

# A Study on Co-Curriculum Activities in Schools Students

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## ABSTRACT

*Co-curricular activities are defined as activities that are planned outside of the classroom yet are a required, important, and essential part of the curriculum. Curricular and co-curricular activities are mutually beneficial. Cocurricular activities are as much a part of the school's operations as its curricular application, and their appropriate organisation requires just as much care and foresight. As a result, in addition to studies, such activities must be organised and conducted in schools in order to ensure the moral, mental, and physical development of students, where they can willingly participate and grow into disciplined and hardworking citizens of the motherland with a sense of social service and patriotism.*

## 1. Introduction

Training is essential for modifying a child's behaviour and shaping his or her personality into a more appealing and appealing shape. The Latin word "educare," which meaning "to instruct" or "to rise," is the source of the term "education." The term is intimately linked to a person's own experience who is conscious of the desire to learn and progress. In its broadest meaning, training is the process of a person's birth and development from conception to death. The goal of education is to help people learn how to respond in a variety of ways to their physical, social, and spiritual contexts. It's a lifelong process that lasts throughout one's schooling and life. Education assists in the organisation and reorganisation of interactions from the womb to the tomb. It is a method that is specifically developed to affect a person's development and growth from the standpoint of education. The development of a person's physical and mental abilities are important factors of his personality. There are several educational tactics and methods that focus on a person's holistic development. Education is a dynamic process, not a static one. There are numerous activities that might assist you in developing an exceptional personality. The two sorts of activities that are typically used are curricular and co-curricular. These events are a critical component of our school's curriculum; in fact, they are the most critical component of our school's curriculum.

## 2. Concept of co-curricular activities

Co-curricular activities are a collection of on- and off-campus activities organised by the school to help students develop a well-rounded personality. Co-curricular activities, which are organised by a variety of groups, organisations, and bodies, play a vital role in a child's character development. Students benefit from co-curricular activities in the areas of peer adjustment, aesthetic sense, self-confidence, self-discipline, leadership abilities, obedience, fidelity, and trustworthiness.

Every co-curricular activity is designed with a certain aim in mind, which differs based on the activity's kind and structure. Co-curricular activities are crucial for blending a person's personality and establishing ideals in students.

The co-curricular activities defined by educationists

1. "Activities sponsored or recognised by a school or college that are not part of the academic curriculum but are regarded as an important aspect of an educational institution's life." Sports, school bands, student newspapers, and other co-curricular activities are examples. According to The International Dictionary of Education, they can also be classified as "extracurricular" activities, which are "activities taken on beyond the traditional course of study; activities outside the usual tasks of a job, such as extra class activities" (1977).
2. "Co-curricular activities were primarily organised outside school teaching hours and were thus referred to as extra-curricular activities, but they were not an intrinsic and important element of the school's operations as curricular work," says Aggarwal (2000).
3. According to Bhatia, "Co-curricular activities may be characterised as activities conducted to supplement classroom learning as well as other activities both within and outside the classroom to develop the child's personality" (1996).
4. "A wide range of social and other types of activities, such as literary, dramatic, and social services, that draw a child's interest were classified as extracurricular activities. Educationists have renamed extracurricular activities as co-curricular, implying that all of these activities are part of the school curriculum," says Mittal (1999).
5. Co-curricular activities are not new to modern educational curriculum. It can be traced back to old Indian schools, gurukuls, and religious educational establishments. Extracurricular activities are referenced in all Indian scriptures, including the Mahabharata, Ramayana, Veda, Upnishad, and others. Wrestling, cooking, singing, playing, magic, and other modest co-curricular activities were arranged in ancient schools. In the remainder of the world, numerous ancient civilizations had a variety of co-curricular programmes.
6. Warfare, heroic acts, archery, ingenuity, and artistic talents were all common in Spartan Civilization (Greece). Concrete arts and crafts, as well as

religious rites, were valued in Roman Civilization. Extracurricular activities were an important aspect of life in Europe's gloomy history. During the Reformation, such practises were encouraged.

7. Great educational theorists such as Rousseau, Herbert Spencer, and John Dewey all placed a high value on co-curricular activities in school. Co-curricular activities, they believe, play an important role in a student's life.

### 3. Various types of co-curricular activities

Prayers, Holdings of the morning assembly Competitions between and within houses, Poetry recitation, writing a storey, going on a trip, etc. Competitions for handwriting, Competitions in drawing, Making posters, Self-government, Mock legislature, Painting on the face, Elocution (pronunciation), competition, extempore speech, debate, singing competition, group singing, solo singing, elocution (pronunciation), competition, extempore speech, debate Organizing quiz contests, Government that is model, Competitions for rangels, Today is National Talent Day. Painting and scribbling Shows of fashion

Plays on the streets, Presentation using Power Point, Competition for fancy dress, Club activities include: Festivals are celebrated. National Days, Ethnic Days, Ethnic Days, Ethnic Days, Ethnic Days, Ethnic Days Sporting events, a Kabuki competition, and more Indoor and outdoor games, as well as track and field activities, are all available. Show of magic, Drama, Celebration of the annual day National Unity Day and Sport Day are both celebrated on the same day.

### 4. Features of curricular activities

Co-curricular activities have a variety of features that assist students learn in the classroom, either directly or indirectly. Co-curricular activities are beneficial to students' learning results since they augment and complement the overall teaching-learning process. It enhances classroom instruction and aids in the clarification of issue concepts. Co-curricular activities place a strong emphasis on aesthetic and spiritual development, both of which are critical components of education. It aids in the development of characteristics such as verbal fluency and extempore. Acting, singing, speaking, and recitation can all benefit from such exercises. As a result, CCA becomes an important element of the school's curriculum and the lives of students.

### 5. Co-curricular activity principles

To get the most out of co-curricular activities, certain concepts and norms of transaction must be observed. Initially, simpler versions of such activities must be carried out, and then larger and more sophisticated activities might be planned. Activities that are curricularly related and educationally relevant should be promoted. Creativity, writing, poetry, art, and conversation are all activities that aid in a thorough understanding of the curriculum. The teacher or the administration should encourage pupils to participate in and organise activities during school hours so that more of them can do so. The teacher's position should be similar to that of an advisor. These activities should be carried out democratically, with all students having the opportunity to participate and lead their teams. To provide CCA a clear and suitable direction,

regularity, programme schedules, and all other required instruments should be organised and maintained.

### 6. Role of co-curricular activities among students

Curricula should be combined with co-curricular or extra-curricular activities to achieve a student's overall development. Co-curricular activities aid in the achievement of educational goals and objectives. Due to active engagement in debate and extempore, students can develop the ability to freely communicate their thoughts in the real world. Discussion also aids in the generation of ideas and the instillation of ideals. They become intellectually and physically fit and sound as a result of games and sports. They learn how to perform while losing or winning an event through games. Classroom instruction can become tedious and routine at times. Co-curricular activities can provide enjoyable and enjoyable experiences in this situation. As a result, co-curricular activities have numerous advantages in the lives of school, college, and university students.

Students, parents, instructors, and schools all have questions about how co-curricular activities benefit education. There is a symbiotic relationship between schooling and extracurricular activity. In reality, the entire concept of cocurricular activities reinforces the curriculum's foundation. These activities allow children to express their feelings and establish friendship bonds. Extracurricular activities place a greater emphasis on creative activity, which helps youngsters develop their abilities and ideas. The adolescent stage is a time of turbulence and restlessness, when children's energy must be channelled before being wasted on pointless work. These are the types of activities that encourage pupils to learn and make their lessons more enjoyable.

### 7. Scope of co-curricular activities in school

Co-curricular activities not only keep kids active and energised, but they also prepare them to tackle the challenges of life's deeper potential. It improves knowledge in a variety of areas, which benefits both the student and the institution. Co-curricular activities provide excellent opportunities to safeguard one's future both professionally and socially, as well as to develop leadership skills. It develops students' abilities in cooperation, coordination, and organisation, as well as their aptitude to lead. Co-curricular activities expose students to different personalities and aid in psychological and sociological growth. Schools use cocurricular activities to channel students' energy so that the full potential of their energy and potential can be realised. In the case of ADHD and troubled children who are full of energy but academically behind, the relevance of co-curricular activities is critical.

### 8. Some Related Reviews

According to a study of the literature, there are several research on the benefits of co-curricular activities and how they influence academic achievement, particularly in the Western world. It is also obvious that Indian research is more sporadic than research conducted elsewhere in the world, in the sense that Western research is more in-depth than Indian research. Scientific research on the availability of extracurricular activities at the high school level, such as Troth and Haynes (2002) and Colten (2006), are crucial for extracurricular activity

preparation, growth, organisation, and implementation at the school level. As students advance to maturity, extracurricular activities excite their curiosity, instil trust in them, give them with ideals and positive attitudes, foster peer participation, and prompt cooperation, among other things. Daniel Brown studied how children's attitudes toward extracurricular activities differed depending on their age, gender, family socioeconomic situation, and other characteristics (2000). Diaz and Joseph (2005) investigated youth participation in ECA. Fetch (2005) looked into the amount of work required to engage in ECA. Physical activity and other after-school programmes for rural and urban kids have also been studied by McClusky, (2003), Faring, Joyce, and Ness (2002), and have been proven to assist pupils learn new abilities, improve old ones, and create new attitudes (Spooner 2002; Wilhelm, 2004; Walter, Kaplan, and Elvan, 2006; Wiseman, 2003; Zhao, Huysmans, and Mishra, 2000). According to these data, students who engaged in ECA were more likely to enhance their self-confidence, social competence, leadership, student cooperation, and involvement in ECA. Other Indian scholars that have looked into the benefits of extracurricular activities include Amerada and Roy (1966), Banerjee et al. (1993), Das (1999), and Rajput et al. (2009). Participating in extracurricular activities, according to Shankar (1995), offers both short- and long-term benefits. Educators should become more aware of the vital role that extracurricular activities have in students' education, according to the research. Many studies focused on students' capacity to participate in extracurricular activities, which is one of the major benefits of attending a rural school (Boling and Larson, 2002). Boling and Larson (2002), Howell and Eason (2001), Connell (1994), and Garrett (1994) studied co-curricular activities such as dance, theatre, poetry, music, and scouts (2010). Students who participate in a variety of co-curricular activities had a lower risk of dropping out, according to Goldsmith (2002) and Whitfield (2002). As an added bonus, Brooks and Robert (1989) found that student engagement has a considerable impact on achievement, significantly bigger than that of students' study habits.

According to a review of research in this field, participation is connected to a number of desired outcomes, including greater levels of self-esteem and feelings of control over one's life, stronger educational ambitions, and higher grades, particularly among males. Kumar and Kabul (2006), Padma Subramanian (2003), Lakshmi (2006), Rao (2006), Replay Tripathi (2006), Sharma and Singh (1997) discovered that different types of ECA practises, such as dance, arts, and music, provided pupils with diverse benefits.

The most prominent research topic is students' academic engagement with education, but less attention has been paid to how successfully schools integrate students in school life and how this affects their outlook on schooling and the future. Researchers such as Alva Soma (2008) and Susan Smith (2009) have documented students' participation in school extracurricular programmes (2010). Young people who have favourable feelings about school and are active participants in a range of school activities are more likely to seek guidance from their ECA teachers and better themselves, according to Brickell (2007) and Jones (2007). (2002). There are a slew of other benefits to pupils participating in school, according to Kensal (1995) and Kurtzman (2001). A detailed review of the research described in this chapter reveals that the vast majority

were conducted outside of India, with only a few undertaken within the country. With the help of co-curricular activities teachers, Indian authors Dadabhoy (2003), Dhanasekaran (1998), Sharma and Gautama (2000) discovered positive relationships between a student's commitment and academic achievement, as well as other educational outcomes such as better attendance and ambitions to higher levels of education. Similarly, there is more research on the function of co-curricular activity teachers and their job satisfaction in the Western world. Entropy- Gonzalez (2010) and Cariveau (2007) literatures gave ideas for extracurricular activities and were incredibly helpful in directing the researchers through the study. Extracurricular activities affect students' individual school involvement as well as the impact of whole-school engagement on individual engagement, according to the researchers. Two Indian researchers, Kaur and Narayanan (1998), showed that school efficiency requires significantly more than maximising academic achievement. Participation in co-curricular activities, according to the aforementioned researchers, can lead to students learning new skills (organisational, planning, time management, etc.), developing or strengthening specific attitudes (discipline, motivation), or receiving social incentives that influence personality characteristics and perception.

In his study, Anderson and Rash (2008) compares, contrasts, and complements the curricular and co-curricular sectors of higher education, and then offers his findings to illustrate the function of student affairs as a valuable addition to the overall education of students. Academic and student affairs have distinct qualities that are examined.

Rao et al. (2010) investigated the link between teenage drug use and participation in school and non-school related extracurricular activities, as well as peer pressure. According to surveys of 3,189 11th graders from Midwestern high schools, peer interaction was far more influential in explaining variation in substance use than school and non-school related extracurricular activities.

According to Amy and Jennifer (2011), school-based co-curricular activities have an important role in adolescent development. It examines patterns of participation in school-based activities, as well as substance use, sexual activity, psychological adjustment, delinquency, and other young adult outcomes

Gopal (2012) emphasised on several aspects of co-curricular activities among students in order to promote holistic development, saying, "Society desires that the student have holistic developmental features." SIPs (Socially Involved Projects) also contribute to this, resulting in the study life balance (SLB) idea, in which students benefit from the high demand student life of such diversity

Ching and Premlata (2014), the goal of the study was to learn more about students' attitudes and perceptions about higher education. Students' opinions are rarely heard. There is a dearth of study on the perspectives of students. In school, students are forced to learn about the causes of failure.

Andrew et al. (2016), many young people participate in extracurricular activities, and studies have linked these activities to school involvement and academic performance. The social contexts of diverse extracurricular activities may have varying consequences on student outcomes, according to sociological theory

Ritakumari (2017), the purpose of this study was to compare students' perceptions about co-curricular activities given by North Delhi schools. The current study is a descriptive one that took place in North Delhi.

Yarriswami & Chalageri (2018), Co-curricular activities help children develop moral values and attitudes, as well as

talents and creativity. By participating in co-curricular activities, students can learn to engage and interact with others while also enhancing their life experience. Students who organise Co-curricular events have hands-on experience with programme development and leadership, allowing them to discover and develop their full potential.

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