CHAPTER I

INTRODUCTION

The concept of the word 'education' has undergone a radical change from the beginning of the twentieth century due to various reasons. At present education has been broadened in such a way, that it has engulfed the whole process of development of an individual.

John Dewey speaks of education as the harmonious development of all the powers of personality. He refers education to be a continual process of reorganizing, reconstructing, and transforming. Therefore he says that, 'education is a constant reorganizing or reconstructing of experience.'\(^1\) when we think of education in its modern concept, we can put in Dewey's thought by saying that education is the harmonious development of all powers, having as its social counterpart an enlightened and progressive humanity.

John Dewey further adds that educational efforts must, it would seem be limited to securing for everyone the conditions under which personality is most completely developed.

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Education should enable an individual to make his original contribution to the variegated whole of human life as full and as truly characteristic as his nature permits. The form of contribution being left to the individual as something which each must 'in living and by living' forge out for himself.²

Mahatma Gandhi, the father of Nation has brought a revolution in education and spoke of education as an all round development of a child. He says, 'By education I mean an all round drawing out of the best in child and man - body mind and spirit'.³

As the concept of education has broadened from that of merely gaining knowledge or developing skills, it has also broadened considerably to include that which is experienced beyond the formal institution called school. Therefore education may be defined most simply 'as the process by which behavioural changes take place in an individual as a result of experiences which he has undergone'.⁴

Herbert Spencer feels that education should teach us to know how to bring up a family, in what way to behave as a citizen, in what way to utilize those sources of happiness

² ibid, p. 13.
which nature supplies, how to use all our faculties to the greatest advantage of ourselves and many others, how to live completely.5

T. Haymont in his book 'Modern education points out that 'the view the education should aim at the development of individuality comes into conflict with, and perhaps supplies a corrective of another view which found favour in ancient Greece, and has also found some favour in modern countries. The aim of education according to this view, is the harmonious and all round culture of human powers or faculties, mental and physical'.6

Swami Vivekananda said that 'Education is a process of inner growth of the true self and development of the powers inherent in the individual'. He was for the all round development of the personality of an individual and so the physical, mental and the spiritual development found a place in his philosophy of education.7

Similarly Rabindra Nath Tagore's philosophy of education is based on the ideal of harmonious development of


7 Toupe, V.V. : Educational philosophy of India. (Educational India - July '80, No. 1), p. 7.
individual - body mind and spirit. He pointed out that 'education is the development of all innate faculties of an individual leading to an all round harmonious development of his personality'.

Therefore education has been considered as a life long process. All activities and experiences associated with the modification of behaviour of an individual for full flowering of personality, which is to be included within the concept of education.

The educational system of a country needs constant reorganization and modernization to include not only new educational objectives, but also contents, methods and techniques of teaching and a good environment. Education today is considered to be a trio way process, that is teachers, environment and pupils. John Dewey suggested a special environment in which all the good elements of a society be included to allow pupils to learn by living. Such a special social environment should include not only class room situations, but activities through which pupils should acquire knowledge by engaging themselves in actual situations. Therefore in his book, 'Democracy and education', he referred education as a 'constant reorganizing or reconstructing of

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experience.\(^9\)

The education commission 1964-66, says that 'every educational institution should try to develop a rich community life of its own and provide adequate and satisfying opportunities for students to participate in it, and help in organizing, various opportunities for such work exist in the class room, on the campus of the schools and colleges, in the hostels and in the play-grounds.'\(^{10}\) The commission is of the view that it is very essential to make such participations and relate to education, which in turn will help to make closer ties between educated persons and the rest of the people. Besides, such participations will help to build a sense of social purpose and self-confidence.

Educational activities have social, academic, emotional, physical and recreational values. The commission therefore pointed out the importance of such activities as they make pupils active participants and willing learners. Under such circumstances, education should aim at the proper acquirement of knowledge, values, habits, aptitudes, ideas and formation of strong character.

In a democratic country like India, the objectives of education are broadened to meet the changing socio-political

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and economic situations of the country. The education commission of 1964-66 pointed out that education has to be used 'as a powerful instrument of social, economic and political change and will therefore have to be related to the long term national aspirations, the programmes of national development on which the country is engaged.'\(^{11}\) In democracy therefore, the commission feels that the individual is not an end in himself and the primary purpose of education is to provide him with the widest opportunity to develop his potentialities to the full.

The objectives of education, as suggested by the secondary education commission 1952-53 should include, (i) the development of personality, (ii) vocational efficiency, (iii) citizenship, (iv) leadership, (v) formation of character. The commission further says that the educational system must make its contribution to the development of habits, attitudes and qualities of character, which will enable the citizens to bear worthily the responsibilities of democratic citizenship.\(^{12}\)

Regarding reorientation of the educational system, the commission suggested that the education imparted should mould the character of the students and make them fit to participate creatively as citizens in democratic order. The

\(^{11}\) ibid., pp. 1-2.

education must train them to contribute to economic prosperity of their country, and should develop literacy artistic and cultural interests which are necessary for full development of personality.

The cardinal principles on the purposes or objectives of secondary education listed seven objectives which are to be achieved through education. These are, (i) health, (ii) command of fundamental processes, (iii) worthy home membership, (iv) vocation, (v) civic education, (vi) worthy use of leisure time and (vii) ethical character. The purpose of education in American democracy has become more and more a part of the American culture. The development of a national community and the increased mobility of the population have reinforced the idea that mental and physical health, civic training and social development of the young are proper responsibilities of the schools. A segment of the tradition begun to build up in support of the school programmes that serve emotional, social and physical needs of youth.

All these objectives indicate very clearly the broader meaning of education. The Industrial Revolution and the establishment of democracies in different countries brought a socio-economic change. In these countries along with these

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14 Fraser, M. Dorothy : Deviding what to teach (Lyalla book depot) 1969, pp. 91-92.
changes, the change of the concept of education was to be unavoidable. Education as instruction is considered to be too narrow a concept to cover not only the development of the whole personality of the individual, but also to include leisure time activities. Along with the change in the concept of education, the meaning of curriculum, teaching and extra-curricular activities also changed radically.

Regarding the reorientation of the curriculum, the secondary education commission of 1952-53 says that a modern curriculum means the totality of experiences that the pupils receive through the manifold activities of life. In this sense, the whole life of the school becomes the curriculum which can touch the life of the students at all points and help in the evolution of balanced personality.¹⁵

The curriculum should be designed to train the students not only for work but also for leisure. Therefore the secondary education commission suggested for the introduction of a variety of activities — social, aesthetic, sport etc. This is recommended not only to make school life pleasant and meaningful for the student here and now, but also because the cultivation of varied interests and different hobbies provide excellent training for leisure, which after all forms an important and quantitatively quite large

area of every individual's life.¹⁶

In many of the educationally progressive countries, the scope of the curriculum has been widened and its purpose is to cater for the entire ranges of pupil’s interests and capacities, which are intellectual, physical, emotional, aesthetic and social. Therefore this modern conception of the curriculum as given by the secondary education commission, points out the vital role that a curriculum plays in modern education. The curriculum must give practical training in the art of living and must contribute to the all round growth of the pupils personality.¹⁷

Along with the reconstruction of the curriculum, the change in the method of teaching has become an urgent need. The secondary education commission referred teaching method to be an objective which should develop the capacity for clear thinking which distinguishes every truly educated persons and has become increasingly important in the modern world of 'plural possibilities.'¹⁸

The modern thoughts on the concept of education also includes the role of extracurricular activities. 'A cultured man is a person of varied interests and if healthy interest are fostered, they will enrich the personality. It is by

¹⁶ Ibid., p. 80
¹⁷ Ibid., p. 75
¹⁸ Ibid., pp. 104-105.
exploring different avenues of interests and activities that he can truly discover himself. This asserts the importance of student activities in the total process of education. In the report of the secondary education commission the importance of such activities is greatly laid, as the commission says that, 'there are many extracurricular activities which schools can and should develop to the best of their ability and resources e.g., hiking, rowing, swimming, excursions, debates, dramas, drawing and painting, gardening. All such activities appeal to the school and release the creative talents and social aptitudes of the children.'

The school accordingly has come to realize the important distinction between the mastering of school tasks and the learning that takes place outside the school. Since World War II, new attention has been directed to problems connected with citizenship training and the extracurricular activities have been seen to offer special opportunities along these lines. In the developed countries, extracurricular activities has been extensively used because of the new conception of education accepted by the authorities and the people. In America, 'recognizing that some objectives were not being approached directly through existing class-room instruction, educational leaders urged that they be achieved

20 Ibid., p. 128

21 Fraser, M. Dorothy : Deciding what to teach (Lyalla Book Depot), 1969, p. 9.
through a schools activities program. In most of the advanced countries, extra-curricular activities has been given an important place in the school curriculum. In the U.S.S.R., there are extra curricular sport activities in every school. The different events are taken up under the direction of Instructors and coaches. In Japan, similarly, physical training given in the form of military drill, gymnastic exercises, fencing and wrestling, out door sports and long walks.

In India during the British rule, the English education system accepted a narrow concept of education and excluded the importance of extra curricular activities. Education given in the schools during that time was isolated from life. The education given to the students did not teach them insights into everyday world in which they live. Besides, such education failed to educate for all round development of the students.

After Independence, the Radhakrishnan commission of 1948, the secondary education commission of 1952-53, and the education commission of 1964-66, gave a new and broader idea of the meaning of education, laying stress on the fact that the curriculum should be totally reconstructed with the inclusion of student activities as an integral part of education.

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21 The physical education and sport in Russian school - The educational review - 1975, June, Vol. LXXXI, No.6.

With this changed concept of education, the curriculum construction of educational institutions has also undergone a complete change. With the new idea of moulding a child physically, mentally, socially, emotionally and spiritually, the modern education has looked upon co-curricular activities from a new perspective, and considers such activities to be the one which is very much related to the school's general curriculum. With the growing importance of such activities, they are no longer considered to be out of school curriculum, but are considered to be an integral part, and hence such activities are now known as 'co-curricular activities'.

Regarding the importance and place of co-curricular activities in education, the secondary education commission points out that, 'else where we have referred to the place and importance of what are called 'extra curricular' or 'co-curricular' activities. We would like to draw pointed attention here to their significance for the education of character. They are as integral a part of the activities of a school as its curricular work and their proper organization needs just as much care and fore-thought.'24 The commission has again added that there is no longer distinction between curricular and co-curricular works. A school camp, games and

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24 The report of the secondary education commission (The Govt. of India), 1952-53, p. 126.
sports are to be considered curricular or rather co-curricular.

Again the school must be primarily not a place where certain knowledge is learnt, but as a place where young are disciplined in certain forms of activity — namely, those that are of greatest and have most permanent significance in the wider world. They fall naturally into two groups. In the first we place the activities that safeguard the conditions and maintain the standard of individual and social life, such as the care of health and bodily grace, manners, social organization, morals, religions. In the second, the typical creative activities that constitute, so to speak, the solid tissue of civilization.  

Therefore education as a process should help for the good life and enlighten citizenship. This objective cannot be attained through class-room teachings alone. True wisdom and helpful experience come through the involvement of pupils in varied co-curricular activities, and such activities are looked upon as legitimate part of the work of the school.

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The Importance of Co-curricular Activities in Education and its Role in Developing the Physical, Social and Emotional Aspects of Adolescent Girls and Boys of Secondary Schools.

A concept which finds general acceptance now-a-days is the identification of the curriculum with the experience of the students. This point of view has characterized a number of recent programmes of curriculum development. The main responsibility of the school is to prepare the students for the life itself. It should comprise all activities and experiences afforded by the community through the school, where the students can participate in the life of the community, which in turn will prepare the students for active life in democracy. The democratic feelings are so much widening in their scope, that it has become the general concept that the school must be a training ground for democracy. The formal instructions imparted in the school, alone, cannot meet the requirements needed for such training, and therefore co-curricular activities are looked from new perspectives and are regarded as pertinent to a programme of general education. This programme therefore possesses enormous possibilities for all round growth and development of the pupils, so that they can meet any new situations in their life and lead active life as good citizens in a democratic country. The secondary education commission of 1952-53 said that 'citizenship in a democracy is very exacting and challenging responsibility for which every citizen has to
be carefully trained. It involves many intellectual, social and moral qualities which cannot be expected to grow of their own accord. Therefore education imparted within the four walls of a class-room cannot help to develop the inner traits or qualities of a person unless, activities through which pupils acquire knowledge by engaging themselves in actual situations are provided. Hence, a programme of co-curricular activities is an imperative need to every school, as it touches the physical, mental, social, emotional and spiritual aspects of a pupil's life and help these aspects to develop in the best way.

According to I.L. Kandel "co-curricular or out of school activities emerged spontaneously, as another way to engage students in the educational process. Kandel defines 'co-curricular activities' to be the activities in which students participate on a more or less regular and usually voluntary basis, through group, team or club affiliation. Such activities include athletic programmes, clubs, students' council, students publications, debate, teams, assemblies, house room participation, social events sponsored by classes and campus, as well as artistic, dramatic and musical organizations under the guidance of school teachers."

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28 Ibid., p. 3.
The term 'co-curricular' activities is of recent origin. Such activities were earlier known as "semi-curricular", "intra curricular", "extra class", "periccular", "super curricular", "school activities", "citizenship training", "all campus", "allied" and "excular". Therefore there was a time when school activities were considered 'extra', but now with the growing importance they all come under the same banner called 'co-curricular activities'.

C. Mckown in his book "Extra curricular activities refers that any co-curricular activity is evaluated not in terms of the degree to which it arouses the interest and support of pupils alone, its publicity value or the numbers taking part, but principally in terms of the contribution it makes to one or more of the fundamental purpose of the total educational programme. He further refers that the whole co-curricular programme is curricular in the sense that is recognized as an important means of attaining significant educational ends instead of serving just as a source of recreation and entertainment for pupils.

The various forms of co-curricular activities contribute much to the school programme. They make use of the students inner drives and urges by directing their free activities along proper channels that are educationally worthwhile. They help to unify the school and foster the development of school


30 Ibid., p. 40.
spirit. Besides education and relaxation, co-curricular activities nurture a sense of community participation. The development of abilities comes through practice and hence the students must be provided with opportunities in which they may explore themselves and discover their capacities.

Historically, co-curricular activities are not new. The long history of co-curricular activities may be traced to the universities of ancient Greece. In medieval Europe, the students 'nations' were a prominent feature of University life. Student activities were all well known in the old English public schools. The first student publication of which there is a record began at Oxford in 1786. During the nineteenth century social clubs, natural history societies and musical organizations were founded.  

There is evidence of athletic games, social activities and student government organization in early Greek school for boys. Plato's academy was partially governed by elected student 'scholars'. This plan was extended later in Aristotle's Lyceum.  

Since 1900, activities movement has grown through successive stages of growth. The first of these was characterized by hostility and opposition on the part of the school

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authorities, which caused the students to organize their activities secretly and entirely outside the school. The second stage may be described as one of the passive acceptance by the faculty. Student activities were considered inevitable and perhaps less hazardous when subjected to at least partial control of the schools. In the third (and current) stage, teachers and administrators are welcoming and encouraging student activities as an integral part of the school’s programme. 33

In America, the importance of co-curricular activities have been greatly recognized several years back, as a survey was conducted to eight-hundred and thirty-one Secondary schools to list all co-curricular activities that had been dropped or added between 1956–1961. In schools of all sizes — small, medium and large — five times as many clubs had been added as had been dropped. The greatest addition was in athletic clubs (139), chiefly in small and medium sizes schools that may not previously have had these extra-class activities. Also added were speciality clubs such as speech, drama, music and art (105), science clubs (70). This listing of added extra class groups and clubs suggests that such voluntary activities continue to hold that popularity among efforts to meet the varied individual needs of students in

33 Ibid., p. 506.
The introduction of co-curricular activities in the schools is of recent origin in our country. As referred earlier, its importance arose after India's independence only. Earlier the education imparted under the English system prepared the students for jobs, and education was totally isolated from life. The importance of co-curricular activities found no place in the English system of education. As referred earlier, its importance was gradually felt after India achieving her independence. The education commissions set up in India after Independence, as referred earlier pointed out the importance of co-curricular activities and its imperative need in the life of pupils. With the growing importance of co-curricular activities, they are now recognized as an integral part of education.

H.C. McKown in his book, 'Extra curricular activities', refers to the potential value of such activities and its proper organization in the schools for the greatest benefit of the students.

Such activities help in 'achieving balance, exploration of interests, civic participation and personal self development which were among the adolescent needs that co-curricular

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34 Fraser, M. Dorothy : What to teach, (Lyalla Book Depot), 1969, pp. 77-78.
activities intend to satisfy.\textsuperscript{35}

A number of studies have indicated that extra class activities are considered by students, parents and teachers to be an important part of the total school programme. Participation in them has been found to increase students interest in the more formal aspects of their schooling. These activities have also helped students to make use of their leisure, extend their circles of friends, learn to work more effectively with others in groups enterprises, gain confidence in their ability to handle inter personal relations, and acquire useful information beyond that studied in school subjects. Such results as those cited, support the view that extra class or student activities are an important component of a balanced school program at both elementary and secondary levels.\textsuperscript{36}

In his book 'Extra Curricular activities', H. C. McKown, says that a good organization of co-curricular activities provides a programme of social education needed to level the traditional academic nature of secondary schools. At the same time, they assist in solving many of its problems such as disciplinary and serve as an out let for natural instincts, emotions and adolescent enthusiasm and as a rallying point for school spirit, thus revitalizing what often becomes a dull

\textsuperscript{35} Fraser, M. Dorothy: What to teach, (Lyalla Book Depot), 1969, pp. 118-119.

\textsuperscript{36} Ibid., p. 119.
drab, and a academic existence. The organization of co-curricular activities can instil in the girls and boys those traits of character and attributes of mind that are needed for effective participation in the broader life outside the school.

Today, progressive educationists consider co-curricular activities as an integral part that realize the objectives of modern education. Recreation and social expression are as much a part of education as any of the older traditional content subjects of the curriculum. Indeed, many of these activities have more fundamental worth for education than some of the time honoured subjects hoary with age. They provide for a class room situation, the needed supplement that gives a sense of completeness and normality to the school environment, closely akin to the normal life situation outside the school.  

Therefore, co-curricular activities are to be considered an inseparable unit of education. The main purposes of co-curricular activities are to teach (a) responsibilities, (b) to be disciplined, tolerant and sympathetic, (c) training for democratic living, (d) training for citizenship, (e) to teach loyalty, (f) to discover special aptitudes, (g) to learn the practical side of life, (h) to

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make school life interesting, (1) to make proper use of leisure.\(^8\)

As such, co-curricular activities are to be looked upon as a legitimate part of the work of the school. They possess values which will contribute in many ways to the purposes of secondary schools.

The educational ladder consists of three principal divisions, they are primary, secondary and higher educational levels. Of these three principal divisions, the secondary stage is the most important.

The importance of the secondary stage of education has been pointed out by the secondary education commission 1952-53, by saying that this stage of education covers the age group of about eleven to seventeen years. The commission says that during this stage education should give a thorough training in the courses of study taken up by the student which should help him to attain a reasonable degree of maturity in knowledge, understanding and judgement which would stand him in good stead in later life.\(^9\)

Therefore, the purposes of the secondary schools is to develop in each pupil, the knowledge, interest, ideals, habits and powers where by he will find his place to shape both himself and society towards nobler ends.

\(^8\) Fraser, M. Dorothy : what to teach. (Lyalla Book Depot), 1969, pp. 119-125.

\(^9\) Report of the secondary education commission 1952-53, (Govt. of India Publication), p. 30
The educational policy commission of the National Education Association formulated ten imperative needs of youth of secondary school, which are to develop (a) skills, (b) good health, (c) qualities of good citizenship, (e) to learn to live successfully, (f) to serve intelligently, (g) to understand science of human life, (h) appreciate beauty, literature, music, art, (i) learn to use leisure, (j) learn to respect others, (k) and to develop the ability to think rationally.  

The secondary stage of education covers the adolescence period of an individual's life. Therefore, it is particularly important for the secondary schools to give serious attention to the evaluation of both curriculum and core-curriculum, because the school is charged with the responsibility of changing human behaviour in approval direction.

The school is a great constructive force in shaping an adolescent's personality, his concept of what he is and what he might be. The importance of secondary stage from the point of view of the adolescence stage of human life is discussed below.

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Adolescence

Adolescence is fundamentally a period of physical and physiological change. This change furnishes the physical basis for emotional, social, intellectual and economic maturity. Therefore in the words of Luella Cole, 'adolescence is a period of growth. In the course of a few years, the individual undergoes changes in both sizes and proportions — changes that take him from a childish to a mature level'.

Cole further says that in a modern society a long period of adolescence has replaced the short period of puberty that was recognized as important from early times. Just as primitive people utilized few months of puberty as a period of special preparation of boys and girls for their future participation in the life of the tribe, so modern education want to utilize the longer period of adolescence for special preparation in meeting the manifold problems of the present day society.

It is in this period, an adolescent undergoes tremendous physical, mental, social and emotional changes. These important aspects of development taking place during adolescence are discussed below.

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42 Ibid., p. 32.
43 Ibid., p. 9.
Physical Changes: The physical growth of adolescence is very rapid during this stage. Adolescence is a period of internal change and development as well as of skeletal and muscular growth. Every system of the body is altered to some degree. The adolescents physical abilities — his strength, speed and capacity for bodily activity have an important bearing on his approach to life, conception of himself and the role he plays in his relations with others. The physical activity and bodily movements are just as important in expressing and shaping the personality of the girls and boys.\(^{44}\) Luella Cole further adds that at adolescence, the young persons ability in physical activity often plays an important part in determining the circles in which he or she will be accepted.\(^{45}\)

The physiologists are of the opinion that the basis of development during adolescence are the glands, the thyroid, para thyroid, pituitary glands and the gonads are the main glands which causes changes in the physical aspects of adolescent. They also says that in this period the muscular strength increases. Along with this development also takes place in the circulatory, respiratory, digestive and the glandular systems of the body. It is due to the superfluous physical energy that the adolescent girls and boys are capable to undertake strenuous exertious. Besides sexual maturity

\(^{44}\) Ibid., p. 61.

\(^{45}\) Ibid., p. 62.
becomes prominent during this stage and sex manifestation appear earlier. Due to the awakening of the sex instincts the adolescent girls and boys become interested in their own body, self-conscious and restless.

During adolescence, as Luella Cole refers in her book *adolescence psychology*, the physique grows stronger and the young person increases in height and weight. The physical changes interfere in intellectual activities as well.

A boy or girl’s growth and development is closely associated with physical fitness, co-ordination of the body and different motor development. Therefore teachers should encourage adolescents to physical activities in such a way that they can be adopted by themselves according to their physical development.

This stage of development brings about the maximum bodily development of the adolescents and in order to help the adolescents in their physical development, various physical activities should be organized and provide to them. The psychologists have proved that the development of personality can take place if the physical development takes place properly.

Social Development: Adolescence is a period of social development as well. It is in this period, they take significant steps towards the achievement of social maturity.
The adolescent years are, pre-eminently a period of social development and adjustment. With the encroaching of adolescence, the boy or girl becomes acutely aware of social pressures and relationships. Therefore it is an adventure not into the world of things but into the world of social relationships. 46

Social competency plays an important role in the social adjustment of the adolescents. Social competency gives the adolescents poise and self-confidence - traits that are of great value in any social situation. These traits, added to the good impression he makes, because of his social skills which will go far toward assuming his social approval irrespective of any undesirable traits he may have. Social competency means a facility in dealing with people and social situations. 47

The school as a miniature society provides for many of the social needs of children and youth. These needs according to Fromm, include a uniting of independent personalities in a loving relationship with others, social opportunities for creative contributions, freedom for the individual to be original within the security of his group, feelings of confidence and worth in his concept of self-identity, and the satisfaction of whole hearted devotion to group goals [24].


Because of the deep joy, individuals experience in being united in satisfying relationships with others, each child should find and develop in school a number of complimentary, co-operative, group serving roles suited to his unique talents and personality. 48

In the book 'adolescence psychology', Luella Cole asserts that an adolescent always wants to experience the satisfaction of being an integral part of the community and therefore wants to be accepted by the society.

The adolescent's social skills are underdeveloped and awkward, but for that every reason boys and girls need precisely the kind of experiences they crave, in order that they may acquire poise and adjust themselves to the demands of the society. Therefore an adult, whether teacher or parent has a definite role in relation to the spontaneous social life of adolescents. Adolescents are tremendously sensitive to social stimuli, no other problem seems to them as important as the establishment of themselves in their own society. 49

The social development of adolescents should be based upon social activities sponsored by the schools in the form of 'co-curricular activities'. Because of the intense social


interests of most of the adolescents, these co-curricular activities constitute an important part.

The co-curricular programme should include opportunities for students to develop their interests and skills. The young adolescents go through emotional transformations as well.

"An 'emotion' is a stirred up state of the entire organism." According to Luella Cole, an emotion is a experience that effects an individual's vital processes, stimulating him to greater activity than is normal. Emotional life furnishes the basic drives that impel an individual to action. These drives vary in strength not only from person to person but from age to age. when they cannot be satisfied they lead to frustration and conflict, which may be resolved in a number of ways.

The basic concept holds that the nature of a person's emotional experiences depend primarily on the extent to which his interests and drives are satisfied.

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50 Ibid., p. 608.


The emotional development of adolescents plays a very important role in their life. The adolescents are triggered by changes in the activity of the pituitary glands, which lies at the base of the brain. The pituitary secretes hormones, that influence body growth directly by acting on cells and tissues and indirectly by stimulating other endocrine glands - the adrenals and the gonads. All these have a tremendous influence upon a boy or girl's emotional aspect.  

Most of the psychologists are of belief that emotional changes accompanying adolescents are in part a result of cultural exceptions which govern the behaviour of all. The girls and boys experience an increase in body energy and body tension in the form of fear, anger, moodiness, depression etc. The psychologists also believe that most of the emotional disorders develops when the adolescents do not find proper ways to channelize their exuberant energies into proper channels. 'Emotional strain and frustration may cause attitudes of timidity and withdrawing or of irretability and aggressiveness.  

Luella Cole in her book 'adolescence psychology' says that an important contribution of school to emotional stability is the provision of adequate outlets for the easily

aroused emotions of adolescents. The adequate outlet means the number of activities a school should provide to the adolescents to participate within and outside the school hours, and this no doubt points out the importance of co-curricular activities in the life of an adolescent.

Mental Development: Adolescence is the period when intelligence almost reaches its peak.

During adolescence, the normal young person advances on many intellectual fronts. He grows in ability to learn. There is an increase in his ability to grasp relationships and to solve problems of increasing complexity and difficulty.

There is a steady growth in intelligence throughout adolescence period. An adolescent shows (i) greater facility in abstract reasoning and logical thought, (ii) and greater powers of concentration and wider memory span. This clearly shows that 'adolescents need opportunities for argument, discussion and debate'. In the schools, literary activities should be organized in such a manner that almost all youths get a chance to express their view. They should be encouraged


to participate in discussions. 58

Therefore, adolescence tends to be a time of intellect expansion and development and also of manifold academic experiences. The young adolescents meet the academic and intellectual requirements through participation in various forms of co-curricular activities, dealing with mental aspects in the school environment.

The above discussions dealing with physical, social, emotional and mental developments of adolescent girls and boys shows clearly the important role the schools have to play in this respect and the imperative need of co-curricular activities to help in the development of these aspects.

It is particularly important for the teachers to give serious attention to the evaluation of both curriculum and co-curricular activities, because the schools have the responsibilities to change adolescent's behaviour into favourable and approval directions.

(The influence of co-curricular activities in relation to the adjustment of adolescents in their physical, social and mental aspects have been discussed in chapter VI).

58 Ibid., pp. 173-174.
The Various Types of Co-curricular Activities

Organized in the Secondary Schools:

The secondary schools of today, show little relevance between what is being taught to the youths and the actual needs of the youths and the society. Importance is laid on the theoretical knowledge with the aim to help the students to pass external examinations, with less importance to the harmonious development of the students.

Therefore, the Secondary Education Commission of 1952-53 points out that education must be given with reference to these broad categories, that is — 'the training of character to fit the students to participate creatively as citizens in the emerging democratic social order, the improvement of their vocational efficiency so that they may play their part in building up the economic prosperity of their country, literary artistic and cultural interests, which are necessary for self-expression and for the full development of human personality, without which a living national culture cannot come into being.'

In order to develop all these aspects in a pupil, formal instructions imparted within the four walls of a classroom are not sufficient. Therefore, co-curricular activities

has become a imperative need of every school to prepare the pupils to meet the changing situations of life.

The range of co-curricular activities are wide and recently some more activities have been added to the programme which are listed below.

1. N.C.C./A.C.C.  
2. Scouting  
3. Girls Guide  
4. Drawing  
5. Music  
6. Clubs  
7. Student's Council  
8. Students Home  
9. Debating  
10. Boating  
11. Hiking  
12. Gymnasium  
13. Junior Red Cross  
14. Excursions  
15. Dramas  
16. Drawings  
17. Painting  
18. Hobby  
19. Gardening  
20. Games and Sports  
21. Training in First Aid  
22. Physical Training  
23. Assembly  
24. Literary Society  
25. School Publication  
26. Moral Societies  
27. Commencement Societies  
28. Essay Writing  
29. Elocution  

H.C. McKown in his book 'Extra Curricular Activities' refers co-curricular activities to be an important programme which helps to provide opportunities for the pursuit of established interests and development of new interests. It
gives zest to life, broadens mental horizon, teaches cooperative and independent actions. It helps in the well rounded social development of students and similarly help the students to exercise their creative capacities. As the students move towards maturity, their horizon becomes more comprehensive and they broaden their contacts with people and learn new ideals and ways of doing things. They become concerned about new things issues and problems.

The educationists are of firm belief that co-curricular activities are important because they provide opportunities for training in the citizenship, ethical character and developing worthy habits and leisure. They believe that the student is a citizen of his school community and here in this community he should be trained for citizenship through his or her co-operations in the activities which are a part of school life. The school citizenship is similar to citizenship in a larger society and the training gained in one should be transferred to the other.

As the students move towards maturity, their horizon becomes more comprehensive, and they broaden their contacts with people and learn new ideas and ways of doing things. They become concerned about new issues and problems, and it is

established by most of the Educationists that participation in co-curricular activities helps the students in the process of maturing. It is said that co-curricular activities 'provides opportunities for the pursuit of established interests, gives zest to life, broadens horizons, provides an excellent background for the profitable utilization of leisure time.  

All these show the importance of co-curricular activities as an integral part of the school programme.

The survey conducted in the secondary schools of Assam shows that all the co-curricular activities listed above are not present. The surveyed secondary schools possess a limited number of activities. The importance of the existing activities are discussed below.

A. Games and Sports: Games and sports have many important effects in the physical development of an individual. Games and sports 'afford excellent opportunities for freedom of action and expression. They provide occasions for exercise of both physical and mental capacities, and they afford a temporary relief from the social pressures and conflicts characteristics of the adolescent period. Moreover apart from the influence on personality and character, many play activities provide opportunities for physical exercise which is

important to complete adjustment. 62

Play has been regarded variously as an instinct, an escape mechanism, a release of surplus energy, a preparation for the more serious activities of adult living, and an escape from conflicts and inhibition. Play activities assume an important role in the lives of both children and adolescents. It is a purposive form of activity, promoting gratification of basic needs and insuring freedom from restraint obligations and social pressures. Participation in organized games and sports reaches its peak in adolescence and then slowly declines with approaching maturity. 63

The National Policy of Education has laid down that 'Games and Sports should be developed on a large scale with the object of improving the physical fitness.' 64

Play activities give expression to a desire for novelty, adventure and excitement. Therefore ample opportunities are to be provided to the student youth to take keen interest in sports and games. 65

63 Ibid., p. 253.
64 Ministry of Education and Social Welfare, (Govt. of India), 'IN a sound body' - 1972, p. 12.
B. Student Council of Self-Government: A student council or student government suggests a broader approach in making the school a more functional unit as a democratic living. Such a council or government includes representatives from students, teachers, and administrators and they are entrusted with various responsibilities. Therefore a school council is a community devoting time and energy to a common goal. The student council if given real opportunity to function, provides important training in democratic processes, such as co-operative planning, actions, and decisions arrived at through conference and free discussion. Therefore such council and government should form an indispensable and integral part of the experience of the student. 66

The student council or government helps to 'educate for citizenship through experience and insights that stress leadership, fellowship, co-operations, and independent action. The development of good citizenship is dependent upon facts and opportunities for practising good citizenship in meaningful situations. It is here that the student council can make its greatest impact on the development of citizenship among the students of the school. 67

66 Alberty Harold: Reorganizing the high school curriculum, (Macmillan Company), 1952, p. 137.

C. **School Clubs**: A club provides the students with a haven of refuge, where he can be with his associates. Clubs provides a socializing service and opportunities for social expression, group planning, and co-operative endeavour.

The pupils should be encouraged to join school clubs. Every member of the school should belong to one or more clubs and take an active part in the work of the club. An adolescent needs to learn to live with people and such an activity serve the purpose.

The club program is generally considered a very important aspect of the total program of the secondary school. A good club program that favourably influences the attitudes of adolescents and enriches their lives, is of immeasurable value to the school.


Scouting and guide is an international movement and is encouraged both at the National and State level. The

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secondary education commission of 1952-53 points out, 'Scouting is one of the most effective means for the training of character and the qualities necessary for good citizenship. It has the great merits that it appeals to pupils of all ages and taps their manifold energies. Through its various games, activities and technical skills, it is possible to lay the foundation of the ideals of social service, good behaviour, respect for leaders, loyalty to the state and a preparedness to meet any situation.'

Similarly through N.C.C., certain physical and other activities of a quasi military nature are taught to the pupils.

E. Excursions and Trips: Excursions and trips are means of providing opportunities to children to explore the world and to broaden their interests. 'There are three principal benefits to be derived from a school journey. There is the benefit to health, the mental gain and the moral value.' Trips are a source of information for the students and they gather informations directly by first hand experience.

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71 Ibid., p. 127.

72 Holroyd, G.H. : The Organization of school societies and other activities. (Sir Issac Pitman Sons Ltd.) 1933, p.67.
F. School Publication and Magazine: School publications or magazines encourage independent thinkings and writings and also helps to sharpen their skills. The secondary education commission says that 'the production of a school magazine, for example, involves a number of activities and processes, which can coalesce together to form a most valuable experience to train the personality of the pupil'.

Through publications both the students and the public are kept informed about events that will take place or have taken place around the school. Through this type of activity, it is possible to sharpen skills and develop attitudes with efficiency and strength. Publications correlate and integrated the various co-curricular activities with the curricular offerings of the school. Students learn to write by writing for publications.

By working on publications, students learn to meet others with ease and develop the quality of team work.

'Publication work can foster the qualities of initiative, responsibility, reliability, dependability and maturity of judgement'. Activity of such type therefore offer opportunities for the literary talents of the pupils and to write original compositions. Such activity 'gives him direct

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practice in the organization and expression of his ideas in current affair and gives him prestige and association with other students. This too, is a source or spontaneous expression of inner feelings, an avenue for the projection of one's subterranean emotional life.  

G. Dramas, Drawings, Painting, Music: The different type of dramas, drawings, paintings and music fall under the category of artistic activities. Regarding such activities, the Secondary education commission says that they 'must all be woven into a rich and unified pattern, within which every child will be able to find something to suit to his tastes and interests.'  

Dramas and such creative activities 'create opportunities for students to become increasingly effective in self direction. As the student learns to act out his part, to interpret the role he is portraying and to express his lives in a manner consistent with his interpretations he gains self-confidence and poise.'  

H. Debating, Essay Writing, Extempore: Activities such as debating, extempore and essay writing fall under the category  

75 Ibid., p. 418.  
of literary activities. Such activities require application, thought, and expression. 78

I. Training in First Aid and Junior Red Cross: Activities such as training in first aid and junior red-cross ‘have a special value because they enable the students to render useful forms of social service and thus gain a sense of personal and social worth. The Secondary education commission further says that it will be a great advantage to the students as well as to the community if every student is trained in first-aid and junior red-cross and if some of the students receive training in St. John’s Ambulance work. Such training could be utilized on the occasions of fairs, festivals, epidemics or floods or whenever large congregations of people happen to meet at a centre. 79

J. Physical Training: The physical training of the students should be one of the main concerns of the school authorities. A sound mental health depends on good physical health. According to the Secondary education commission physical education, group games, and individual physical exercises should be given in the school under the supervision of Director of physical education. The commission further states that one of the main aims of education is the proper physical

78 Ibid., p. 414.

development of every pupil. Physical training is necessary for development of healthy and balanced personality. As intellectual development comes through the study of various subjects, so physical development comes through various forms of activities. It is much wider than what is usually denoted briefly by the term 'P.T.'.\textsuperscript{80}

K. School Assemblies: School assemblies brings the pupils, faculties and others together. 'A school assembly includes those non-class activities held during the regular school day, usually in the school auditorium. Activities commonly include are devotional exercises, instrumental music, plays, prayers, songs etc. School assemblies helps to stimulate new interests, suggests vocational choices and develops desirable attitudes and appreciation among students. Moreover, it furnishes opportunities to the students to appear before audiences.'\textsuperscript{81}

Moreover school assemblies 'provides wholesome entertainment, education, enable certain school problems to be discussed before all the students, provides experience for students, in appearing before the large group, furnish opportunity to enhance the unity of the school, enable segments of the school student body to inform others of their

\textsuperscript{80} Ibid., p. 82.

\textsuperscript{81} McKown, H.C.: 'Extra curricular activities' (Macgraw Hill Book Company), 1952, pp. 56 and 120.
achievements and develop students who are able to act as an intelligent audience. 82

The discussion so far above on various types of co-curricular activities shows their place in the school programme and the educational values they serve to the Secondary education commission where reference is made to the co-curricular activities recognition in every school. As the commission says that, such activities provides opportunities to the students to develop their individual talents and capacities and self-confidence and on the other hand they lend themselves to being made the leaders in co-operative work which trains them in the division and integration of functions and in the allied qualities of discipline and leadership. 83

Regarding the recognition and place of co-curricular activities in the school, a reference is made to the Secondary education commission where it is said, 'Given a clean, pleasant and well maintained school building, we would like the school to see if it can provide a richly varied pattern of activities to cater to the development of their children's entire personality. It has to formulate a scheme of hobbies, occupations and projects that will appeal to, and draw out the


powers of children of varying temperaments and aptitudes.\textsuperscript{84}
The commission visualize the school 'as a living and organic community which is primarily interested in training its pupils in, what we have called the gracious 'art of living'. Knowledge and learning and undoubtedly of value but they must be acquired as a by-product of interested activity, because it is only then that they can become a vital part of the student's mind and influence his behaviour.\textsuperscript{85}

\textsuperscript{84} Ibid., p. 218.

\textsuperscript{85} Ibid., p. 217.