CHAPTER III

OBJECTIVES OF THE PRESENT STUDY

Though from time to time, educationists and education commissions set up in our country pointed out the importance of co-curricular activities as an integral part of education, yet up till now, no research works has been done on the existing pattern of co-curricular activities in the secondary schools and how far participation in such activities influence the participants physically, socially and mentally.

Therefore, the object of the present study are,

(i) To examine the prevailing conditions of co-curricular activities organized in the secondary schools of Assam.

(ii) To find out the number of trained teachers to organise co-curricular activities.

(iii) To find out the number of deputed or trained teachers to conduct N.C.C./A.C.C., Girls-guide and Scout.

(iv) To find out the provisions of,

A. Play-ground,

B. School-hall
C. Store-room
D. Games materials
E. Swimming pool

(v) To find out the provision of co-curricular activities in the school time table, and the number of students participating in different co-curricular activities after school hours

(vi) The number of co-curricular activities present in the school programme.

(vii) To find out the number of Teachers in general education and that of co-curricular activities.

(viii) The opinions of the school authorities regarding acceptance of the co-curricular activities programme.

(ix) To find out the position of fund regarding co-curricular activities.

(x) To find out the influence of co-curricular activities in relation to the adjustment of the adolescent students in their physical, emotional and social aspects.

(xi) To give necessary suggestions.

Scope of Study

(i) As the aspect of co-curricular activities is vast, the scope of study has been limited by the conditions as
mentioned above under the objective of study. The study is confronted to one-hundred government, government-aided and non-government secondary schools of Assam.

(ii) To find out the influence of participation in co-curricular activities on the physical, emotional and social aspects of the adolescent girls and boys, a questionnaire was set with consultation of Mooney's Problem check list. The sample to be studied consisted of both boys and girls from class VIII to class X. The process of applying questionnaires to the selected samples, and the methods of study to find out the influence is discussed in detail in chapter IV, under sampling method and statistical procedures.

(iii) Case studies was done to fifty adjusted and maladjusted girls and boys, selected with the help of teachers, principals and parents. The case study deals with (i) personal data, (ii) family data, (iii) health data, (iv) educational data.

(iv) The attitude measurement for physical education was also applied to one-hundred girls and boys (from class VIII to X). The details of this measurement is given in chapter IV, under different tools and techniques.

(v) Another questionnaire was set for the secondary school teachers to collect their opinions, regarding the importance, influences, and compulsion of co-curricular
activities in the school programme.

(vi) A separate interview was taken with some parents to collect their opinions regarding participations of their children in the co-curricular programme, both in and outside the school.

Hypotheses

After thorough investigations of the prevailing conditions of the co-curricular activities programme organized in the secondary schools of Assam, the investigator has found out that the existing number of co-curricular activities in the secondary schools are not sufficient.

A. To investigate the prevailing conditions of co-curricular activities of the secondary schools of Assam, the investigator adopted the questionnaire method. The questionnaire consisted of questions which includes,

(i) The various co-curricular activities introduced in the secondary schools.

(ii) The appointment of teachers for management of co-curricular activities.

(iii) The allotment of periods for co-curricular activities both inside and outside the school hours.
(iv) The provision of materials regarding different co-curricular activities.

(v) The provision of a proper play ground.

(vi) The provision of keeping a separate account for co-curricular activities.

B. The investigator next tried to find out that the students who participate in different forms of co-curricular activities are better equipped physically, emotionally and socially, than those students who do not participate and show reluctance to participate in various forms of co-curricular activities.

The terms 'physically', 'emotionally', and 'socially' better equipped is meant here to state the adjustment of the adolescent boys and girls in these three aspects, by participation in the co-curricular activities programme of the school.