INTRODUCTION

Education is the foundation stone of every nation’s intellectual power that shapes its power profile. Being one with human life, it is the touch stone of civilization and culture. It is as old as human existence and continues to function as a beacon light to civilization. It is through education that man develops his thinking and reasoning, problem solving ability, creativity, intelligence and aptitude, sentiments and skills, values and attitudes. Education discovers, stimulates, develops, widens and capitalizes human curiosities and potentialities.

1.1 MEANING OF EDUCATION: The word ‘EDUCATION’ had its origin in the Latin word ‘EDUCATUM’ which itself is composed of two words ‘E’ and ‘DUCO’ meaning ‘Out of’ and ‘to lead’ respectively. Hence the word EDUCATION means to lead to the outside from the inside. There are mental potentialities in the children whose powers are recessive. The function of bringing them out and developing them is cardinal responsibility of education. The word EDUCATION indicates that education is a process by which the inner powers of an individual are developed. There are two other Latin words namely EDUCERE and EDUCARE, the first means developing or bringing out and the second means increasing, progressing and raising.

In the narrow sense, education consists of specific influence consciously exercised in a school to bring in the development and growth of the child. The school represents formal education as it imparts directly and systematically. According to Dewey, “The school exists to provide a special environment for formative years of human life.” Formal education starts when the child enters in the educational institution and ends when he leaves after completing his studies. ['The New Educational Philosophy' (2007), p.15]

In broader sense, education includes every influence in life. It is not limited to specific period of time. Lodge said, “Life is education and education is life”. So education is a life process and goes from birth to death. Thring explains education as “Education is the transmission of life, by the living, to the living.” ['Educational Thought and Practice’ (2008), p.14]

Mill defined education as “Whatever we do for ourselves and whatever is done for us by others for bringing us nearer to the perfection of our nature is education.” ['Educational Thought and Practice’ (2008), p.14]
In Plato’s word “I mean by education that training which is given by suitable habits to the first instincts of virtue in children.” [‘North American Review’ (1883), p.8]

According to Aristotle, “Education is the creation of sound mind in sound body.” [‘The New Educational Philosophy’ (2007), p.14]

Pestalozzi defined education as, “Education is a natural, harmonious and progressive development of man’s innate powers.”[‘The New Educational Philosophy’ (2007), p.14]

Thomson defined education as, “By education I mean the influence of the environment upon the individual to produce a permanent change in his habits of behaviour of thoughts and attitudes.” [‘Philosophical and Sociological Perspectives of Education’ (2007), p.3]

Mahatma Gandhi beautifully elaborated, “By education- I mean an all round drawing out of the best in child and man- body, mind and spirit.” [‘The New Educational Philosophy’ (2007), p.3]

This conception of education makes us to think of Chinese’s ideology on one hand propounded by Confusis and Lausy, ‘Man know thyself” and on the other hand UNESCO’s proverb, ‘Learning the Treasure within’ which emphasizes that the entire education is and should be from within. [‘UNESCO Report’ (1996) Learning: The Treasure within]

In the international sphere, the right to education has been recognized as one of the most important human rights. The declaration of the Nairobi World Conference of the International Community of Education Association aptly recognized the human dimension of education. The declaration says “We stand firm in the belief that education is not only learning how to read, write, add, or subtract, though these are important elements of educational process. More importantly education must support the task of making people-children, youth and adults- aware of their identity of the problems, needs and aspirations and their resources. Education must also be a catalyst and a channel for the initiative and creative resolve of the people to solve their problems and dismantle the apparatus and structures that hinder progress.” (Indira, 1999)

Education is the key to social and economic development of every society. In a world centering on science and technology, it is the education that can alone provide the foundation for the progress of nation and determine the level of prosperity, welfare and security of the people.
The central aim of education is to unfold and develop powers of human mind and spirit. Education is straight way investment in human capital. It is truly said that a rupee invested also in education brings a greater increase in nation’s income than a rupee spent on dams, roads, factories or other tangible capital goods. Education is also the substrata on which research and development flourishes in every modern society.

Education has always been regarded in India as a source of illumination that transforms and ennobles human nature by progressive and harmonious development of our physical, mental, intellectual and spiritual powers. According to Swami Vivekananda, “we need that education by which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one’s feet and result in manifestation of the perfection already in men.” (Kaur and Verma, 2009).

The process of education focuses primarily on the transaction between teacher and learner in various kinds of formal and informal settings. Being a value in itself and viewed as instrument of personal and societal development, education constitutes one of the main concerns of contemporary societies. As a process, education is supposed to bring in transformation in learner. In the Indian tradition education is geared to well-being and freedom from bondage (Sa vidya ya vimuktaye). It is supposed to proceed through the process of learning, understanding and contemplation (sravan, manna and nididhyasan). They lead to changes in the meaning of self (atma gyana) attainment of skill (kushalata) and experience of bliss (ananda). Education helps realising the life goals or Purusharthas. These old ideas in one form or the other still reverberate in the Indian mind. (Misra, 2007)

1.2 SCHOOL EDUCATION IN INDIA: India is a country with an ancient civilization well known for its system of education. It had evolved a unique system of education called ‘gurukul’ which meant ‘teachers home’ as the training of the student took place at the home of the teacher. The system was developed for the study of the Vedic texts and was elitist as only a small proportion of young men could be educated in gurukul. Most boys probably learnt their trade from their fathers. With the advent of Buddhism, education shifted from the home of the teacher to the monastery. In the middle ages some of the monasteries developed into Universities. The most famous was the Buddhist Monastery of Nalanda in the third century A.D. The seventh century account of Nalanda by Hiven Tsang revealed that this institution vibrated with
intellectual activity and training was imparted not only for the study of Buddhist texts but also of Hindu Philosophy, logic, grammar, medicine and other disciplines. In monasteries, in addition to oral recitation teachers used a variety of teaching methods such as exposition, debate, discussion, question and sessions, storytelling and narrating parables. Inductive method was effectively employed for sharpening the intellect of the disciples.

During the Medieval Period, Mohammedan rulers in India founded schools ‘maktabs’, colleges ‘madrassahs’ and libraries in their dominations. The ancient indigenous education system got increasingly marginalized. The final nail was the decision of the British Government to promote education through European literature and science among the natives of India. In 1826, the first formal school was started in Madras. The reach of the school system in India during the colonial period was limited. More persons were out of it than those who had access to it. This is clearly revealed by literacy figures at the time of Independence. According to census of 1951, only 271 in every 1000 men and 88 in every 1000 women could read and write. There has been a phenomenal expansion of education in the last sixty years. (Maheshwari, 1997).

Thus traditional schools in India were entirely community enterprise. At the beginning of 19th century the State did not assume any responsibility for providing education to the masses. Each local community therefore looked after its own educational needs and established and maintained its own schools.

During British period, a number of commissions and committees viz., Macaulay’s Minute (1835), Wood’s Dispatch (1854), Hunter Commission (1882), Indian University Commission (1902), Calcutta University Commission (1917), Sadler Commission (1917-1919), Hartog Committee (1929), Sapru Committee (1934), Abbot-Wood Report (1937) and Sargent Commission (1944) were appointed. These commissions and committees made a number of recommendations for the development of education in India. Thereafter, the Government undertook the responsibility of opening schools. Some schools were opened here and there mostly in the urban areas and a modest beginning was made in equipping the schools materially on the western pattern.

At the time of independence, free India had to face many educational problems because hardly 12.2% of the population in the country was literate. Qualitative improvement as well as
quantitative expansion was badly required. This led to the appointment of a number of commissions and committees by Government of India. Various committees such as Tara Chand Committee (1948), University Education Commission (1948-49), Secondary Education Commission (1952-53) and Indian Education Commission (1964-66) held the view that in addition to the search for truth through scientific and scholarly pursuits, an important task of education is a concern with values.

Indian Education Commission (1964-66) recommended the Common School System (CSS) as the national system of education for all children of India. The stress of this system was on equitable (not uniform) quality of education for all types of schools, be they government, government-aided, local body or private schools. The main accountable parameters for the equitable quality of education were (i) minimum physical infrastructure, including library, teaching aids, play grounds and likewise many other facilities; (ii) professional quality of teachers and students: teacher ratio; (iii) diversified and flexible curriculum to reflect the geo-cultural plurality of the country; (iv) pedagogy for holistic, child friendly and liberalize education; (v) apart from gender sensitivity, pedagogic and social empathy for dalit, tribal, cultural and ethnic minorities and the physically or mentally challenged children; and (vi) decentralized and community based school system. (Sadagopal, 2005).

India, a Union of States, is secular and democratic country. It comprises of 28 States and Seven Union Territories. The Central government plays a major role in the evolution and monitoring of education policies and progress, the most notable of them are National Policy on Education, 1986 and Programme of Action, 1992. National Policy on Education (1986) and Modified New Education Policy (1992) emphasized on quality improvement and planned expansion of educational facilities.

In the field of education, the National Council of Educational Research and Training (NCERT) is an apex and autonomous organization, which plays a significant role for the improvement of quality of school education in the country. The NCERT designs, develops and reviews school curriculum at national level on regular basis. The general framework for the content and process of the curriculum for the ten-year schooling was formulated by NCERT for the first time in 1975. The document recommended stage-wise objectives, methodology of teaching, instructional aids and materials, evaluation and feedback and strategies for
implementations. The states also adopted ten-year school curriculum. Subsequently, school curriculum was revised and reviewed in 1988, 2000 and 2005 in the light of latest changes and technological developments.

1.3 CONCEPT OF CURRICULUM: Historically, the dominant concept of the curriculum is that of subjects and subject matter therein, to be taught by teachers and to be learnt by students. Despite efforts for over a century to achieve broader and different curriculum foci, the concept of the curriculum as subject matter persists as the basis of the dominant curriculum design. Beauchamp in 1968 edition of ‘Curriculum Theory’ insisted that a curriculum should be a written document and noted that most frequently included feature in curriculum is an outline of the subject matter to be taught. He also explained that subject matter embraces whatever is to be taught in the school, in school subjects, in problems of living or in a pattern organized in any other way and emphasizes that whatever is the mode of expression, the subject matter is the substantive hard core of the curriculum’. The term ‘subject matter’ and ‘organized subjects’ are identical with curriculum content.

Bobbitt (1918) defined curriculum as that series of things which children and youth must do and experience by way of developing ability to do the things well that make up affair of adult life.

While observing the sterility of instructions based on text books and courses of study outliving subject matter, Casewell and Compbell (1935) viewed curriculum to be composed of ‘all the experiences children have under the guidance of teachers.’

The Secondary Education Commission, (1953) points out that a curriculum “does not mean only the academic subjects traditionally taught in the school but it includes the totality of experiences that a pupil receives through the manifold activities that go on in the school, in the class room, library, laboratory, workshop, playground and numerous informal contacts between teachers and pupils.” (http://www.ncte-india.org/pub/popedu/chp7.htm)

‘Learning experiences’ making up curriculum had been regarded as planned by Krug (1957) and Doll (1964). In the same view Saylor and Alexander (1974) also viewed that curriculum is the total effort of the school to bring about desired outcomes in school and out of situations. Likewise Neaglay and Evans (1967) regarded curriculum as “all of the planned
experiences provided by the school to assist the pupils in attaining the designated learning outcomes to the best of their abilities.”

Tanner and Tanner (1975) also viewed curriculum as “The planned and guided learning experiences and intended outcomes, formulated through the systematic reconstruction of knowledge and experience, under the auspices of the school, for the learner’s continuous and willful growth in the person-social competence.”

Curriculum, thus, is dynamic active experience rather than static and printed word. It exists in the experience of the individual child, who contributes his or her own interests, motivation and meaning to the process. (Trump and Miller, 1973)

Curriculum embraces both compulsory and optional activities as well as various influences exerted on the children through the teacher’s attitude and actions, as also, through the spirit that prevails in the class room. It also covers all experiences and activities designed to mould the pupils’ habits and attitudes and train their taste and judgement so that they may be able to adjust themselves to new or changing situations.

Emphasis on the needs of the individual and the requirement of the society as an important part of the curriculum has been laid by Olson (1987) who states “A comprehensive view of curriculum requires a consideration of the nature and needs of the individual, the aspirations and requirements of the society and the process by which the individual components experiences.”

The UNESCO report (1996) states “To strive for excellence in education means to strive for a richer curriculum, based on the varying talents and needs of all students, the realization of each student’s potential and the development and nurturing of outstanding talent. It is also most important to ensure that teacher receives better training in how to teach high level curricula. Otherwise, society’s message to students would be to aim for academic adequacy, not academic excellence.”

The Report of the Education Commission in 1966 pointed out a serious defect in the school curriculum i.e. the absence of provision for education in social, moral and spiritual values. In the life of the majority of Indians, religion is a great motivating force and is intimately bound
up with the formation of character and the inculcation of ethical values. A national system of
education that is related to the life needs and aspirations of the people cannot afford to ignore
this purposeful force. It was also recommended that conscious and organized attempts be made
for imparting education in social, moral and spiritual values with the help, wherever possible, of
the ethical teachings of great religions. Education should be provided, both by direct and indirect
methods, by suggestion as well as by discussion and teaching. A great importance was given to
the role of indirect influence in building up good character.

The school atmosphere has a large say in developing a sense of values. The consequences
of values must permeate the whole curriculum and the programme of activities in the school. The
purpose of the school is not only to impart moral instruction but also to build character. A sense
of purpose should inspire all school activities and must be reflected in the life, tone and
atmosphere of the school. The manifold school activities help in inculcating the values of co-
operation and mutual regard, honesty and integrity, discipline and social responsibility.

1.4 CONCEPT OF CURRICULAR AND CO-CURRICULAR ACTIVITIES: Historically
speaking, curricular and co-curricular activities have deep roots in the ancient system of
education of India. Each disciple in an Ashrama or Gurukula had to fetch wood from jungle, do
social service, attend to kitchen gardening and also perform physical exercises. Theoretical
instructions in the classes were supplemented by practical work.

Purely literary activities were not ignored. The system of ‘Shastrarth’ i.e. debate was in
vogue in all the universities. Chinese travellers have given full account of such literary activities.
Itsing makes a special mention of some physical and artistic activities popular among the
students of Nalanda University, such as wrestling, chariot, racing, mimicking and dancing.

In ancient Greece, clubs and discussion groups were common as early as 400 B.C.
Debating, games and dramatics were actively encouraged by the teachers in Sparta. The
formidable aim of education in ancient Sparta was development of strong, well-built, martial
type healthy citizens, always prepared to fight. In short, the Greek teachers paid utmost attention
to physical activities. In later times, the Roman teachers shifted to mental gymnasium and aimed
at producing orators. Eloquence of speech and development of body continued to be prominent
during the Renaissance period in European History. After the Renaissance period, there was
gradual deterioration of physical and mental activities. Club activities did continue throughout the centuries, but only as extra, as these were considered to lie outside the fundamental function of the school. In the Medieval times, both in India and Europe, the theoretical instructions gained ground. Even during the English system of education some activities were introduced but were still considered to be extra-curricular. The activity movement which started in the twentieth century gained ground in the present century and the whole attitude towards these activities changed.

In India, education being in the concurrent list, different States and Union Territories are implementing the school curriculum differently according to their needs and requirements. The weightage of the different curricular areas are given in different ways and there are lots of variations within States and at National level. The earlier studies conducted in few States (Arora, 1984; Lahiry et.al., 1988, Yadav, 2007; Yadav, 2008) also supported this view.

The school curriculum is taken as the totality of learning experience that the school provides for pupils through all manifold activities carried on under its supervision. There are, however certain activities such as hobbies of different kinds, debates, dramas which have more of the quality of play than of work and which give greater opportunities for creative self expression.

The development of co-curricular activities was slow in the beginning. Many saw it simply as a fad that would pass and quickly fade out of style. Earlier philosophy behind co-curricular activities was that they should, wherever possible, ‘grow out of curricular activities and return to curricular activities to enrich them’. Eventually people, including educators, began to see the benefits of co-curricular activities, but it took a long time to inure themselves to them. Non-academic activities were viewed as being primarily recreational and therefore were considered as having detrimental effect on academic achievement and consequently were discouraged. Earlier experts on education believed that co-curricular activities supplement and extend those contacts and experiences found in more formal part of the school programme. Not a long ago, educational practitioners and researchers took a more positive perspective, arguing that co-curricular activities do have positive effects on life skills and also benefit academic accomplishments. It is now established belief that co-curricular activities have an impact on academic performance and educational achievements.
Quality Council of India (2009) in its final report on ‘Quality in School Education’ described ‘curricular activities’ as those activities which are integral to the classroom and result in a course grade and credit and ‘co-curricular activities’ as those activities which are in addition to classroom instruction and do not result in a grade nor credit. Any activity for which a grade is issued is not considered a co-curricular activity. The co-curricular activities are enforced for all students whenever they are acting as a representative of the school (e.g. practices, games, trips, camps and tours).

Co-curricular activities are now considered to be the intrinsic part of the educational endeavour in a school. Till lately these were called extra-curricular activities but now these have been recognized as a part of regular curricula for the complete education of the child and hence these are now considered as co-curricular. In fact, curricular and co-curricular activities are now considered complementary to each other, both deserving equal weightage and emphasis in the total programme of the school. (Safaya & Shaida, 1964)

Activities that are carried out inside the classroom, in the laboratory or in the workshop and have reference to the prescribed courses are called ‘Curricular activities’. These activities are a part of the over-all instructional programmes. There is full involvement of teaching staff in these activities. Guidance programme, examination and evaluation work, audio-visual education and providing extra coaching to students are some of significant curricular activities.

1.4.1 Types of Curricular Activities: Following are some of the important curricular activities which are commonly carried out in the school:

1. Classroom activities:

These activities are related to instruction given in different subjects such as performing experiments and taking observations, guidance programme, examination and evaluation work, teaching with the use of audio-visual aids, preparing charts and models, games and sports.

2. Activities in the library:

These activities are related to reading and issuing of books, magazines and journals, taking additional notes from library books pertaining to current lessons, making scrap notebooks and files of newspaper and magazine cuttings.
3. Activities in the workshop and art and craft room:

These activities have reference to ‘work-experience’ or socially useful productive work such as craft work out of paper and waste material, drawing and painting.

4. Activities in the laboratory:

These activities are carried out in science, language, home science and computer laboratory, history and geography room. Practical skills provide students the proof of whatever they are being taught from their textbooks in the classroom.

On the other hand, Co-curricular activities are those activities, which have indirect reference to actual instructional work that goes on in the classroom.

Co-curricular activities are defined as those activities that enhance and enrich the regular curriculum during normal school days. These are also referred to as extra-curricular, extra-class, non-class, school-life and student activities (Tan & Pope, 2007). Despite the lack of a precise term, co-curricular activities seem more student-centered than the regular classes. In co-curricular activities, students assume responsible positions of leadership; students’ spontaneous interests and immediate needs determine affiliations and experiences; and the teacher-supervisor is often a mentor or guide rather than an instructor. (Stevens, 1999)

1.4.2 Types of Co-curricular Activities: Broadly, co-curricular activities are categorized under following headings:

i. Literary activities

ii. Physical Development activities

iii. Aesthetic and Cultural activities

iv. Civic development Activities

v. Social Welfare Activities

vi. Leisure Time activities

vii. Excursion activities
The different types of activities which are commonly performed at the school level are:

**Types of Co-curricular Activities**

- **Excursion activities:** Picnic, Visit to museum, zoo and exhibition
- **Literary activities:** Debate and discussion, Subject-wise clubs, School magazine, Dramatics, Story writings, Seminar, Library work, Study circles and Recitation
- **Physical development activities:** Games, Indoor and Outdoor Athletics, Parade, Scouting, Girl Guiding, NCC and NSS
- **Aesthetic and Cultural activities:** Music, Dancing, Drawing, Painting, Exhibition, Fancy dress, Folk dance, Folk songs, Variety programme
- **Civic development activities:** Assembly, Student's council, Canteen, Celebration of Religious, National and Social festivals
- **Social welfare activities:** Social study circles, Social services on special occasions like Fairs and Festivals, First aid and Red Cross, Cultural programmes and Social survey
- **Leisure time activities:** Stamp collection, Coin collection, Collection of copies, Photography, Reading, Needlework and Knitting

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1.4.3 Values of Co-curricular Activities:

The attitude towards co-curricular activities has been changing during the last a few decades. Once called extra-curricular, these activities are now called co-curricular. These now form an essential part of the curriculum. It touches all the 3 H’s programmes i.e. Head, Heart and Hand or cognitive, affective and psychomotor programmes. Curricular and co-curricular activities have a number of conjoint values:

1. Educational Values

These activities have great "educational" potential. All classroom teaching is theoretical. Practical knowledge is imparted through co-curricular activities.

- Excursions, visit and tours to different places provide first-hand experience and reinforce classroom knowledge in subjects like science, history, geography, civics and environmental studies.
- Language and expression improves through declamation, debates and recitation.
- Teaching of science, history and languages get vitalized by dramatization.
- Practical lessons in civics can be given through student self-governance.
- School magazines teach students the art of writing forcefully and effectively.
- Celebrations of functions develop leadership qualities and love for institution in students.
- Projects provide direct learning experiences.

2. Psychological Values

Co-curricular activities as the name suggests cater to the psychological needs of the students, mainly with reference to their social demands. These help in expressing personal behaviour and provide a vehicle for creative thinking. Co-curricular activities like library work, collection of stamps and coins are means of channelizing students' instincts into healthy and fruitful channels. The urge for gregariousness can be directed through self-governance, social service and other group work. Participation especially in sports, yoga, field visit, social service
and drama help in reducing the anxiety level of the participants. If there is no provision of these activities, students may remain backward in studies, may develop inferiority complex and may remain emotionally unbalanced.

3. Social Values

By participating in group activities, students learn good manners and develop a sense of co-operation. Students learn to appreciate the relationship of an individual to the social group through membership in a club, student council, dramatic cast and/or a member of a sports team. The school is a miniature society and the activities in the school have direct relations with the activities of the society.

4. Civic Values

These activities train the students for good citizenship and offer many opportunities for the development of self-discipline. Spirit of toleration of others' views, healthy exchange of ideas, fellow feeling, accepting victory and defeat with grace is developed among students while participating in NCC, NSS, Student council, games and sports. Co-curricular activities provide numerous situations in which students get opportunities and learning ability for self direction.

5. Physical Development Values

Participation in games and sports directly contribute to physical development of students. Play is important to healthy brain development. In fact, it has been suggested that encouraging unstructured play may be an exceptional way to increase physical activity levels in children, which is one important strategy in the resolution of the obesity epidemic.

6. Recreational Values

Adequate provisions for carrying out these activities help the students to develop love for sound recreational values.

7. Cultural Values

Activities like dramatics, folk songs, dance, folk music, exhibitions and celebration of various religious and social festivals provide better knowledge and understanding of culture,
foster cultural tastes and awaken cultural interests among students. Students would appreciate/learn all these though our language, religion, culture, food habits and dress are different but we are one and that we are human beings of the same universe.

8. Value for establishment of relationship

Generally, the teachers are assigned duties to manage co-curricular activities. During organization of these activities, the teachers and students get to know each other better. This is helpful in establishing rapport between the students and teachers which is useful at the time of classroom instruction.

9. Academic value:

Co-curricular activities supplement class work. They enrich and widen the bookish knowledge of students.

10. Value for utility of leisure time:

An idle brain is a devil’s workshop. So participation in co-curricular activities engaged students in crafts, hobbies and other activities to use leisure time.

Thus, by providing a number of co-curricular activities, potential capacities of each individual is increased. Participation in debate, quiz competition, dramatics, different games and sports and organization of functions provide training in different aspects of personality of students. These activities, thus, act as a catalyst to develop aptitude, interests, abilities of students and factors for determining the choice of future vocation.

The topics of co-curricular, cultural and community activities have found a special reference even in B.Ed. syllabus of Panjab University (2007). In this document, it is stated that co-curricular activity programmes will enable the students to:

i. Develop right attitude towards dignity of labour and world of work.

ii. Develop an interest in leadership qualities, human relations and resourcefulness.

iii. Develop favourable attitude of service for the community.
iv. Organize cultural programmes and excursions.

v. Understand the importance of community living.

vi. Appreciate cultural heritage.

vii. Understanding the importance of sanitation.

According to Sharma and Ahluwalia (1998), the success of education depends on how much balance it brings about in an individual’s personality by development of human values. The National Policy on Education (NPE, 1986) has emphasized the need for strengthening a system of value-oriented education. Such a value based education would help in eliminating obscurantism, religious fanaticism, violence, superstition, fatalism, castism, regionalism and such other parochial considerations.

Aim of education is intellectual, physical, mental, ethical, social, aesthetic, emotional and cultural development. The curricular and co-curricular activities are necessary, both as a media of self-expression of the individual and as an agency of personality growth. It is not possible to ‘draw out the best in the child and the man, body, mind and spirit’ unless the opportunities for drawing out are there. Moreover the urge for self activity in the child himself is so great that no sound educational system can afford to exclude these activities from ill purview.

Curriculum is limited and labels only some forms of knowledge as curricular and others as co-curricular. The curricular subjects include mathematics, science, social science and language. Other forms of knowledge such as health and physical education, arts and aesthetics are considered as co-curricular subjects. These co-curricular subjects do not receive attention in terms of school time and teachers. This way many areas of knowledge which have potential for development of skill, aesthetics, creativity and team work get sidelined. The National Curriculum Framework, 2005 recommended that all students must be involved in health and physical education activities, those who choose to excel in games and sports need to be provided adequate opportunities.

Co-curricular activity of any kind confers benefit to the psychological health, functional ability and general quality of life. It is rightly said—that within the sound body lives the sound mind. Promoting co-curricular activities in the school helps in instilling among children qualities
such as team spirit, competition, interpersonal skills, courage and perseverance. Human values such as caring and sharing, patriotism, valuing each other’s contributions and concern for people and peers and well being of the community are some of the additional qualities are promoted through co-curricular activities. Also, for strengthening the four pillars of education- learning to do, learning to be, learning to know and learning to live together can effectively be translated through co-curricular activities. (Srivastava, 2010)

At the end it can be stated that the curriculum is supposed to include the totality of experiences that a pupil receives through the manifold activities that go on in the school, inside the classroom as well as outside, at the playground and in the numerous informal contacts between teachers and students. In this way, the whole of school life becomes a school curriculum which can touch the life of the students at every point and helps in gradual unfolding of a balanced personality. The curriculum must include contents and activities for the purpose of training the students the values of co-operation and mutual regard, honesty and integrity, discipline and social responsibility.

The school education in India is provided by various types of schools – government schools, government-aided schools, privately managed schools (unaided schools).

A Government School is that which is run by the State Government or Central Government or Public Sector Undertaking or an Autonomous Organisation completely financed by the Government. A private aided school is that which is run by an individual or a private organisation and receives grant from government or local body. A private unaided school is that which is managed by an individual or a private organisation and does not receive any grant either from government or local body. (NCERT, 2009)

Schools are categorized as per state pattern on the basis of the highest class in a school. A school having highest classes either IX or X is termed as Secondary school. A school having highest classes either XI or XII is termed as Senior Secondary school. (NCERT, 2009)
1.5 SIGNIFICANCE OF THE STUDY: Significance of the present study stands crystallized from what has been stated so far in the earlier pages of this chapter. Far more clinching proof of its importance can come from imagining the educational situations of institutions catering only to the requirements of the formal subjects of learning on the part of students and from objectively and realistically comparing and contrasting their educational environment with the environment of institutions where curricular and co-curricular activities are given due importance along with the formal subjects of study. In the latter category of institutions, educational operations remain in full swing involving as these do the active participation of students not only in what goes on in the class-room settings but also visibly takes place in the form of curricular and co-curricular activities in the open space outside the class-rooms.

We are face-to-face with this situation openly and directly when students participate effectively in a variety of programmes within school premises and when they are taken on different types of excursion trips to places of cultural and historical importance.

The provision of curricular and co-curricular activities straight way involves active participation of students as well as their teachers in educational process as a whole. This kind of participation necessitating active role playing on the part of students and teachers paves the way for the development of human personality along with its divergent dimensions.

An educational institution for children is worthy of its status only when it makes adequate provisions for carrying out multifarious curricular and co-curricular activities along with the provision of contents of the prescribed syllabus.

The perusal of history of educational thought shows that in the beginning of school education, curricular and co-curricular activities were not accorded the importance, which these activities truly deserved on their distinctive merits. It is only in the later half of the twentieth century that schools all-over the world started recognizing their due importance for the development of human personality in fullest possible manners.

Modern teachers are well aware of the role that the implementation of curricular and co-curricular activities can play in the cognitive, aesthetic and creative development of pupils. The
significance of curricular and co-curricular activities has been tellingly brought out in the following verses:

Where curricular and co-curricular activities wheel on  
Hand-in-hand with the formal rims of subject matter  
Educational winds blow sweet in their essential connotation  
Inspiring teachers and pupils for their assimilation  
Divergent school operations shoot in full swing  
Purifying teacher-pupil relations with angelic up  
Sans them educational meals remain half-baked half-feasted  
Reputation of the alma-maters lurks sunk in doldrums

Teachers need to be professionally aware of imperatives and the realities regarding the implementation of curricular and co-curricular activities in their schools. They need to have clear-cut understandings of the programmes and the steps for carrying out the same in the best possible ways.

If various operations for the implementation of curricular and co-curricular activities are recognized as of paramount importance in the field of educational research undertakings, empirical as well as non-empirical are fully warranted. Their significance cannot be and must not be rated in half-hearted terms.

The lines of action relating to the carrying out of curricular and co-curricular activities followed and organized in schools are not necessarily the same. The effectiveness of their implementation differs from school to school even when the schools are under same directorate. When schools in a given region are under separate managements (e.g. government and non-government) the possibilities in the number and nature of curricular and co-curricular activities and in the results being achieved are often much larger. It is in the context of such possibilities that the problem of this study was conceived.

1.6 RATIONALE OF THE STUDY: This is an age of search. Scientific explorations in different areas of life are of crucial importance. These explorations lead to findings in the light of
which human societies take measures for further improvement and advance in different sphere of living.

As in other areas of life, researchers in the field of education have to be absolutely clear in mind about the grounds of their understandings. The present work was undertaken on the following clear-cut grounds.

In the state of Punjab and other states of country as well, it is widely believed that the quality of education as a whole in non-government duly established schools is better than in government schools. While it is recognized that the teachers in government schools are better qualified than the teachers in non-government schools; they are not as professionally committed as the teachers of non-government schools.

Since non-government school teachers are believed to be more consciously committed to the performance of their duties and responsibilities, it is deemed that greater justice is being done to the goals of education relating to curricular as well as co-curricular activities in their schools.

It is believed with certainty that infrastructural facilities for carrying out curricular and co-curricular activities do not exist in government schools to the same level, quantitative as well as qualitative, as in the non-government schools.

It is also commonly believed that students in non-government schools excel the students of government schools in their educational achievements. Some related studies as quoted in the next chapter also clearly reflect evidence to the said effect.

It is a reality that curricular and co-curricular activities are undertaken in both government and non-government schools. At the same time, it is widely held that in non-government schools, the variety of curricular and co-curricular activities is substantially richer than the government schools.

Problem of the present study emerged from the direly and widely felt need to find out how far the said beliefs pertaining to the differences between government and non-government schools are characterized by factual veracity.
1.7 STATEMENT OF THE PROBLEM: The problem of the study was formulated as under:

COMPARISON OF CURRICULAR AND CO-CURRICULAR ACTIVITIES FOLLOWED IN GOVERNMENT AND NON-GOVERNMENT SECONDARY SCHOOLS IN LUDHIANA DISTRICT

1.8 THE OBJECTIVES

Objectives of the study were set out as under:

i. To collect the vital general information of government and non-government secondary schools of Ludhiana district.

ii. To study the curricular activities being followed in government and non-government secondary schools.

iii. To study the co-curricular activities being followed in government and non-government secondary schools.

iv. To compare the curricular activities in government and non-government secondary schools in the urban area of Ludhiana district.

v. To compare the co-curricular activities in government and non-government secondary schools in the urban area of the said district.

vi. To compare the curricular activities in government and non-government secondary schools in the rural area of Ludhiana district.

vii. To compare the co-curricular activities in government and non-government secondary schools in the rural area of the said district.

viii. To compare the curricular activities in government secondary schools in the urban and rural area of Ludhiana district.

ix. To compare the co-curricular activities in government secondary schools in the urban and rural area of the said district.

x. To compare the curricular activities in non-government secondary schools in the urban and rural area of Ludhiana district.

xi. To compare the co-curricular activities in non-government secondary schools in the urban and rural area of the said district.
xii. To compare the curricular activities followed in State and Central Board Secondary Schools of Ludhiana district.

xiii. To compare the co-curricular activities followed in State and Central Board Secondary Schools of the said district.

1.9 THE HYPOTHESES

i. There is no significant difference between government and non-government secondary schools with respect to curricular activities in the urban area of Ludhiana district.

ii. There is no significant difference between government and non-government secondary schools with respect to co-curricular activities in the urban area of Ludhiana district.

iii. There is no significant difference between government and non-government secondary schools with respect to the curricular activities in the rural area of Ludhiana district.

iv. There is no significant difference between government and non-government secondary schools with respect to the co-curricular activities in the rural area of Ludhiana district.

v. There is no significant difference between the curricular activities being followed in government secondary schools in the urban and rural area of Ludhiana district.

vi. There is no significant difference between the co-curricular activities being followed in government secondary schools in the urban and rural area of Ludhiana district.

vii. There is no significant difference between the curricular activities being followed in non-government secondary schools in the urban and rural area of Ludhiana district.

viii. There is no significant difference between the co-curricular activities being followed in non-government secondary schools in the urban and rural area of Ludhiana district.

ix. There is no significant difference between the curricular activities being followed in State and Central Board Secondary Schools of Ludhiana district.

x. There is no significant difference between the co-curricular activities being followed in State and Central Board Secondary Schools of Ludhiana district.
1.10 THE DELIMITATIONS

1. The study was confined to secondary and senior secondary schools of Punjab School Education Board and Central Board of Secondary Education of district Ludhiana only.

2. In total, it was confined to two hundred schools, comprising one hundred schools from the rural area and one hundred from the urban area, selecting 50 government and 50 non-government schools from each area.

3. It was delimited to information pertaining to number of students and number of teachers teaching to secondary and senior secondary classes, number of students passed tenth and twelfth class, students securing first division in board examination of classes X and XII, financial category of school, covered and playground area of school as well as result of one year session.

4. Further, it was limited to three dimensions of curricular activities along with facilities to carry out these activities, namely

   (i) Guidance/student support programme comprising of guidance services and type of guidance provider.

   (ii) Instructional programme including facilities in schools comprising of methods of teaching, media used for instruction, facilities in school and extra coaching/classes, library and allied facilities, practical periods in time table, diary of students and teachers, school prospectus, visual aids, audio and audio-visual aids.

   (iii) Examination and evaluation consisting of test system in school, provision of additional subject, system of evaluation, system of cumulative progress report, parent teacher meeting, promotion to next class, checking of notebooks of students, surprise checking of notebooks, system of internal assessment.

5. Only ten dimensions of co-curricular activities were covered, namely (i) literary activities; (ii) aesthetic and cultural activities; (iii) activities of leisure (hobbies); (iv) craft activities; (v) excursion activities; (vi) civic development activities; (vii) social welfare activities; (viii) miscellaneous co-curricular activities; (ix) health education programme and (x) physical education programme.