CHAPTER VII

CONCLUSION

The curriculum in fact is an organized plan of course along with the objectives and learning experiences. In a wider sense, the curriculum is a preparation of the individuals to become productive citizens and worthy members of the society.

At present, the curriculum is looked from the nature of responses evoked in the learner as a result of school sponsored experiences, and with the growth of this modern conception of curriculum, co-curricular activities has come into the forefront of the educational programme. It is now recognized that the so-called co-curricular activities satisfies the needs of the students, as has been revealed from the studies made regarding the values of participation in such activities.

Co-curricular activities are designed to develop a wider range of students' interests, to provide situations where the students learn how to use their initiative and
work effectively in group situations, enable the students to discover and develop abilities and teach the students effective behaviour in the total school programme.

Today co-curricular activities are regarded as an integral part of education. As discussed earlier such an important programme is found to be disorganised in the secondary schools of Assam. It is seen that lack of proper organisation, slackness from the administrative machinery and also autocratic supervision to some extent has robbed the co-curricular programme of its very life in school, where real educational leadership is also lacking.

The size of the school is not an important factor for the effectiveness of this programme. The number of activities need not be large. The most important point is that each school must work out its own programme in keeping with the nature and interest of the pupils and as far as possible they should be started by then.

A good programme takes time to develop. It cannot be worked at overnight and handed ready-made to those whom it is to serve. If it is done in such manner, the very purpose of the programme throttles interest and enthusiasm.

A good sponsor is indeed essential for the organisation of co-curricular activities. The rapid increase in the number of co-curricular activities in recent
years and the values placed upon them in the curriculum make it essential that the teacher be adequately prepared for sponsorship. Such a teacher should have knowledge of few different activities.

He should have a likewise fine command over the methods and techniques used in the social group work approach to learnings. This approach is strictly a concern for the democratic process in situation involving several persons who come together for some commonly accepted purpose.

For good success, responsibilities must not be laid only in the hands of the sponsor, but every member of the Teaching Staff must recognize its close relationship to the curricular programme and work for its success whole heartedly. The responsibilities in the field of co-curricular activities should be a part of the teacher's regular programme. In short, while an assignment may be extra curricular activity, it should not be an extra-load activity. Loads should be equated so that no teacher feels that he is being imposed upon.

To achieve success in the field of co-curricular activities, the unity of purpose and proper coordination must characterize the co-curricular programme, among the entire instructional personnel of the school.
The co-curricular activities are imparted through various physical and mental activities, and it provides all the opportunities for the all round development of individuals.

In this research work an attempt has been made to analyse and study the existing pattern of co-curricular activities in the secondary schools of Assam, and its relevance on the physical, social and emotional aspects of adolescent girls and boys.

The research findings has been divided into seven chapters. The first chapter comprises an introductory note, and how co-curricular activities has come to limelight in our present education.

The second chapter deals with the objectives of the present study. A detailed discussion on study and hypotheses is also being made here.

The third chapter deals with reviews of the related researches, which is followed by the fourth chapter where a detailed discussion is made regarding different materials, methods, tools and techniques used. A discussion on collection of data and the application of statistical procedures is also made.

The fifth chapter deals with the existing pattern of co-curricular activities in the secondary schools of Assam, selected for study. The collected opinions of the teachers
regarding introduction of co-curricular activities is also discussed. The position of fund allotted and kept aside for co-curricular activities is also analysed and discussed, followed by Interim discussion, conclusion and suggestions for improvement.

Chapter VI comprises of adjustment, and how participation in co-curricular activities effects on the adjustment of adolescents in their physical, social and emotional aspects. This is followed by a detailed discussion of the results of test conducted on the experimental and control group. In this chapter, a comparative assessment of the opinions collected from students, teachers and parents is made.

The concluding chapter is throwing a glance of the through a research work done, the immense importance of the research work, the growing need and importance of co-curricular activities particularly in the life of adolescent boys and girls with the note of suggestions for improvement regarding the existing pattern of co-curricular activities in the secondary schools of Assam.

Looking at the importance of co-curricular activities, it has been found that the prevailing conditions of co-curricular activities in the secondary schools of Assam is very disappointing, and to this effect, possible suggestions have been offered for improvement in this field.
The case study made on selected participating and non-participating students in the different physical and mental activities of the programme reveal that the non-participating ones are maladjusted, and need help and guidance and also regular participation in co-curricular activities. The study on the participating students in the three areas of adjustment, namely, physical, emotional and social show that it helps them in good harmonious adjustment.

A study was conducted on the experimental and control group selected. Both the groups consisted of one hundred girls and boys each. To make a comparison between the adjustment of both groups in different areas of influence, namely, physical, emotional and social, means, standard deviations, standard error, critical ratio and significance of difference were calculated separately for each group in each area of influence.

The statistical analysis of the data reveals that there is a significant difference between the influence of the experimental group and Control group.

The influence of co-curricular activities is positive in all the three areas taken for the study. This study shows very clearly that co-curricular activities play an important role in the adjustment of physical, emotional, mental and social aspects of an adolescent.
The findings on the co-curricular activities will help to give a clear picture of its importance, and to great extent will help to remove the wrong notions about it from the minds of some parents, or students.

Besides the findings will give great incentive to the lazy, non-participants of co-curricular activities. This study will help them to bring forward to the co-curricular programme of the school.

Conclusions:

The findings made on this subject leads to the conclusion that the contributions of the co-curricular activities are many and varied. The whole-some developments of the students can be made by regular participation in co-curricular activities. Through such participation not only good physical health but also clean and good emotional, mental health can be achieved. The social aspect of every participant is well marked.

It is clear that the girls and boys who participates in the different physical and mental activities of the co-curricular programme are better adjusted in all the three aspects of life, viz., physical, social and emotional.

The unsatisfactory results found from the study of co-curricular activities in the secondary schools of Assam, shows that this important programme in the field of education needs urgent plan and programme, and the introduction of many
more activities in it. The results derived from the studies show the inadequacy of the programme at the moment. The facilities were also found to be inadequate.

For the successful implementation of the programme, this programme must be taken with all the sincerity and urgency in the secondary schools of Assam.

It is particularly important for administrators and teachers to give serious attention to the evaluation of both the curriculum and the co-curriculum, because the school is charged with the responsibility of changing human behaviour into desired directions.

To build and maintain the most effective instructional programme, the schools must be alert for doing things in better ways.

Many of the generally recognised weakness of the co-curriculum programme could be connected easily if time and thoughts are given to comprehensive study and results of the programme. All the aspects of the co-curricular programme must be evaluated, considered, and the organisation and administration of the programme must be studied. The success of the co-curricular programme depends upon proper organisation and administration. The persons directly affected by the co-curricular programme should be invited for discussion and proper evaluation.
In order to meet the emotional, social and physical growth of the students, the co-curricular aspects of the programme must be widely distributed.

The students should be given the opportunities to handle problems themselves. The activities like students unions, and students clubs provide the means to boys and girls to learn how to work together in the control of their affairs and solve the problems.

The various co-curricular activities instead of becoming tools by which the authority imposes his own educational ends, becomes true-to-life situations, where the boys and girls learn to make creative, socially significant, socially useful and socially accepted responses to the various problems.

The attainments of the numerous objectives of a life adjustment programme requires variety of approaches. The different co-curricular activities present different approach to many of the developmental needs of the young students.

Any activity or experience that is thought to possess learning values consistent with given philosophy of education, claims important place in this programme. Though curricular programme still constitutes the core of the experiences and activities in which the students are expected to participate.
Actually any co-curricular activity is evaluated not in terms of the degree to which it arouses the interest and support of the students, but principally in terms of the contribution it makes to the total educational process. In fact, the whole co-curricular programme is curricular in the sense that it is regarded and recognised as an important means of attaining significant educational ends, instead of serving just a source of recreation and entertainment for the students.

For successful implementation of co-curricular programme, it must be seen that all activities should be scheduled on school time, and all activities must be free. The students should be free under guidance to participate in the activities of their choice, and all requirements of participations should be democratic. Each activity of the co-curricular programme should be annually evaluated as a basis of its continuance. It is important that credit for participation in students activities should be awarded on the same principles that govern other curriculum offerings.

In appraising the worth of co-curricular programme each activity must be judged in terms of the degree to which it represents a whole-some and effective means of students expression and the extent to which it contributes definitely to change in the conduct, thinking, attitudes, interest, needs and the knowledge of the students involved.
A good programme can be achieved when the responsibility for its control and direction is clearly defined and centred in a particular person. This responsibility can be held by the principal, or he can hand it over to some one in the school, but the total responsibility must remain in the hands of the principal. As a matter of fact both the students and teacher must take part and co-operate in the co-curricular programme. Unless this condition prevails, interest wanes and the support suffers accordingly.

It can be assumed that if participation in activities is beneficial to one student, it is in general beneficial to all. The students participation in co-curricular activities cannot go entirely ungoverned if balance is to be maintained between curricular and the co-curricular programme. The health and the welfare of the students are to be protected by means of participation in the co-curricular programme.

It is the responsibility of the school in general and also of the state to see that the programme of co-curricular activities should be developed into a proper organisation in our secondary schools in the nearest future to fulfill one aim of education, that is the wholesome development of students.

A good organisation of co-curricular activities provides such ideals as good citizenship, utilizing leisure time properly, developing responsibility, self-direction, training in leadership, followership and fellowship,
co-operation, subordination of self for common good, school spirit, vocational choices, and also character-building. It provides a programme of social education needed to level the traditional academic nature of secondary schools. At the same time such a programme helps in solving many problems of the students and serves as an outlet for natural instincts, emotions and adolescents' enthusiasm, and as a rallying point for school spirit, thus revitalizing what often becomes a drill, drab and an academic existence.

The extent of the success in living up to all our various possibilities of capitalizing these vital opportunities in co-curricular activities will be the extent of success in contributing to one great educational aim - healthy, happy and wholesome citizens.