considering its necessities and wants. It is the cycle of an elevating development inside the association. Inspiration can be all the more officially characterized as an interior cycle that starts a need that prompts movement and that fulfills that need.

Motives are the state or set of individuals who dispose of them for certain behaviour and the pursuit of certain objectives. Sometimes the motives are distinguished from the drives where the "drives" denote the psychological needs of hunger, thirst, etc. And "motive" includes interests, attitudes and aims. Both wants and needs are part of the motivations. Motivation, therefore, refers to the way in which a person is enthused at work, to intensify his / her desire to be willing to use his / her objectives. It's some things that move a person into action and keep him going in the rough of action.

According to Maslow (1954) "Motivation is constant, never ending, fluctuating and complex, and if it is an almost universal characteristic of every organism's state of affairs in particular." He arranged all motives in such a hierarchy from the lower to the higher. The lower motives are relatively simple, they spring from the states of the body that must be satisfied. As the motive grows higher. He believed that the most highly evolved motive in the hierarchy was self-actualization. This may be described as a desire to make the best one out of self.

It is an art of inculcating and stimulating interest in studies and other activities of this kind in the pupil. Human behaviour is determined by motivation and drive, the basic difference between motivation and motivation is born as well as acquired, but drives are completely innate or inborn.

Work Motivation is a relatively new concept in human psychology. It has been referred as need for work. It refers to the behaviour of an individual who strives to do his best to excel others in performance.

The motivation for work has given rise to a major current activity in motivational psychology. It has great significance in the understanding of human behaviour. The motivation of work relates to the determinants of direction, magnitude and persistence of behaviour. It is therefore a very important field of human activity. It applies only when an individual knows that his performance will be assessed in terms of a certain standard of work.

Work motivation as a general factor

The issue "Is there a general factor called 'Work-Need'" was raised in the Psychology Contributions edited by A.K.P. (1971) at the Institute for Social and Psychological Research, Patna. In an essay in this book, H. M. M. Fortman (1971) explored the general-specific attributes of the concept of work motivation and pointed out the contradictions in McClland's position on the general-specific domains of the concept.

Definitions of work motivation

McDavid and Hasari-John W. McDavid and Herbert Hasan, in their book "Social Psychology" State, "The goal-directing system of human activity, which is closely linked to competence, aggression and dominance, is described by psychologists as a motivation for work."

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

1. To find out whether there is a significant relationship between participation in co-curricular activities and the development of the personality of B.Ed students.
2. To find out whether there is a significant relationship between participation in co-curricular activities and the development of the personality of B.Ed male students.
3. To find out whether there is a significant relationship between participation in co-curricular activities and the development of the personality of B.Ed female students.

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Influence

It is the effect of co-curricular activities on the development of the personality 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

This study refers to the development of appearance, verbal mannerism, gesticulation, mental alertness, stability of thought, leadership skills, and self-confidence of B.Ed students.

Decision-making

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

B.Ed students

By 'B.Ed students,' the investigator means students undergoing a B.Ed degree at colleges of education, affiliated with Rajasthan Teachers Education University, shriganganagar district.

Higher education

In our country, the tertiary stage in the structure of education is the university or higher education stage, followed by a 3-year degree and a 2-year postgraduate course. University or higher education includes teaching, engineering education, medical education, agricultural education, law education, etc. In addition to the above-mentioned formal education there are other non-formal types of education, such as Adult Education, Advanced Education, Continuing Education, etc. Special education, such as the education of gifted children, the education of handicapped children, etc., is also available in our country.

According to Dr. S. Radhakrishnan's University Education Commission (1948), the objectives of university education are to be pursued.

- Provide leaders in different fields
- Getting rid of diseases and ignorance
- Intellectual Adventures and Civilization
- Develop higher values of life
- To promote patriotism

Teacher education

According to UNESCO (2005), teacher education "addresses environmental, social and economic contexts in order 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 "a programme of activities and experience developed by an institution responsible for the preparation and growth of persons preparing for educational workers engaged in the education profession." Teacher education is provided by a number of universities, affiliated colleges, private and open universities in India. Teachers have an important role to play in shaping the future of the country, and it is therefore important that a great deal of attention be paid to the quality of teachers that has been spent every year.

CONCLUSION

In conclusion, it is found that high work motivated and low work motivated male B. ed student have no impact on introversion, ambivert and extroversion factors of personality. In addition, the results indicated that high work-motivated and low work-motivated female B. ed student have no impact on personality introversion, ambivert and extroversion factors. Further investigation has shown that poor and good training environments do not affect the introversion, ambivalence and extroversion of male students' personality factors. In this context, the researcher also studied the basics of female B. ed student and found that the poor and good training environment does not affect the introversion, ambivert and extroversion factors of female B. ed student's personality. Further investigation, however, is required as to how strong grade point average or questionnaire is associated with high or low work motivation.

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