CHAPTER I

INTRODUCTION

1.0 OVERVIEW

The present chapter starts with the importance of curricular and Extra-Curricular activities. It deals with the historical background of the curricular and Extra-Curricular activities and also the differences between co-curricular and extra-curricular activities. It further states the achievement and benefits of extra-curricular activities in the curriculum.

It also deals with the need of extra-curricular activities and the advantages of extra-curricular activities and also the purpose of extra-curricular activities in the school curriculum.

The chapter portrays the different aspects of extra-curricular activities namely sports and games, chess, quiz programmes, fine arts, literary pursuits, manual arts, civic sense, creative writing, Audio-visual aids and computer for recreation knowledge. This chapter also illustrates the role of domestic activities in extra-curricular activities.

1.1 IMPORTANCE OF CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

Curriculum is the most vital phase of educational process. It has been widely acknowledged that if the curriculum is designed with suitable components, the development of education will be faster and in proper perspective. The co-curricular activities and extra-curricular activities as the All India Educational Survey has stressed is an essential and interrelated component of the curriculum.
At the same time to cater to the needs of the growing children growing with all modern amenities and new gadgets, it is necessary to provide them with more opportunities to develop their multi-faced skills. But all such things cannot be brought under the umbrella of curriculum which aims at giving the best of basic skills. Reacting to this urgent need, the co-curricular and the extra-curricular activities were included as part of the curriculum. They realize that the extra-curricular and the co-curricular activities as an integral part of a school programme lend themselves to enriching student’s learning and enlivening the school atmosphere, students acquire many extra learning skills like human values, beliefs, manners and thinking patterns through hidden curriculum which is also manifested in co-curricular and extra-curricular activities.

The importance of extra-curricular activities in education had been established by many researchers over a long period of time. Therefore whenever curriculum is modified or restructured, the domain of extra-curricular activities attracts educationalists in the design of curriculum.

1.2 CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

i. Curricular activities

Curricular activities are those activities which are integral to the classroom and result in a course grade and credit.

ii. Co-curricular activities

Co-curricular activities are those activities which are in addition to classroom instruction and do result in a grade not credit. Any Activities for which a grade is issued is not considered co-curricular Activities. The extra-curricular activities are enforced for
all students whenever they are acting as representative of the school (e.g. practices, games, trips, camps and tours, etc)

iii. Extra-curricular activities

Extra-curricular activities are those activities that do not fall within the scope of or regular curriculum and usually carry no academic credits. Activities pertinent to student life, but not part of the regular classroom study. For example: athletics, publications and social organizations. It is an organized student Activities connected with school and usually carrying no academic credit, such as sports, clubs, volunteer activities, etc. Extra-curricular activities exist at all levels of education, from 4th-6th, junior high/middle school, high school, college and university education.

1.3 HISTORICAL BACKGROUND

The extra curriculum made its first appearance in American colleges in the nineteenth century. It complemented the curriculum as much as subverted it. The students found in it a kind of laboratory for practical and vocational interests. The first extra-curricular activities were student literary societies (which had roots in the previous century at Harvard and Yale), debate clubs and by mid-century Greek letter fraternities and sororities. Students also initiated and organized the early athletic programs on American college campuses. Literary societies were on the decline by the turn of the twentieth century and some educators felt that less desirable extra-curricular activities were now distracting students from their curricular responsibilities. Intercollegiate athletics soon became the dominant element in the extra curriculum in most American colleges and high schools.
The Extra-curricular activities have a long history in Education. The development of these activities in the opinion of Mckown (1952) falls under three phases. In the first phase, these extra-curricular activities were actually not given much importance. They were considered to be the activities meant to be performed outside the learning environment. In the second phase, changes were brought in at a noticeable level, in that phase, physical activities such as sports and games were considered to be activities related to school environment. Even then, other activities presently considered to be Extra-curricular, like literary competitions, debating, music, art club were seldom recognized as extra-curricular activities.

In the opinion of Mckown (1952) the third phase of extra-curricular activities began in about 1920, when the more enlightened faculty members recognizing the ‘pull’ of these activities, their inherent potentialities for education, made the logical demand that they be capitalized rather than ignored or condemned.

Only in this phase, press and publications began to place news columns and write-ups stressing the important educational significance of extra-curricular activities. Originally co-curricular activities were termed as extra-curricular activities. In the process of the development of the third phase, designations such as semi-curricular, extra-curricular, intra-curricular, collateral, integrating, socializing, super-curricular, allied extra-curricular (a condensation of extra-curricular) were conferred to these activities.

In Indian educational context, the framers of curriculum use the phrase extra-curricular. The National Curricular Frame Work includes all the co-schalastic activities in the area of “Extra-curricular activities” and thereby has given curricular recognition to them. Though it remains a challenging task to define extra-curricular activities, because of the
multiplicity of terminological jargons, it can be broadly defined as ‘activities other than those teachers—dependent, classroom activities’.

1.4 DIFFERENCE BETWEEN CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

The simplest and broadest explanation is that extra-curricular activities take place outside of the school day, where as co-curricular activities take place during the school day. Activities like band or choir might be considered as co-curricular; while football or student government might be considered extra-curricular. Band or choir requires teaching. Although football does, it is not really considered education, it is not directly related to the general purpose of school education, although it does teach important things.

1.5 EXTRA-CURRICULAR ACTIVITIES

The Extra-Curricular activities have been merged with Co-curricular activities. Extra-curricular activities are activities performed by students that fall outside the realm of the normal curricular of school or university education. Extra-curricular activities exist at all levels of education, from 4th-6th junior high/middle school, high school, college and university education. On average, in India, students are advised to participate in a minimum of one extra-curricular activity throughout the course of one school year. Such activities are generally voluntary as opposed to mandatory, non-paying, tend to be athletics, social and philanthropic as opposed to scholastic and involve others of the same age. Students often organize and direct these activities under faculty sponsorship; although student-led initiatives such as independent newspapers are common. The extra-curriculum made its first appearance in American colleges in the nineteenth century. It complemented
the curriculum as much as subverted it. The students found in it a kind of laboratory for practical and vocational interests.

Today’s public high school offers a comprehensive array of extra-curricular activities to complement the curriculum. Extra-curricular activities should not be confused with co-curricular activities such as band and choir. Co-curricular activities do have some aspects that are outside the normal school day but are mainly curricular activities that happen during normal class time.

1.6 ACHIEVEMENT AND CURRICULUM

In any curriculum, achievement is the target of the learner as well as the teacher though there may be important implications of affective and psychomotor nature. Achievement is generally viewed as a goal in cognitive domain.

But to-day the theory of progressivism advocates the need for considering teacher’s participation in the process of learning and thereby the curricular process has to find a direction in affective and psychomotor domains that are the main concern of the extra-curricular activities.

Extra-curricular activities which are denoted by different terminologies as stated above have now been included in non-scholastic subjects. The word non-scholastic is now re-termed as co-scholastic. This emphasizes not only the importance of the former non-scholastic subjects but also reveals the tendency to consider all the activities in learning environment to be included in examination which pivots on ‘Achievement’. The measurement of achievement is generally done by ‘Norm Referenced Test’ In ‘Norm Referenced Test’, marks of the students with respect to their peers are considered. But educationalists, feel that ‘Criterion Referenced Test’ is a better choice for evaluating achievement. The extra-curricular
activities have a strong base for Criterion Referenced Test (CRT) because they mainly deal with performing objectively observable behavior. Hence the extra-curricular activities have a very proper real time evaluation. So the extra-curricular activities maintain a valid justification for inclusion in the regular curriculum.

The NCERT is now conducting seminars and workshops advocating ‘Continuous Comprehensive Evaluation’. For evaluating the students comprehensively, it has identified various aspects such as extra-operation, punctuality, team spirit, cleanliness, national identity, sense of duty etc. These aspects are mainly concerned with extra-curricular activities. Hence the comprehensiveness of evaluation is very much possible in extra-curricular activities. The extra-curricular activities have inherent qualities of attracting the students. Further they provide ample scope for ‘Continuous Comprehensive Evaluation’.

1.7 BENEFITS OF EXTRA-CURRICULAR

The primary reason that students take part in an activity is personal interest. And an immediate benefit of pursuing interests through extra-curricular is meeting others who share those same interests.

This opportunity to form friendships also gives students a chance to develop social skills. For some students, social interaction in extra-curricular activities is their first experience working with others toward a common goal. And teamwork is an important skill that most instructors and employers view favourably. Teamwork often evolves into leadership in the extra-curricular environment, because each club or organization has leadership posts. For example, Michael Falkowitz, formerly an Assistant Dean of students at the University of Kentucky, has identified about 2,500 opportunities for students to develop leadership skills on campus each year.
“These opportunities are something that you can’t teach in a classroom” he says. “Officeholders in clubs and in campus organizations get an on-the-job executive experience of running a small franchise.”

In addition, studies suggest that participating in extra-curricular activities helps students in their academic performance. And eligibility for participating often requires students to maintain a minimum grade point average.

1.8 NEED FOR EXTRA-CURRICULAR MATTER

After school activities benefit your child in ways that might surprise you, according to a recent study by the Nelliemae education foundation, children who participate in after school programs are more engaged in and have a better attitude about learning, perform better academically, and enjoy an increased sense of accomplishment competence and self esteem. Participation also lowers children’s risk of becoming depressed, using drugs and alcohol and experiencing other behavioural problems.

Extra curricula’s let your child enjoy himself in a fun, stress-free environment get some exercise and make friends outside of school. If he shows a special talent, it’s great to nurture that ability through lessons or classes. But don’t think that an early start in anything will lead to a career-remember that most children do not grow up to be professional musicians or athletes. Pushing your child into tons of tennis lessons or dance classes in order to give him a head start will most likely lead him to resenting both you and the Activities .Give him other options and encourage other interests, so he doesn’t feel an overwhelming pressure to succeed at just one thing.
Extra-curricular activities are opportunities to engage in extensions of academic activities and/or non-academic activities under school auspices. In special circumstances, for example when there are budget or scheduling constrains extra-curricular activities may provide experiences that would otherwise be offered within the school day.

There are many types of extra-curricular activities. Athletics is a major form of extra-curricular Activities at many schools, in some schools, football is the centerpiece of the athletic program, but depending on where you live, you may also find opportunities in baseball, basketball, bowling, cheerleading, climbing, field hockey, golf, ice hockey, ice skating, lacrosse orienteering, orienteering, rugby, alpine and cross-country skiing, snowboarding, snowshoeing, soccer, softball, swimming, table tennis, tennis, track and volleyball, sports may have varsity and junior varsity teams or be conducted as clubs or intramural opportunities.

Extra-curricular activities in science and mathematics range often include clubs, such as those in astronomy, chess, computer programming, robotics and ecology. Competitions are also offered through, for example, the science Olympiad the national science bowl, the American computer science league and math counts.

For students interested in writing and communication, there may be clubs for broadcasting debate, foreign languages, the school newspaper and the school yearbook. Competitions include idea of America writing contest and Scripps national spelling bee.

Extra-curricular activities in the social sciences include Geography bowl the national mock election and the high school FED CHALLENGE run by the Federal Reserve Bank to promote economics literacy opportunities to participate in student government may also call for extra-
curricular commitments. And for students in the arts one can find drama clubs, guitar clubs ensembles such as choirs, bands and orchestras and photography clubs.

Students who enjoy competition and have good general knowledge may wish to try out for scholar’s bowl, national academic quiz tournaments, or odyssey of the mind for extra-curricular activities. And community minded students can find opportunities for community service in for example, a Red Cross club or a peer helper club.

1.9 EXTRA-CURRICULAR ACTIVITIES IN THE CURRICULUM

Whether physical or mental, the attainment of proficiency is of concern as against achievement in the case of curricular subjects. For the purpose of certification, quantitative measures are adopted in extra-curricular activities also, but extra-curricular activities are mainly of qualitative nature, which have scope for multidimensional variations. The subjects generally labeled as curriculum, though very narrow in sense, convert the class room into a talking library or laboratory, whereas the extra-curricular activities transform schools into a miniature world. The process of curricular input mainly aims at preparing the learners to expose what all they know in an artificial and unrealistic situation. Whereas the extra-curricular process equips the learner with strategies and techniques to encounter or tackle the real-time situations It prepares the mind and body which are the most important concerns for the overall development of one’s personality, which is the ultimate aim of education.

Further education is considered to be full of joyful activities and have a few bunches of problems to be solved laboriously. It needs a congenial and conducive environment for worthwhile achievement of lifelong significance. Curricular subjects, because of the ‘Knowledge Explosion’, have got their
scope and reach expanded in such a manner that the learners find it difficult to cope up with such expansion. This makes the learner to be disproportionately preoccupied with the ever burdening curricular contents. In order to realize the development of all round personality, establishing a judicious balance between curricular and extra-curricular activities is deemed for and essential in the present educational context.

The ‘Concept of Joyful Learning’ is gaining momentum in the current teaching-learning environment. But the teachers find it difficult to impart all the curricular contents through the existing teaching and learning process. So it naturally becomes imperative on their part to resort to extra-curricular activities to device new and usefully joyful method for teaching the curricular contents. Extra-curricular activities come to their rescue in their predicament.

1.10 NEED FOR THE STUDY

Curriculum as noted earlier is very vital in education. The enrichment of curriculum can be realized only if its supplemental components are also considered essential and granted due place for them in the curriculum. The main supplement is extra-curricular activities. Though various researchers have established the importance of extra-curricular activities based on the prevailing conditions at present, the contribution to the main stream that is, curricular activities has not yet been brought out fully. In the past years, various revisions of curriculum were undertaken. But new variants and varieties of extra-curricular activities have not been identified and included in the syllabi. The justification for the inclusion of extra-curricular activities must have some basis, as the achievement in curricular subjects is considered to be the main goal of educational process. Therefore the supplemental nature of extra-curricular activities is to be studied.
While thinking of the inclusion of extra-curricular activities in the syllabus, the identification of different extra-curricular activities becomes very essential. In identifying the extra-curricular activities, the sociological and psychological aspects are to be taken into account. Hence a study on the correlated nature of extra-curricular activities and achievement is thought to be essential

1.11 ADVANTAGES OF EXTRA-CURRICULAR ACTIVITIES

The advantages of extra-curricular activities in some countries and the educational systems are only based on fixed curriculum with a number of books and learning materials that most people consider them as insufficient or restrictive for the student’s comprehension skills and imaginations. Although it is now believed that today’s best educational systems constitute not only a curriculum but also extra-curricular, social or cultural activities which have many advantages like increase in sociability, learning new things and better motivation for school, it is yet underestimated in some countries.

a. The first advantage of extra-curricular activities is the increase in sociability which is a crucial ability for personal development and an important criteria for job interviews people’s ability to make friends or to become a part of a group fuels self confidence and creates a better atmosphere of liability among people.

b. The second advantage of extra-curricular activities is learning new things. For instance, learning about cultural differences by becoming friends with people who are regarded as a perfect examination about their sociability

c. The third advantage of extra-curricular activities concerns better motivation for school. Due to the fact that people will spend some time on extra-curricular activities in addition to school works, as a
result, they will fell motivated, emotionally better and ready to take the challenge of studying a variety of different subjects in school. In conclusion, there are numerous advantages of participating in social, cultural and extra-curricular activities concerning sociability, the increase in people’s knowledge about new things and their motivation for the hardships of life. Hence, people should be encouraged to participate in activities which are different than their studies in order to create a better-adjusted and motivated society.

1.12 EXTRA-CURRICULAR ACTIVITIES IN SCHOOL EDUCATION

The placement of extra-curricular activities is to be viewed in terms of time facilities and financial allotment at present and the factors exposing the misconceptions regarding the various facets of extra-curricular activities are to be considered in detail.

The time schedule for the educational activities is designed according to certain norms. As far as extra-curricular activities are concerned the time allotted in the schedule is very disproportionately minimum. Even in the minimum time limit, a few selected extra-curricular activities are alone promoted. The curriculum hesitates to recognize the variety in extra-curricular activities and their individual and collective importance. But traditionally, inspiring teacher have been realizing the importance of various types of extra-curricular activities suited to the individual learners and have been contributing their expertise to the betterment of students. And this is very much in vogue in schools located in rural area. Therefore the students are encouraged to use their leisure time in the pursuit of extra-curricular activities in which they are interested in. They are often considered for participation at the time outside the school hours.
The scarcity of facilities provided for extra-curricular activities is also of great concern. The traditional notion of giving importance to curricular subjects always overshadows the provision of human and material resources for extra-curricular activities in the schools. The educating personnel for extra-curricular activities is very limited in number and of not much significance when compared to their curricular counterparts. Most of the schools have no separate facilities for various types of extra-curricular activities. Many of them have many-in-one facility for a number of extra-curricular activities.

### 1.12.1 Need and Purpose of Extra-Curricular Activities in School

The need and purpose of extra-curricular activities in school education can be viewed in different perspectives.

- Develops strategically skills to face the competitive world.
- Complements curricular ability by building a sound mind and body.
- Develops the spirit of tolerance.
- Develops the aptitude for co-existence in a multidivisional society.
- Builds up self-confidence and self-esteem.
- Develops the right attitude for sharing and daring.
- Provides the necessary conditions for accepting success and defeat in the proper perspective.
- Provides the means for self-evaluation without bias.
- Creates the qualities of leadership.
- Encompasses the traits that could develop the overall personality of the individual.
Many such purposes can be listed on the basis of the development of aptitudes and intelligence of the student.

1.13 LIST OF EXTRA-CURRICULAR ACTIVITIES CONSIDERED FOR THIS STUDY

Though there are innumerable activities in the extra-curricular domain the following eleven activities are identified suitable to the need of the schools in Tamilnadu.

1.14 EXTRA-CURRICULAR ACTIVITIES

The investigator through consultation with experts and related literature has identified more than 23 activities. But they are grouped under 11 major headings. The Eleven major headings are:

- Sports & Games
- Chess
- Quiz
- Fine Arts
- Literary pursuits
- Manual arts
- Civic sense
- Creative writing
- Audio-visual aids
- Computer for recreation knowledge
- Domestic duties
1.14.1 Sports and Games

All the above listed 11 activities are not found or given due importance in the school curriculum. But these are the activities generally students of high and higher secondary classes are taking part in during non-teaching hours. Moreover these activities satisfy the operational definition stated above. The justification for the inclusion in this study is laid under sports and games.

Traditionally sports and games are given importance in schools. The proficiency or at the least the involvement in these activities does not matter for the promotion to higher classes. But they are given importance to the level of conducting sports and games meets in zonal, district, state and national level. Partial teaching and practicing time is allotted in the time tables for Sports and Games. The appointment of qualified teachers also reveals importance of these activities in schools. The teachers appointed to look after these activities are designated as physical education teachers. Physical education mainly deals with sports and games in schools. Proficiency in Sports and Games is considered to be a desired qualification as against essential qualification, when the students seek employment in the future. Hence of all the extra activities, Sports and Games stand first. Therefore, of the 11 activities considered in the study these two are placed in the top of the list and considered as variables pertaining to extra-curricular Involvement.

Of these two, sports are largely of individual performance related whereas a game is most often team related. Hence these two activities are considered separately in the study.
1.14.2 Chess

Another type considered in extra-curricular activities is ‘Chess and other games of intelligence’ after the famous achievements of an Indian chess player Viswanathan Anand, playing chess has become popular among the city students of high and higher secondary schools. It is being considered as one of indoor games that require mental activation as against physical.

Playing chess is mainly concerned with mental process which is considered to be the most vital ability for academic achievement. Hence, the consideration of this as one of the extra-curricular activities in this study is justified. Moreover, correlation of achievement such as intelligence has been studied by various scholars as independent variables to find its effect on academic achievement. Chess in one of the games that demands intelligence,

As the infrastructure requirements for these activities are very much meager, the management of the schools fined it easy to provide chess boards and sitting area.

Further in most of the schools, students at their leisure hours play chess. Playing chess only needs a chess board and an area to sit on. Such meager infrastructure requirement has given ample scope for the managements of the schools to provide chess boards and small recreation space. Even in rural schools where the accommodation is a problem, playing chess demands very little facility and therefore, physical education teachers of schools encourage students to play chess. Therefore it is considered next to sports and games.

1.14.3 Quiz Programme

Like Chess, participation in quiz programme has also been attracting the students. Audio and Visual media give importance to the conduct of quiz
programmes for students and the public. Quiz competitions are being conducted by the mass media to encourage students to build up general knowledge. While text books and regular class teaching provide students knowledge in restricted areas, quiz has broadened the avenue of search for knowledge.

The academic input in a particular course provided in schools has little scope for gathering information of different varieties. The thirst for knowledge is restricted, for the system of evaluation has little scope to peep into the mental activeness of the students. By way of rote learning and a defective examination system a students with average ability can come on par with a student of high intelligence. Hence students with high IQ have an inclination to participate in quiz programmes in order to get themselves shown in a brighter light. In quiz programme, there is ample scope for bringing out higher order abilities. Therefore participation in quiz programmes is a matter of consideration in the academic achievement. These activities are considered to be one of the extra-curricular activities and it is taken as one of achievement correlate variables. Both conducting quiz programmes and participating in such programmes need mental caliber, which is a close associate of achievement. Hence participation and conducting quiz programmes is taken up for consideration in dependent and explanatory nature.

1.14.4 Fine Arts

Next to Sports and Games, fine arts like music and dancing find an importance in most of city schools. Encouragement and reinforcement for these activities are obtained through mass media like Cinema and Television. It is considered to be the most interesting leisure time Activities. Though these activities do not find a vital place in curriculum, they are given
cultural importance. Most of the school functions relay upon these activities and popularity is achieved through such activities.

Many of the girl students do have the inclination to participate in music and dance. The boys do also find their choice in acting and in related activities. These activities demand the synchronization of body and mind. Hence this type of activities is also considered as one of the variables associated with academic achievement.

Like other extra-curricular activities this also provides an opportunity to the students to expose their talents which demands extraordinary mental caliber.

1.14.5 Literary Pursuits

Habit of reading novels, short stories and similar genres is closely associated with literary Endeavour like attending literary meetings and participating in them. All the schools traditionally have been encouraging literary clubs and conducting meetings and other related activities. By this way, students are encouraged to expose their talents in oratorical eloquence. Like that of games and sports, involvements of the students in literary activities are made known in the common functions. In teaching –learning situation, the interaction of the student is very much encouraged in modern ‘Models of Teaching’, ‘Sharing and Daring’ are the primary qualities for class room interaction. A student who is dare enough to face the audience in literary clubs is found to be of interactive nature which helps him to participate in class-room teaching. Therefore participation in literary activities is to be considered to have an effect on the academic routine, either positively or negatively. Hence, along with other extra-curricular activities, this is to be considered as one of the variables in the research related to academic achievement.
1.14.6 Manual Arts

Manual arts like drawing, painting and craft work have now-a-days been gaining attention of curriculum framers. They are termed as Work Experience activities. Such activities have the scope for developing creative thinking and mental concentration.

Manual arts are taught in many schools on par with fine arts like music and dance. Apart from scheduled teaching hours, students are encouraged to participate in the activities related to manual arts. Curriculum framers have listed more than 20 manual arts activities and recommend for promotion of these activities in school hours. There is a high demand in the society for manual art-personnel. Institutes like College of arts and crafts and other private organizations have been producing experts in these activities. Secondary schools are the proper curricular ground for the flourishing of manual arts where, they are encouraged very much. The phrase ‘Socially Useful Productive Work’ (SUPW) is in use to denote manual arts. Considering the importance of these SUPW, students of all levels of achievement are involved in these. Hence the researcher finds it essential to include these extra-curricular activities for the study as one of the achievement correlates.

1.14.7 Civic Sense

Scout, National Service Scheme (NSS), National Cadet Corps (NCC), Auxiliary Cadet Corps (ACC) and similar activities are very much associated with curriculum. These are the schemes to bring out the spirit of social and national service into action. Scout has its roots from 1947 in school curriculum. NSS has its birth in Universities that are mainly dealing with college students. After the introduction of ‘+2’ in schools, most of the adolescent population is in the higher secondary schools and the universities
turned their attention to higher secondary schools also and students are recruited for the NSS which aims at mainly social service. NCC was started after independence by the department of defense to identify persons of military talents and national service. The human resource for scout movement is only from boys and girls of secondary schools.

Involvements of students in these activities are very much encouraged by curriculum framers. Special working hours outside the teaching hours are assigned to these activities. In any curricular set up, students can enroll themselves only in any one of the above schemes. The involvement of the students in any one of the above activities is taken for consideration and its role in achievement is studied.

1.14.8 Creative Writing

Creative writing is a new idea included in the extra-curricular activities. It was thought that this creativity would come intuitively to the authors and poets at a later period of life. But this has been included in the system in order to cater to the talents of growing children. Interpreting cartoons and advertisements, writing advertisements, encouraging the students to write poems, small skits, character depiction, writing dialogues and role models are given as exercises.

1.14.9 Audio-Visual Aids

The most popular media for entertainment are Television and Radio. Though the popularity of Radio is boooing now account of version radio FM station and television familiarity of Television has its impact on students because of educational broadcasting. Moreover, private agencies have broadcasting systems through which attractive programmes are broadcasted for exposure to the student population. Hence listening to Radio and viewing Television are two leisure time as well as educational activities that
influence student’s achievement both positively. This dual nature is the reason for considering these activities for the study as achievement correlates.

Like watching Television, going to cinema is also one of the pass time activities among students of secondary and higher secondary schools. Therefore this activity is considered on par with the above, while analyzing the effect of these on achievement is similarly considered in the study as one of the achievement correlates.

1.14.10 Computer for Recreation Knowledge

Due to the popular growth of computers in all walks of life, students are inclined to take private courses on computers in the hope of qualifying themselves with an additional qualification that could help them for employment in future. This trend is very much prevalent in city and urban areas.

Whenever students take courses on computers, they become familiar with internet browsing and create interest in acquiring knowledge through web sites. Though these activities are time consuming, students are very much benefited in the sense that they develop knowledge and make themselves informed up-to-date. Therefore the involvement in computer related activities are to be considered as one of the major extra-curricular activities of the students and its impact is studied through the questionnaire designed for this purpose.

1.14.11 Domestic Activities

Researchers on achievement have so far paid little attention to the involvement of the students in domestic activities. In Indian conditions girl students are very much entangled in domestic activities helping their
mothers; boys from poor families are helping their families financially. Though such involvement is a hindrance to curricular activities, their attitude towards study is positive since they intend to help their family by way of performing well in academic subject and do not waste their leisure by whiling away their time.

In this study, domestic activities are also considered to be one of the extra-curricular activities since the involvement in it is value based which is very much stressed in education. All the above 11 activities are not in existence in the schools uniformly. But, these are the activities generally students of high and higher secondary schools take up during the non-teaching hours. Currently, the sports and games are mainly considered to be extra-curricular activities. To some extent fine arts like music, dancing are considered in the schools as activities necessary and essential. But they stand outside the certification of course of study in high or higher secondary level.

1.15 MISCONCEPTIONS

Though researchers have established that extra-curricular activities play an important role in the development of the overall personality of the learner, there prevail certain misconceptions about their utility. The human resource is considered to be secondary in essentiality to that of most of the curricular activities. Well qualified and properly motivated teachers and experts are not appointed. There is no definite and will define, classification of syllabus for all the practically possible extra-curricular activities in the present school curriculum. The method of certifying the successful completion of the course by students of various classes or standards does not include the proficiency in extra-curricular activities within its ambit in any manner. Occasionally a few outstanding performers alone are recognized with a separate system of certification through which the individual can claim some recognition unrelated to academic achievement.
1.16 STATEMENT OF THE PROBLEM

Now-a-days, no curriculum, up to higher secondary level is without extra-curricular activities as one of the components. The National Curriculum Frame Work for school education brought out in 2000 has given specific recommendation for extra-curricular activities in different headings namely Art, Health, Physical and Work Education. The importance of these activities is stressed for these activities develop the wholesome personality of the learners. Moreover it does not fail to identify the creative facets inherent in these activities. Hence extra-curricular activities are part and parcel of curricular processes and output.

The academic achievement is the primary concern of institutionalized education. Though this is mainly concerned with study materials especially text books, the strategies of teaching always go with activities. This reveals the fact that the achievement of any nature is an integral part of activities other than text book study.

Based on the insight that came out of the discussion noted earlier, the investigator has chosen the topic “Influence of extra-curricular activities on the Academic Achievement among the students of standard IX”. In order to have the study to be precise and effective, the above topic is chosen. “Feasibility” is also a factor for fixing up the above study.
This thesis contains **five chapters** as follows:

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>States the problem of study and its relevance to education. Extra – Curricular activities – study and place of importance for overall development of the students, Aims and objectives of the study, hypothesis for testing framed.</td>
</tr>
<tr>
<td>II</td>
<td>Review of related literature – books, thesis at different levels in India and abroad, delineates the gist of books and thesis.</td>
</tr>
<tr>
<td>III</td>
<td>Procedure adopted in the investigation; entries of the tools used in the study and their design, reliability and validity; a brief account of the summary of the statistics; description of the tools, nature of samples, procedure followed for collecting the samples.</td>
</tr>
<tr>
<td>IV</td>
<td>Statistical analysis of the investigation regarding how Extra-curricular activities go hand in hand to develop the single qualities of the students.</td>
</tr>
<tr>
<td>V</td>
<td>Summary of the findings and recommendations based on the insights of the researcher.</td>
</tr>
</tbody>
</table>

**BIBLIOGRAPHY**

Suggests next step for further insight and study.

**APPENDIX**

Tools used for the study.

The ensuring chapter deals with the **Review of Related Literature.**