CHAPTER-II

THEORETICAL FRAMEWORK

“The playground is an uncovered school”. Anonymous

2.1 Meaning of co-curricular activities

The term curriculum is very often defined as the programme of study in various academic subjects (e.g. Mathematics, English, History, Science, Social Science, etc.), followed by students at various levels of education. In school the teachers are engaged to teach this curriculum, and students are assessed time to time (e.g. by examination, unit test and term papers) in their progress in each curricular subject. Students’ achievements in their curricular subjects are seen to be highly important in helping them to get into a good university or college, and to find a good job when they leave academic life. The academic curriculum has never been all that schools and colleges offer to their students. Often we have a variety of other classes, clubs and activities that students avail themselves of, sometimes in lessons but more often in the lunch break or after school. These are referred to as the co-curricular or extra-curricular activities and they are mostly voluntary for students. Examples of such activities are sports, musical activities, debate, community service, drama, subject wise clubs, and hobbies such as gardening, crafts, cookery, dance etc. As they are not examined in the same way that the academic curriculum is, and as most of them take place outside lessons, such activities have less status in education than the main curriculum.

The term co-curricular activity (CCA) is of recent origin. Such activities were earlier known as “semi-curricular”, “intra-curricular”, “extra-class”, “peri-icular”, “supar-
curricular”, “school activities”, “citizenship training”, “all campus”, “allied” and “excular” (Macmillan, 1959). The term co-curricular activities are defined as those activities that enhance and enrich the regular curriculum during normal school days. They are also referred to as extra-curricular, extra-class, non-class, school-life, and student activities (Ten & Pope, 2007). Extra-curricular or co-curricular activity may be defined as any activity that does not take place during class time, and occurs in a structured atmosphere where an adult, for instance a coach, teacher, or parent, is present (Luthar, Shoum, & Brown, 2006). But in ancient times these were not considered as “co” or “extra” but part and parcel of education. For the holistic development of students, these activities got much encouragement in that time. Ancient scriptures such as Veda, Upanishads, Mahabharata and Ramayana mentioned about these activities elaborately. After that there was a time when other than academic activities were considered ‘extra’, so less importance was given towards these activities. But now these ‘extra’ activities have regained their importance and have come under the banner called ‘Co-curricular Activities’. Four decades ago it was relatively easy to define co-curricular activities because all of them were organized and promoted largely by students themselves, with little support from teachers and administrators. But today, all teachers have some definite responsibilities for their organization, many full time professional teachers are employed, school rooms, time, equipment and materials are provided.

Education is a conscious process of adjustment where the principal concern is to develop the total personality. This total personality includes physical, mental, social, spiritual, emotional, ethical aspects where the individual has to acquire mastery. The school is endowed by the society with the responsibility of training and bringing up the youths so that they may acquire mastery over their powers and capacities and take
active part in varied pursuits of practical life. In order to realize such a comprehensive objective and prepare children for effective participation in the community and academic life, the school must be enriched by some additional activities besides the curricular subjects. The subjects taught in the classroom cannot develop all the traits and characteristics for such a life. The formal instruction of the school must be supplemented by some extra class activities like games and sports, debates, excursions, dramatic performances, social functions and social service etc. Such activities are known as co-curricular or extra-curricular activity. School curriculum includes several important activities which are for group or individual in both inside or outside the school. Some of the activities are internal, while others are external. Internal activities are performed within the classroom and school while external activities are performed outside the classroom and school premise, where students represent the school. By performing different activities students learn many things like tolerance, manner, group spirit, adjustment, leadership etc. which are considered very necessary for a good social life.

John Dewey speaks of education as the harmonious development of all the powers of personality. He refers it to be a continuous process of reorganizing, reconstructing and transforming the experience. This process of reorganizing, reconstructing and transforming experience can take place only if academic subjects are accompanied by other activities in school. According to Gandhijee, the concept of education has broadened from that of merely gaining knowledge or developing skills. So it has broadened considerably to include that which is experienced beyond formal institution called school. Therefore education may be defined most simply ‘as the process by which behavioral changes take place in an individual as a result of experiences which he has undergone’. According to Herbert Spencer education teaches 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 which nature supplies, how to use all our faculties to the greatest advantage of ourselves, how to live completely and many others. All these learning cannot be imparted inside the class room. Tagore’s philosophy of education is broad on the ideal of harmonious development of individual-body, minds and spirit. He points out that education is the development of all innate faculties of an individual learning, to an all round harmonious development of his personality. Therefore, education is considered as a lifelong process. All activities and experiences associated with the modification of behavior of an individual for full flowering of personality, is to be included within the concept of education. Development of innate potential could be nourished only in a free environment. Dr. Radhakrishnan says, ‘We must release the talents of the children and help them to become what they are in potential. It is the machine that constructs; it is the living spirit that creates’. Thus all the educationists of east and west unanimously agree that education is incomplete without such activities. Because these activities provide ample opportunity for learning which only bookish education cannot.

H. C. Mcknown in his book ‘Extra-curricular activities’ refers that any co-curricular activity is evaluated not in term of the degree to which it arouse that 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 (Bhagabati, 1987).
According to I. L. Kandel “Co-curricular or out of school activities” emerged spontaneously as pupils wished to. He 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 includes athletics programmes, clubs, students council, students publication, debate, assemblies, house room participation, social event sponsored by classes and campus, as well as artistic, dramatic and musical organizations under the guidance of school teachers (Kandel, 1955).

According to educationists and psychologists co-curricular activities are in some respects more vital than the curricular activities themselves. These activities provide opportunities of self-expression, sense of discipline, tolerance, sociability, emotional maturity, problem solving ability, capacity to give and follow leadership and participation which include various important traits in a learner. Now the function of school is not confined to teaching of certain subjects but it extends to the development of the all round personality of the child. For such development of the personality the child’s active participation in multiple constructive activities is necessary. The classroom instruction may lead to mental growth but for other aspects of development, co-curricular activities should be organized in the school.

Not only educationist and psychologists, different commissions and committees in different times have highlighted the concept of co-curricular activities. In the report of the Secondary Education Commission (1952-53), it is stated, “They are as integral part of the activities of a school as its curricular work and their proper organization needs just as much care and fore-thought”. The Indian Education Commission of 1964-66 has stressed that, “We conceive of the school curriculum as that the totality of learning experiences that the school provides for the pupils through all the
manifold activities in the school or outside, that are carried on under its supervision”.

The New Education Policy (1986) has laid emphasis on the need of co-curricular activities. Productive and creative activities help in the harmonious development of 4 H’s—head, heart, hand and health. These activities provide avenues for the expression of the child’s manifold talents.

Commenting on this trend Mohiyuddin and Sidhalingaya (1944) has also said, “The distinction between curricular and co-curricular has been gradually disappearing in modern education practice, and co-ordination and integration of all the experiences of the pupil like intellectual, social, moral, emotional and physical—has become the object of persistent efforts of the school that aims to be a real living, little world for the pupils.”

We can’t say that these activities are the innovations of modern age. They did exist even in the remote past and were also practiced in different times by many people. We can say that only the line of demarcation between the two disappeared. Our attitude towards them has changed. The co-curricular activities naturally help in the smooth working of the school. They make the children strong and sturdy. They help the students to grow and develop fully. The different types of activities which are found in the name of co-curricular activities are tools and instruments for drawing out the best in child. The teachers as well as the learners have to depend upon these activities in order to achieve the desired ends. This does not mean that we should plan only those activities in the school curriculum. The point is that these should be given due recognition and their importance should be felt. Let these activities be selected and organized judiciously. Secondary Education Commission has remarked, “Given a clear, 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 responsibility. It has formulated a scheme of hobbies, occupations and projects that will appeal to and draw out the powers of children of varying temperaments and aptitudes.”

2.2 **Co-curricular activities in different schools of philosophy**

**a. Indian philosophy**

The Indian schools of philosophy may be classified broadly into two Asthika (orthodox) and Nastika (heterodox). The groups believed in the Vedas are called the Asthika systems which have the schools of Mimansa, Vedanta, Sankhya, Yoga, Nyaya and Vaisesika. On the other hand, the groups who rejected the Vedas are called Nastika. Charvaka, Buddha and Jaina. From the ancient scriptures of India like Vedas, Upanishads, Yoga, Vashistha, Mahabharata, Ramayana we come to know about Gurukulas and Ashrams system of education. Most of the schools imparted education by and through Gurukulas, Ashrams, Monastery, Vihar etc.

The education system which evolved first in ancient India is known as the **Vedic** system of education. The system of education which was based on the Vedas is given the name of Vedic Educational System. The aims of education were infusion of spiritual and religious values, character development, development of civic responsibility and social values, personality development, preserving and diffusing national culture etc. Although the education of this period was dominated by the study of Vedic literature, historical study, stories of heroic lives, discourses on the Puranas, knowledge of metrics, arithmetic, geometry, astronomy, logic, philosophy, ethics, conduct etc. The subjects of instruction varied according to the vocational needs of the different castes from the Vedas and Vedangas in case of Brahmanas, to the art of warfare in the case of Kshatriyas, and to agriculture and trade, arts and crafts in the
case of Vaishyas. But all the students irrespective of their castes had to perform some common activities in the Gurukul and Ashrama like cleaning ashram, collecting woods, milking the cows, wrestling, archery, dying cloths, cooking, singing, playing, and warfare activities etc.

The aim of education according to **Sankhya** philosophy is to get perfect knowledge about things that are eternal and things that are ephemeral. It holds that each concrete existence in the world has the mixture of **Sattvic, Rajasic** and **Tamasic** qualities of nature and every aspect of human existence too has the mixture of these. The aim of education therefore is to evolve **Sattvic** status of body, sense organs, **manas** and self-sense because on these the outgrowth of **Sattvic** intelligence depends. The objectives for achieving these, the following basic aim of education are determined–physical development (full development of senses and motor organ), mental development (development of human mind in such a way that the ideas arising out of it may hint at positive action), emotional development (development of such self-consciousness in which righteousness is prominent), intellectual development (to free the intellect from the domination of sense-organs and to prepare it for the realization of the soul), moral development (to abstain a person from untruth, violence, theft, excess accumulation of wealth and sex). The curriculum is a means for achieving these aims of education. Sankhya philosophy recognizes both the material and spiritual aspects of life. So, in curriculum the provisions were made for the activities related to both material and spiritual aspects and also for the development of knowledge according to the different stages of human life (Chaube & Chaube, n.d.). For example during childhood, the development of sense organs and motor organs is rapid so for their fullest development, free movement and play in natural atmosphere is provided. They should have direct contact with nature for fullest development of their sense organs.
Education must prepare student for acquiring different skills needed in life. The development of different skills is based on the proper development of sense organs. The aim of education in Samkhya is therefore to develop the physical, mental, and intellectual capacity in the students so that the total personality of a student may realize itself throughout its span or life. Subject explaining the role of *manas* and self sense should also be taught at this stage, math, language, logic, social subject, preliminary and factual knowledge of science should be prescribed. In these, developmental stages some such subjects to develop the faculty of analysis, synthesis, generalization and ascertainment are indispensable. Hence such subjects as physics, chemistry, social science, literature and art are the need of hour. Still in higher education, all those subjects which evolve *Buddhi* and understanding and which are commonly taught in any age can be recommended according to Samkhya.

To attain salvation by realizing the truth is the aim of education during Upanishadic or Vedantic period. Only that education is regarded as true which can help one be realizing this supreme truth. The aims of education according to this philosophy are-attainment of supreme knowledge, physical development, building of character, all round development, individual and social development, spiritual development and education for culture. Like other schools this school has also emphasized that in order to achieve the real aim of education the student ha to lead a simple and pious life in the Gurukula. The first stage or Ashrama of this was celibacy means *Brahmacharya*. Curriculum during post-Vedic period included more subject than that of the Vedic age. *Veda Mantras* (hymns and verses), various types of literatures, religious subjects, many worldly subjects like Vedas, Vedangas, Sound System, Knowledge of religious rites, History, Puranas, Ethics (Chaube & Chaube, n.d.), Grammar, Mathematics,
Braham-Vidya, Nirukta (etymological interpretation of words), astronomy, dance, music etc. are included.

According to Advaita Vedanta the basis of education should be to realize the reality of Brahma. So according to Shanker, true education is that which enable one to perceive the unity of the soul and Brahma as well as man and God. There are two kinds of education one is spiritual education (Para vidya) which gives knowledge (Gyan) about God. Materialistic (Apara) education enables us to become duty conscious and teaches us to do our duty sincerely. By such education a man will be able to understand the nature of unrighteous and evil deeds. Education should be such as to enable a student to observe the four Purusharthas, the real human pursuits which are religious (Dharma) related to riches (Artha), worldly pleasures (Kam) and salvation (Moksha). According to this school of thought Gurukula is regarded as an ideal place for receiving education. Shanker has advised to study Vedas and other relevant literature in Gurukulas. The Gurakulas has provided for the study of practical art also. Since the main aim of education is attainment of salvation, there have been a number of religious and spiritual subjects in the curriculum. A definite and unchangeable curriculum has provided for all the pupils. But their teaching has based on the interest, aptitude and ability of the pupils. From spiritual point of view, the curriculum is based on realization of Brahma. From the point of view of higher good, some practical arts are also taught by which people in general can also benefit. Among the co-curricular activities, worship of God, pilgrimage, practice of yoga, religious meetings, oblation, fasts and tour for religious discourses are included.

According to the philosophy of the Bhagavad Gita true education is freedom and freedom is knowledge. Therefore it helps to realize the universal self through education. The aim of education is therefore to bring spiritual freedom first so that the
whole personality of a learner may be transformed. Man is the synthesis of spirit and matter and the force of his material existence blinds his spiritual aspect. Education aims at sublimating the material aspect gradually and turning the individual towards the divine. In the curriculum of the Divine no subject is excluded. Two kinds of Vidyas namely Para and Apara are to be taught. Apara vidya includes the knowledge of five elements- earth, fire, water, air and ether- all sciences. The Para vidya includes the science of soul. Therefore curriculum includes physical science, social science, psychology, art, religion and metaphysics, history, archaeology etc. Since the Gita aims equipoise intelligence, sense-culture and character-building so that these may develop social concern in each student. Chanakya says, ‘as is the body so is the knowledge’. It means that the Gita recommends subjects dealing with physiology, medicine and dietology. In short, all vidyas dealing with and leading to sattvic state of body, senses, mind, internal organs and intelligence should form the part of curriculum.

Education according to the Mimansa school of thought is necessary for the all round development of human personality. The school believes that everything worth knowing and every means needed for knowing is contained in the Veda as the system gives the highest importance to the study of the Vedas. The evolution of child’s personality necessitates his physical and mental development along with his moral development. Educational process consists in the right knowledge of ultimate substance, human soul, the world of nature and social welfare. A man without education is only a man in name. It is a bounden duty of man to get education, be free from malice, and preach for the well being of people, advancing the cause of righteousness. Therefore, the main focus of this school is to develop the physical being of man in which the sound mind and sound intelligence can develop and
character may build up. But this is possible only when the moral development of personality is complete. Since the Vedas are divided into four sections- Samhita, Brahmana, Aranyaka and Upanishad but the system has given more importance to the first two sections which deal with action (*Karma*). These sections deal minutely with individual’s day to day life, family rituals and social uplift. Therefore its curriculum is comprehensive. For moral development Valmiki Ramayana, Manusmriti, Viduniti and Mahabharata are to be studied. Mimansa school also includes other studies such as medicine, archery, music and science needed for all activities in life. The school recommends all such subjects which are needed for the growth of culture, civilization, art, science, technology together with those subjects which are necessary for administration, social life, economic life etc.

The ultimate aim of human life according to the **Nyaya** is self-realization. Education should therefore aim at virtuous life which can be developed only when there is the spirit of social concern in man. The chief function of education is therefore to inculcate the spirit of social concern among students. Life is the mixture of immaterial substance and material substance. A balance life is what the educational concept of the Nyaya aims at. According to this school of thought the main aim of education is physical as well as intellectual development of child’s personality. It concerned with all kinds of knowledge so that student may be equipped with various abilities and interest. The system pleads for a curriculum which is most psychological and caters the cognitive, affective and conative aspects of the child. Since it deals with the physical, mental and spiritual development of child’s personality it recommends all natural science and self science and also vocational programmes. Here emphasis is laid on practical rather than theoretical principles. Since perception is the chief source of knowledge, learning by doing is advocated by the system emphatically. Since the
major part of education takes place through human contact so, it has advised to arrange educative tours, visits and project methods, discussion etc. as methods of teaching to be used.

Vaisesika philosophy’s aim of education is therefore to develop the physical, intellectual and spiritual personality of man. Men in generality are equal and the same but each man is Visesa because of his soul, mind, intellect and talents. The aim and function of education as such is to develop the particularity or Visesattva of each child. This process of education actually can be called self-realization. In order to develop the integrated personality of the student, subjects promoting physical, mental, intellectual and spiritual health and efficiency have to be taught. Subject concerning humanities, arts and various sciences are stressed upon.

The aim of education according to the Yoga is the comprehensive development of human personality and also to make human child, free from bodily, mental and supernatural miseries. This implies that education must care for physical, mental, intellectual and spiritual growth of the pupil. The system lays great stress on psycho-physical purity. Without thinking and living for the well being of other, purity cannot be obtained by ego centric consciousness. Therefore, such subjects should be prescribed which are conducive for art of living. The curriculum also embodies specific sciences as medicine and social science as psychology, physiology, and clinical psychology etc. Patanjali has written three master pieces on Ayurveda, Grammar and Yoga, it means he realizes the importance of man’s health, his means of expression that is language and the spiritual culture. The yoga readily approves all those subjects which deal with human physiology, current linguistic expression, true human nature and also the hidden laws of nature.
In Charvaka philosophy the harmonious development of the child also stands amongst the more prominent aims of their education. This is so because pleasure is the prime motive in the entire system of education and it can be attained when both the body and mind are sound. The term ‘harmonious’ obviously excludes the spiritual aspect of development and includes only the child’s physical and mental development and also the healthy state of sense. This philosophy states that child should be engaged in natural work so that his physical development may be the maximum. For the physical development of the personality, the subjects taught are physiology, hygiene, health education, physical training and exercises. For the development of the senses the curriculum included the subject like fine arts and excursions, trips, tours and sight-seeing etc. are conducted as the part of education.

According to Jainism this universe is eternal and infinite. Nobody has created this universe because universe has developed as result of the union between the spirit (Jiva) and the matter (Padarth) which is lifeless and inanimate. It is the philosophy of peace and non-violence. Non-violence occupies the highest place in Jainism and only through it one can attain kaibalya. Education means to attain the highest goal of life i.e. liberation. In Jainism knowledge has been given a supreme status because without knowledge man can never realize the importance of non-violence. Jainism implies the study of History, Geography, Psychology, Social Sciences, Art and Architecture, Music. According to them if our countries system of education is re-organized by including vocationalization in school curriculum than the poverty of our land may be removed to a great extent. Education should be vocationalized and should be related to life. They give more prominence to one’s deeds in life.

Buddhism is a theory out the path which enables the people to lead a better and comfortable life without any sufferings. To this school salvation depends on
perfection of character and devotion to the good. Ignorance of truth is the cause of all miseries of the world. Buddhism is interested in all kinds of subjects’ right from reading, writing and arithmetic in the primary education and Religion, Philosophy, Military training, Ayurveda, four Veds, History, Puranas, Dhavani poetry, Grammar, Jyotish, Vedanga, Samkhya, Yoga, Music, Ayurveda, Sanskrit, Surgery etc. subjects in higher sections. This shows that the system is interested in the study of all sciences and all arts together with other occasional and commercial subjects. Spinning, weaving and tailoring, arts and craft are to be taught (Rai, 1986). Huen Tsang, the Chinese traveler and historian, during his visit to Nalanda, Taxila and other Buddhist universities has reported about the popularity of physical, artistic and social activities among students.

Education in medieval India expressed a new perspective with the introduction of Islam as a new religion. According to Islam, education is sacred as it was Allah Himself who educated the man. Seeking knowledge is a religious duty for every Muslim, man and woman. The aim of education is to bring man nearer to an understanding of God and of the relation in which man stands to his creator, to develop piety and faith amongst the followers, to develop such qualities of a good man which are universally accepted. Islamic education is uniquely different from other types of educational theory and practice largely because of the all-encompassing influence of the Koran. There is a fresh interaction between Indian and Islamic tradition in the fields of knowledge like theology, religion, philosophy, fine art, painting, architecture, mathematics, medicine and astronomy. In their system of education there are two essential part of curriculum. First one is revealed knowledge which includes curriculum without any change and is compulsory for all like knowledge of Quran, Hadith (saying of prophet), benefits of worship etc. Second one
is acquired knowledge— all types of knowledge that are beneficial for human like physics, chemistry, mathematics, sociology, literature, geography etc. and with these subjects development of democratic leadership is also focused. Methods of teaching are rote memorization, drill, dictation, discussion, lecture, problem solving, and in-depth study.

Historically speaking, co-curricular activities have deep root in the ancient system of education in India. Each discipline in Gurukula, Ashramas or Monestries has to do different activities. The aims of education have been defined differently by different schools of philosophies. Mankind's progress, growth and the cultivation of latent inner power of students are some of the aims which are emphasized by all schools. For attaining such broad aims of education all the ancient schools of philosophies has given importance on different activities inside as well as outside the Gurukula, Ashramas and Monestries which has a great educative value to the students’ later personal as well as social life. These activities are considered as a vital part of education. But after that, from medieval times the system of education has deteriorated. The attitude towards co-curricular activities has changed. The school education is confined only imparting bookish knowledge because the main purpose behind the establishment of an institution is to give 3 R’s education i.e., reading, writing and arithmetic. But according to modern educationist it is not possible to draw out the best in the child, unless the instruments of opportunities for drawing out are absent there. These instruments are known as co-curricular activities.

b. Western philosophy

If we study the history of education of different civilization and countries of the world we can find that they also give stress on different co-scholastic aspects of education with scholastic aspects. All the development in the universe that has taken place in the
stages prior to the advent of man might be considered as the result of a sort of unconscious education. The first step in studying the history of the education is to trace their educational aims and in order to achieve the same what curriculum and methods they have adopted.

Of all people in ancient times, or, as some believe in all history, the Greeks have had the greatest influence upon civilization. Certain it is that they not gave a wonderful impetus to educational theory and practice in their own time, but ever since then the world has had constant recourse to Greek thought for inspiration and counsel (Graves, 1909). The most important and typical states of Greek were Sparta and Athens which were famous for their evolution of educational theory and practice. The social condition of Greek was very simple. The king was selected on the basis of his physical and mental qualifications not by heredity. Thus the training which was given to the youth was very much practical in nature. The aim of education was to make pupil wise and eloquent in council, strong and courageous in battle. It had not any literary, scientific or artistic elements (Graves, 1909). There was no school system, so training was given through actual life in the family or community. Imitation was the only methods of teaching where individual had to imitate the living or personal example. There were two leading system of education—the Spartan and the Athenian.

The Spartan educational system intended to serve the state and was supported and controlled by the state. State control begins with birth. Till seven years of age the child was left with his mother and after that he was put in charge of a state officer called padonomus (boy trainer). Here his training period started and the whole education was an exercise of obedience. Their education began with gymnastic, exercise, playing but as they grew older they were trained for discussion, casting the javelin, wrestling, and boxing. To develop a patriotic and religious spirit, sacred dance
in honour of the God were taught which boys gave exhibitions at various religious festivals. Ethical and intellectual training was obtained by the listening to the conversation of older men. When a youth reached eighteen, training in use of arms was started and at the age of twenty the young Spartan became eiren (youth). Here he entered the real military life and took the oath of loyalty to Sparta. Women were also trained similarly like that of men. They were allowed to live at home and were trained in running, jumping, hopping, hurling the javelin and even wrestling, in a regular course. Dancing and singing were taught and in certain public occasions they had to perform choral dance and hymns in honour of the Gods. The Spartan educational system for women was very strict, because its aim was to train future-mothers of soldiers in order to maintain the strength of Sparta.

Old Athenian education also considered state welfare of prime importance. Here citizens were trained for peace much more than for war and education in the spirit of Athenian institutions as well as a course in physical training was given. Well balanced personality was the main concern of education. The big difference between Spartans and Athenian education was that life and education of the child was controlled by the father rather than the state. During his childhood he had to listen to nursery rhymes, folk-lore, stories about Gods and heroes etc. which helped to develop imagination and poetic feeling at very early age. At seven the boys went to school in care of padagogus (boy leader). Education was mandatory, but individual responsibility was encouraged. In the school everyone should learn gymnastics and music. These two subjects were taught in different elementary schools—the palastra (wrestling ground) for physical training and the diadascalenium (teaching place) for music were two such institutions. Physical training was given to cultivate ease and grace of bearing, adroitness and strength and so to heighten the morals and intelligence of the future
citizens. In musical schools intellectual, aesthetic and moral education were also studied with music which was said to be for the culture of the soul just as the gymnastics was for the body. No distinction was made between musical and literary training. At the diadascalenum reading, writing and literature were studied. There was another subject—dancing in the elementary curriculum at Athens. It was intended to train the whole being—body and soul. At the age of fifteen Athenian boys who belonged to the wealthier and sophisticated class entered his secondary education at ‘gymnasia’. The course consisted largely of physical training of a more advanced character. Boys were given much liberty so that they could educate themselves from the knowledgeable members of the society but still under the care of father or guardian who was responsible for his conduct. The education of women was neglected by the Athenians. Only practical activities like household activities, duties of wife, mother etc. were taught.

The name of Rome is still suggestive of power and organization. Rome development to the history of progress and education was largely due to the fact that, in her spread over the civilized world, the Eternal city amalgamated the Greek civilization with her own (Graves, 1909). The Romans were originally trained in certain definite duties and virtues through an informal institution that is home and the different activities of life but when they absorbed the Greek educational institutions they, in turn, modified the great ideals presented to the world by the Greeks. The chief means for obtaining education in Rome was the home which was considered as an important institution. Boys and girls were given physical and moral training by mother at the early stage of life. As the boy grew older, he went more in the company of his father and learnt about how to live an efficient life informally through his example and that of other older men. If the boy belonged to an aristocratic family, he could acquire much
knowledge concerning his family custom and law by seeing his father. On the other hand, if he was born in a less exalted family, he would have to learn the occupation of his parents. Girls, whatever their social status stayed at home with their mother, were trained by their mother in domestic arts like spinning, weaving etc. Reading, writing and literature were also learned through the family. Physical training was confined mostly to games, which were largely in imitation of future occupations. Gymnastics were employed only as training for war. Religion got a very important place in Rome civilization because it was not an individual matter but a means of holding together family and state. Thus training on religion was given at home and in public. Therefore education was very much practical and occupational. It consisted in training the youth to be healthy and strong in mind and body and dignified and simple in their habits. To worship the Gods, respect their parents, the laws and the institutions, to be courageous in war and familiar with the traditional agriculture or some business, living examples were considered as instructions. Rome had practically no schools except the rude elementary school called the ludus (play or exercise school) of her own they adopted those from Greeks. Greeks came over to Rome in large number and introduced more and more philosophy, religion, art, science and education. Subjects like grammar, rhetoric, dialects, arithmetic, music, geometry and astronomy as well as medicine and architecture were introduced. After the early days women were given a great deal of liberty so that they attend the same elementary schools like the boys. They were given some training through tutors at home or after marriage from their husbands as because they were married at such a young age. But some girls from richer families were educated at home where they learned how to run a household activity properly.

The oldest school of philosophy of West is **Idealism** which believes that material objects and physical world are myth. They are only the means to reach the spiritual
reality. The chief contributors of this philosophy are Socrates, Plato, Descartes, Berkeley, Hegel, Herbart Spencer, T. P. Nunn, Ross etc. According to this philosophy beautification of personality, development of spirituality, moral and intellectual training, preservation transmission and advancement of culture, creation of ideal society etc. are the aims of education. For this, different schemes of curricular are propounded by different idealist philosopher. Idealists consider thoughts, feeling, ideals and values are more important than the child. Besides, they pay attention to entire experiences of humanity- past and present rather than individual experiences of man. This makes the scope of their curriculum very wide. According to this philosophy curriculum should be so constructed and developed as to enable the child in knowing, feeling and doing. For example, teaching of different subjects will develop the knowing faculty of the mind, teaching of arts, music and dance will develop feeling faculty and teaching of science will develop doing capacity of mind (Chaube & Chaube, n.d.). The development of knowing will help the child to discover the truth, the development of willing enable him to realize beauty and development of doing will make him competent in physical and material activities for achieving goodness. For cognitive development various mental, intellectual, moral and spiritual activities, teaching of language, literature, history, geography, math and science should be brought into the fold of curriculum. For moral education, teaching of religion, philosophy, ethics, and stories of saints and sage of the past should be taught to the students. For affective development it is mainly concerned with emotional, aesthetics, creative and cultural development. The subjects like art, painting, drawing, songs, dance, music etc. should be included in the curriculum for reinforcing their aesthetic development and impulses. For conative development, the idealism prescribes the subjects like physiology, hygiene and different physical activities such
as exercise, games, sports, yogasanas, meditation etc. For vocational and economic development the subjects like agriculture, trade, manufacturing, industrial arts and crafts may be included (Das, Goswami & Sarma, 2010).

Different philosophers of this school have again highlighted different subject areas for scholastic and co-scholastic development. Like, Plato says that language, literature, history, geography, math, science are taught for intellectual training, arts, music, poetry etc. are to be taught for aesthetic training and religion, ethics, metaphysics etc. are to be taught for moral and spiritual training. Again in Herbert’s scheme, literature, history, art, music, poetry and politics, economics to promote moral values and ideals and science subjects are given less importance. T. P. Nunn classifies human activities into two groups. In first group, he puts physical, social, moral and religious activities which need physical education, culture, sociology, ethics and religion to study. Literary and aesthetic higher activities are kept in the second category which needs arts, literature, music, handicrafts, history, geography, science and mathematics to study. Ross classifies human activities into physical and spiritual. Physical education and life skills are to be taught for physical development. He divides spiritual activities into intellectual, moral, aesthetics and taught for intellectual development, ethics for moral development, fine arts and music for aesthetic development and metaphysics plus religion for religious development.

Naturalism is a doctrine which separates nature from God, subordinates spirit to matter and sets up unchangeable laws to be supreme. It is a philosophy which considers nature (or matter) as everything and denies any existence of spirit. According to them it is very difficult to establish any definite aim of education. The reason is that the nature is neither definite nor certain. Therefore their aims of education is to establish harmony between man, nature and substance, prepare the
child for struggle of life, attainment of conditioning of reflex action, adjustment to environment, development of physical and natural powers, progressive and unrestricted development, self-learning etc. To achieve these aims they support a wide range of varieties in curriculum which are directly related to life. Curriculum should be constructed keeping in view the life stages of the child and his aptitude. For direct self preservation physical education, hygiene, physiology, physics etc.; for economic efficiency agriculture, craft, industrial art, physical and biological science; for family life child psychology, home science; for civil activities history, economics, civics, sociology, political science etc.; for enjoyment of leisure literature, art, music, dance, drama, drawing, painting etc. (Das, Goswami & Sarma, 2010) should be included in the curriculum. For infancy physical and sense training and for childhood sports activities are to be included in the curriculum which are given more emphasized. Subject based education should start only in adolescence.

Pragmatism stands between idealism and materialism - a sort of compromise. This western philosophy is closely related to modern education. It stands for progressive trends in education. Activity lies at the center of all educational process. Their aims of education are- all round development, continuous re-construct of experiences, social efficiency, and continuous growth, personal and social adjustment. For this reason the curriculum is broad based, diversified and flexible. According to this school only those subjects, activities, and experiences are to be included in the curriculum which are useful to the process, need of the child and also to meet the future expectations of adult life as well. In the overall plan of curriculum, subject like language, home science for girls, science, social science, vocational and technical education, physical training, geography, history, agriculture, and mathematics for boys should find proper
place. At the primary stage it should include reading, writing, counting, art, craft, and natural science (Das, Goswami & Sarma, 2010).

**Realism** believes only in that knowledge which is acquired by our senses. Education should fulfill the needs of human being and man may enjoy a happy life. The aim of life should be high enough but there should be a mark of reality in them (Rai, 1997). If anything found to be true on the basis of observation or experimentation, only then it is taken to be true. Here only those subjects or activities are included in curriculum which prepares the child for his real worldly life. For this purpose, science and vocational subjects are primarily and preferably taught and secondary place is given to arts and humanities. Specific interest and abilities of children are also taken into account while selecting a particular subject for them.

**Humanism** wants to make this earth heaven of peace and beauty and to increase the happiness of man on this earth, which is actually the birth right of man, can be brought about by the man himself. Education is that sorts of activity which brings about justice, equality and progress through peace, mutual cooperation and tolerance among the people. In order to inculcate love for beauty among the pupil, arts and literature are included in the curriculum. Arts and literature will develop in them a capacity for realizing the goodness and beauties of life. The study of social sciences, political sciences, history and economics are the focal point of study along with science subjects. The subject ethics is also given important place in curriculum.

**Existentialism** is one of the most important schools of philosophy developed as a result of opposition to the method of traditional western philosophy after the Second World War. According to this philosophy the individuality of man is supreme and this ‘individuality’ is greater and more important than existence of man, nation and the
world (Akhter, 2014). In order to re-establish the supremacy of man as an individual this philosophy came into being. The existentialists primarily direct their attention to the subjective made of encountering existence rather than to the objective (Kar, 1992).

Regarding education they believe that the purpose of life and education should be decided by the students himself according to his needs. Thus education according to this philosophy is to give special importance to individuality of man in educational system and to develop the self of all individual. Thus aim of education according to this philosophy are growth of uniqueness in man, make pupil aware of infinite possibilities of his freedom and the responsibilities he must bear in mind, develop in the pupil a scale of values consistent with his absolute freedom (Nanda & Walia, 1996). For this reason this philosophy gives importance to subjects of natural sciences, mathematics, humanities, social science and in order to develop inner self of man, subjects of moral sciences and theology are included in curriculum. They dislike specialization because it results in isolation between different subjects. Most of the existentialist have anti scientific attitude because science is based on objectivity and for them subjectivity is the reality. Therefore to develop subjectivity among students subjects like language, literature, art, music, poetry, play, drama and social subjects were emphasized. They have also mentioned that the present school system should be abolished and library, play field and assembly halls may be preserved because in such places the students come close together and active participation in group activities (Akhter, 2014). To this school of philosophy co-curricular activities are the integral parts of educational programme. Such activities include almost all the aspects related to the abilities to be achieved. Through these activities students learns the lesson of freedom of choice and realize his responsibility of his deed. Students come close together and for that feelings and emotion becomes open to all and a close
relationship takes place between them. They learn the lesson of creativity, self-determination, self-sufficient and self-judgment, which are the true purpose of the education of existentialists.

Thus it is clearly obvious that co-curricular activities are given sufficient emphasis in ancient civilization like Greece and Rome. Debating, games, physical training, drama, discussion are some common activities. Our modern Olympic games are based on early Greek athletic contests which is an example of importance of games and sports in past. After Renaissance period, there is gradual deterioration of physical and mental activities. In the medieval times both in India and Europe, the theoretical instructions have gained ground. Even during English system of education some activities have considered to be extra-curricular. The activities movement which has started during the last century has gained ground in present century, and the whole attitude towards these extra-curricular activities has changed.

Western schools of philosophies which are older like Indian schools of philosophies has also believed the fact that students should be given an opportunity to learn skills and work out solutions rather to restrict to learning mere facts. Education should encourage practice rather than theory. Though the schools of philosophy have different viewpoints regarding aims of education, curriculum, methods of teaching yet all have approved the all round development of the individual. Only with mere knowledge-based subjects such development is not possible. So some other activities like art, music, physical exercise, play, craft work, educational trips etc. are integrated in their curriculum. In modern times, we try to implement the best ideas of ancient Indian or Western philosophies in our education system to make our education more practical.
2.3 Views of educationists on co-curricular activities

Great philosophers and educationists of our country who are very much influenced by ancient philosophy of India as well as western philosophy also point out the importance of co-curricular activities in their educational philosophies.

According to Tagore, curriculum should be such as to develop the child physically, mentally, morally, socially and spiritually and for this curriculum based on activities and broad self experiences in real life situation is needed. Moreover, along with the teaching of formal subjects co-curricular activities like dance, music, painting, singing, designing, sewing, cutting, knitting, games, sports and cooking (for girls) should also be included in the curriculum. That is why we see that History, Geography, Agriculture, Nature Study, Field Study, Horticulture, Gardening, Fine Arts, Music, Sculpture, Vocational, Professional and Technical subjects everything are taught in Vishwa Bharati.

According to Swami Vivekananda, education is the realization of the self. He wants to prepare students for a spiritual as well as a material world. The first important item included in the curriculum by Swamiji is physical education. He advocates that a person, who is physically strong, can realize the self. He further states, “You will understand the Upanishads better and the glory of the Atma, when your body stands firm on your feel and you feel yourselves as men.” For a synthesis of utility and beauty, he has emphasized for the introduction of fine art in the curriculum, the subject to be included are drama, music and painting. Such education, he believes, can develop an aesthetic sense among the students and can become useful in life.

Mahatma Gandhi’s Basic Education has also given importance to crafts. The activities included in the curriculum are spinning and weaving, carpentry, agriculture,
fruit and flower cultivation, book binding, leather work or any other craft need locally. P T drill and sports, painting, music are there since the beginning.

**Aurobindo Ghosh**, basically an idealist, stresses a lot on the spiritual penance and also view that such subjects and activities are to be included in the curriculum which possesses creativity and educational expression. Curriculum in his system includes four basic elements of being the physical, the vital, the mental and the psychic. In primary, secondary and university stage with other subjects he is in favour of art, painting, photography, sewing, sculptural, drawing, Indian and European music, drama and dance.

According to **Dr. Sarvapalli Radhakrishnan** the process of education should be able to create mental detachment and objectivity, which are the essential prerequisites of a well-balanced personality. It should not only train the intellect but bring grace onto the heart of man. Wisdom is more easily gained through the study of literature, philosophy, religion because they interpret the higher laws of the universe. If we do not have a general philosophy or attitude of life, our minds will be confused, and we will suffer from greed, pusillanimity, anxiety and defeatism. The importance of education is not only in knowledge and skill, but it is to help us live with others. Moral qualities are of greater values than intellectual accomplishments according to him. In addition to intellectual training, imagination should be fostered and the emotions should be refined. As we try to remove poverty by the application of science and technology, so the poverty of mind requires to be removed by fine arts. Material poverty is not the only source of unhappiness. Man is a master of his social environment, a creative force himself and working for human purposes. Aesthetic and spiritual values contribute to the making of a full man. Man’s creative side is nourished by art. About curriculum, Radhakrishnan in his University Commission
Report (1949) says that a student should study a number of subjects such as History, Geography, Political Science, Economics, General Science, Natural Science, Agricultures, Philosophy, Ethics and Literature. Stressing the need for some specific subjects that are relevant to everyday life, he says that the students should be provided education in subjects like Home Science, Cooking, Fine arts etc. He praises M.K. Gandhi’s scheme of basic education for the primary education in India. He explains the importance of physical education. He recommends teaching of both humanities and science subjects along with languages on the primary level. Dr. Radhakrishnan considers secondary education as a next step continuous with the primary education. The student shall be provided a multisided curriculum including science, humanities and languages. The curriculum has to be modified according to the needs of the country because the primary aim of education is to meet the needs of the nation and to create national unity. Regarding co-curricular subjects he thinks these are related activities involve in the growth of all areas of a student’s life—the cognitive, social, emotional and the physical aspect. Co-operative and mutually helpful living is about what we should be trained in the school. Such activities enhance the holistic development of our students.

**Dr. Zakir Hussain** who is an idealist and to him the basic principle of education in a democracy should be to respect the individuality of the child, should develop into a citizen by virtue of his intelligence and participation in education. For him democracy is nothing but the full discharge of duties to himself and to the society by every citizen. This is possible only if the competencies are discovered and developed to their fullest through education. Dr. Zakir Hussain in his own choicest words gives one of the finest statements about the meaning of work in education. He places work on the place of honor and worship. His idea of work has developed across the years not
through bookish knowledge but through devotion and experience. He says, “I have after years of thinking on the subject come to the conviction that work is the only instrument of effective education. It may sometimes be manual work and sometimes non-manual work. Although it is work alone that can educate, I have also come to the conviction by long observation and experience that all work does not educate”. Only that work is educative which serves value. Dr. Hussain calls such work of educational value as ‘educationally productive work’; work which helps in the cultivation of the mind. The real school work consists in training children to think before they take up an activity. He lays emphasis on the fact that work should be planned and executed. He firmly believes that work is worship. His contribution to education is worth noting. He formulated the Wardha Scheme or Basic Education. In 1937, Gandhiji expressed his views on education. In the conference of National Workers held at Wardha in the same year under the presidency of Gandhiji the conference appointed a committee of eminent educationists under the chairmanship of Dr. Zakir Hussain to prepare a detailed syllabus. This report of the committee on education later came to be known as the ‘Wardha Scheme of Education’. Dr. Zakir Hussain played an important role in the preparation of this report. Salient features of Basic Education as suggested by the Committee are: the duration of the course has to be seven years; students are free to choose one basic craft of their choice from among the options given—a) Spinning and weaving, b) Carpentry, c) Agriculture, d) Gardening, (Fruits and vegetables) e) Leather work, f) Any other craft which the local and geographical conditions permit like cane work, coir manufacturing, handicrafts etc. Other subjects of the course: (i) Social studies, (ii) General science, (iii) Drawing, (iv) Music, (v) Hindustani.
2.4 Reports of different commissions on co-curricular activities

The first major attempt in Curriculum Reconstruction in India was made in 1937 when Gandhiji propounded the idea of basic education and Dr. Zakir Hussain Committee elaborated the scheme of studies of basic education. But it was not successful as predicted because at that time, India had been under the British rule. After independence, different commissions were set up to prepare guideline for educational development because it has a powerful influence on social and economic progress of a country. Economic development naturally makes growing demands on human resources and in a democratic set-up the quality of education is an important element. In a socialist pattern of society, widespread participation of the people in all activities is assumed necessary. With other scholastics activities, co-curricular activities in school are such activities where students’ participation is very essential to achieve the broad aims of education. Importance of co-curricular activities regained its origin when many of our national leaders focused upon its need. Dr. Zakir Hussain, the then Vice-Chancellor of Jamia Milla Islamia, Delhi is credited for giving co-curricular activities their due place in the form of physical and socio-cultural activities when he prepared the Basic Education Curriculum on the lines suggested by Gandhiji. After independence the educational commissions and committees which were set up to examine the changing demands of the society and individual also accepted the fact that co-curricular activities are very much vital like other activities in the school curriculum and for that they have given different guidelines.

In the following paragraphs we have tried to highlight those guidelines/recommendations which were given by the major educational commissions in different times.
Secondary Education Commission, 1952-53

With the attainment of independence, the political situation underwent a complete revolution. Education also needed a fresh outlook. The Central Advisory Board of Education at its 14th meeting held in January by 1948 recommended the appointment of a commission to examine the prevailing system of secondary education in the country and to suggest measures for its re-organization and improvement. In view of these considerations, the Govt. of India set up the Secondary Education Commission by resolution dated 23 September 1952. Dr. A. Lakshmanswami Mudaliar, Vice-Chancellor of Madras University was appointed as the chairman of this commission. This commission suggested different re-constructions in secondary level like—abolition of intermediate classes, diversification of courses, emphasis on agricultural education, technical schools, three language formula, examination system, curriculum and physical education, extra-curricular activity etc. About curriculum, the commission recommended that the curriculum should have touched the life of the students at all points and help in the evolution and development of balance personality. It should have enough variety and elasticity, should be related to the community life, train the students to work for leisure.

**Curriculum for Middle School stage include**—i) Language ii) Social Studies iii) General Science vi) Mathematics v) Art and Music vi) Craft and vii) Physical Education.

**Curriculum for High and Higher Secondary**—For this stage of education, the commission suggested diversified course of instruction which should begin in the second year of the High School or Higher Secondary Stage. This course includes the following subject: i) Humanities, ii) Science iii) Technical Subjects, iv) Commercial
Subjects v) Agricultural Subjects, vi) Fine Arts vii) Home Science and when necessary additional diversified courses may be added.

Course subjects or main subjects—A certain number of core subjects should be common to all students, whatever the diversified courses of study that they may take; these should consist of i) Language ii) General Science iii) Social Studies and iv) Craft (One craft to be chosen out of the list—Spinning and Weaving, Wood Work, Metal Work, Gardening, Training, Typography, Workshop Practical) are common to all students (Aggarwal, 1997).

Physical Education and welfare of students – The commission is very much in favour of physical education. It has said that unless physical education is accepted as an integral part of education, the youth of the country will never be able to put their full potential in national welfare. All the students should be medically examined thoroughly every year. Properly organized school medical service should be there in all states. In order to keep the students healthy, they must be encouraged to undertake physical and manual labour. All teachers below the age of 40 should actively participate in many of the physical activities along with students and thus make them a lively part of the school programme and full records of physical activities of the students must be maintained. Facilities for physical training should be extended and new colleges of physical education be started. Teachers of physical education should be associated with the teaching of subjects like physiology and hygiene (Rai, 1986).

Extra-curricular activities—Extra-curricular activities should form an integral part of education imparted in the school and all teachers should devote a definite time to such activities (Rai, 1986).
In order to promote discipline, personal contact between the teacher and the pupils should be strengthened; self-government in the form of house system with perfect or monitors and student council, whose responsibility will be to draw up a code of conduct and enforce its observance should be, introduced all schools (Aggarwal, 1997).

**Education Commission 1964-66 or Kothari Commission**

With a view to advising government on national pattern of education and on the general principles and policies for the development of education at all stages and in all its aspects, the Government of India appointed a commission on the 14th July, 1964. Dr. D. S. Kothari, the chairman of University Grant Commission, was appointed as the chairman for the Sixth Education Commission in the history of education in India which dealt with some aspects of primary, secondary and college education. The unique feature of the commission was not to limit its enquiry to specific sectors or aspects of education but to have a comprehensive review of the entire education system. The commission identified three important facts of the big programme that would bring about the desired ‘educational revolution’. Firstly, internal transformation so as to relate it to the life, needs and aspirations of the nation. For this the commission mentioned that work experience should be introduce as an integral part of all education, general or vocational (1.25); vocationalization of education at the secondary level is another programme which can bring education into closer relationship with productivity which increase the emphasis on agriculture and technological education at the university stage (1.32) (Aggarwal, 1997). Secondly, qualitative improvement so that the standard achieved are adequate which includes introducing a common school system, making national and social service compulsory etc., and thirdly expansion of educational facilities broadly on the basis of manpower.
needs and with an accent on equalization of educational opportunities which includes making science education and developing science education compulsory and inculcation of high values social moral and spiritual at all the stage of education. This commission has also mentioned that every school should organize a variety of co-curricular activity programme that every child may be able to take up something suited to his tastes and interest (8.10) (Aggarwal, 1997).

The curriculum for different level as suggested by Kothari Commission as follows—

**Primary Stage**

1. *Lower Primary* (Classes I-IV): (a) Mother tongue and religious language (b) Mathematics (c) Study of environment—science and social studies should be taught in class III and IV (d) Creative activities (e) Work-experience and social services (f) Health education (Rai, 1986).

2. *Higher Primary* (Classes V-VII): (a) Two languages (Mother tongue or regional language and Hindi or English) (b) Science (c) Mathematics (d) Social studies (e) Art (f) Work-experience and social service (g) Physical education (h) Moral education (Rai, 1986).

**Secondary Stage**


4. *Higher Secondary* (Classes XI-XII): (i) Two language (ii) Any three subjects from the following—(a) History (b) Geography (c) Economics (d) Logic (e) Psychology (f) Sociology (g) An additional language (h) Art (i)
Physics (j) Chemistry (k) Mathematics (l) Biology (m) Geology (n) 
Home science (iii) Work-experience and social science (iv) Art and Craft 
(v) Physical education (vi) Education in moral and spiritual values (Rai, 1986).

**National Policy on Education 1968**

Based on the report and recommendations of the Education Commission (1964-66), the government of Prime Minister Indira Gandhi announced the first National Policy on Education in 1968, which called for a "radical re-structuring" and equalized educational opportunities in order to achieve national integration and greater cultural and economic development. The National Policy of 1968 marked a significant step in the history of education in post-independent India. It aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, and give much greater attention to science and technology, the cultivation of moral values and a closer relation between education and the life of the people.

*Identification of Talent:* For the cultivation of excellence, it is necessary that talent in diverse fields should be identified at as early an age as possible, and every stimulation and opportunity given for its full development.

*Work-Experience and National Service:* The school and the community should be brought closer through suitable programmes of mutual service and support. Work-experience and national service including participation in meaningful and challenging programmes of community service and national reconstruction should accordingly become an integral part of education. Emphasis in these
programmes should be on self-help, character formation and on developing a sense of social commitment.

*Games and Sports*: Games and sports should be developed on a large scale with the object of improving the physical fitness and sportsmanship of the average student as well as of those who excel in this area. Where playing field and other facilities for developing a nation-wide programme of physical education do not exist, these should be provided on a priority basis.

**National Policy on Education, 1986**

In order to reach a stage of economic, social, cultural development and to enter 21st century successfully a new policy was developed in January, 1985 by the government of Prime Minister Rajiv Gandhi and was introduced in May, 1986. After adoption of this new education policy, it was known as “National Education Policy, 1986”. It was a comprehensive plan of the national system of education which recommended a common educational structure of 10+2+3 for the whole country. The main aim of this policy was to promote individual well being, development of skills, promoting equity and social justice and inculcation of moral values and establishment of a participative social order.

The curricula and processes of education will be enriched by cultural content. Children will be enabled to develop sensitivity to beauty, harmony and refinement. Resource persons in the community, irrespective of their formal educational qualifications, will be invited to contribute to the cultural enrichment of education, employing both the literate and oral traditions of communication to sustain and carry forward the cultural tradition, the role of old masters, who train pupils through traditional modes will be supported and recognized.
Linkages will be established between the university system and institutions of higher learning in art, archaeology, oriental studies, etc. Due attention will also be paid to the specialized disciplines of fine arts, musicology, folklore, etc. Teaching, training and research in these disciplines will be strengthened so as to replenish specialized manpower in them.

Work experience is viewed as purposive and meaningful manual work, organized as an integral part of the learning process and resulting in either goods or services useful to the community, is considered as an essential component at all stages of education, to be provided through well-structured and graded programmes. It would comprise activities in accord with the interests, abilities and needs of students, the level of skills and knowledge to be upgraded with the stages of education. This experience would be helpful on his entry into the workforce. Pre-vocational programmes at the lower secondary stage will also facilitate the choice of the vocational courses at the higher secondary stage (Aggarwal, 1997).

Sports and physical education are an integral part of the learning process, and will be included in the evaluation of performance. A nationwide infrastructure for physical education, sports and games will be built into the educational structure. Infrastructure will consist of playground, equipments, coaches and physical instructor as part of School Improvement Programme. Establishment of sports institute and hostels where special attention will be given to sports activities and sports related studies along with normal education. Due stress should be given to indigenous games. Yoga will receive special attention. Efforts will be made to introduce yoga in all schools (Aggarwal, 1997).
National Curriculum for Elementary and Secondary Education 1988

National Council of Educational Research Training, New Delhi, prepared a National Curriculum for Elementary and Secondary Education based on socio-cultural, political and economic consideration of our country. For eight years, elementary schooling which comprises 5 years primary and 3 years upper primary education includes the following subjects.

**Elementary Education**

1. *Primary stage* (5 years)

   (a) One language- the mother-tongue/ the regional language, (b) Mathematics

2. *Upper Primary Stage* (3 years)


3. *Secondary Stage* (2 years)


**National Curriculum Framework 2005**

In spite of the recommendations of the National Policy on Education, 1986 school education has came to be driven more and more by high-stake examinations based on
information-loaded textbooks. Despite the review of the Curriculum Framework in 2000, the problem of overloaded curriculum and examinations based education has remained unresolved. National Curriculum Framework, 2005 is a review of both positive and negative developments in the field of education and attempts to deal with the future requirements of school education. NPE proposed a national framework for curriculum as a means of evolving a national system of education capable of responding to India’s diversity of geographical and cultural milieus while ensuring a common core of values along with academic components (NCF 2005, 2008).

According to National Curriculum Framework 2005, the main areas relevant for curricular planning have remained remarkably stable for a long time, despite major changes in social expectations and the academic study of different broad disciplines. It is important that each curricular area is revisited in depth, so that specific points of entry can be identified in the context of emerging social needs. In this respect, the status and role of the arts and health and physical education deserve special attention in view of the peculiar orbit of the 'extra-curricular' to which they were relegated almost a century ago. Aesthetic sensibility and experience being the prime sites of the growing child's creativity, we must bring the arts squarely into the domain of the curricular, infusing them in all areas of learning while giving them an identity of their own at relevant stages. Work, peace, and health and physical education have a similar case. All three have a fundamental significance for economic, social and personal development. Schools have a major role to play in ensuring that children are socialized into a culture of self-reliance, resourcefulness, peace-oriented values and health (NCF 2005, 2008).

The NCF presents certain grounding principles on what should be taught and how. It brings attention to the fact that education is not a physical thing that can be delivered
by the teacher, but a creative process rooted in the physical and cultural groundwork of the child and should be nourished through interaction. Construction of knowledge is a dynamic process between teacher and child. In this light, the NCF has laid down certain guiding principles like connecting knowledge to life outside the school, ensuring that learning shifts away from rote methods, enriching curriculum so that it can go beyond textbooks, making examinations flexible. The NCF 2005 recommends significant changes in the four major areas of school curriculum i.e. language, mathematics, science and social science with a view to make education more applicable to the present day and future needs. It also recommends the softening of subject boundaries so that children can get a taste of integrated knowledge and the joy of understanding. It also draws attention to four other curricular areas: work, the art and heritage crafts, health and physical education, and peace.

Art Education

NCF emphasizes the need of integrated art and craft education in the formal schooling. Study of such subjects not only develop the aesthetic sensibility but also help the child to know how to manipulate materials and develop attitude and skills essential for such work. The arts, visual and performing, need to become an important component in the curriculum. Arts education must become a compulsory subject (up to Class X), and facilities for the same may be provided in every school. All the four main streams covered by the term the arts, i.e. music, dance, visual arts and theatre, should be included under art education. For this, awareness also needs to be developed among parents and guardians, school authorities and administrators regarding the importance of the arts. It contributes to the development of the self, both cognitive and social. Resources for the integration of the arts and heritage craft should
be available in every school. For this adequate time for a range of art activities should be provided in the time table.

Health and Physical education

Health is the key for the overall development of the child. It also influences enrolment, retention and school completion rates of students. This curriculum includes physical education and yoga which contribute to the physical, social, emotional and mental development of a child. Recognizing the worth of this subject, health and physical education must continue to be a compulsory subject from the primary, to the secondary stage and as an optional subject at the higher secondary stage. It needs to be given equal status with other subjects, but such status is not being given at present.

From the above discussion it is clearly understood that all the major commissions and committees agree with the fact that co-curricular activities has a great influence on the personality of the students. As the Secondary Education Commission mentioned, school curriculum should touch the life of students which may facilitate him for community life. For that they suggest that with other subjects’ art, music, craft and physical education should be included in the curriculum for middle, high and higher secondary stage. Kothari Commission stress to bring desire educational revolution for which it emphasizes on different aspects like work education, vocationalization of education etc. Regarding co-curricular activities the commission mentions that every school should organized co-curricular activities for fullest development of the child. National Policy on Education 1968 which calls for a radical re-structuring and equalize educational opportunity also gives importance on games and sports, national service, physical education etc. National Policy on Education 1986, introduced the
common school system and aims to promote individual well being, development of skills, promoting equity and social justice, inculcation of moral values. For establishment of a participative social order it also emphases on fine arts, musicology, folklore, sports and physical education as an integral part of learning process. National Curriculum for Elementary and Secondary Education 1988 also included subjects like art, work experience, health and physical education in their primary, upper primary and secondary level school curriculum. National Curriculum Framework 2005 emphasizes on extra-curricular activities like art, health and physical education etc. There is a unanimous opinion that without co-curricular activities the school curriculum is not complete. In fact all the major commissions have viewed out that the broad aim of education couldn’t be achieve without it.

2.5 Aims of co-curricular activities

Educationists agree with the fact that school is not a place of formal learning, the key concern of which is to communicate only a certain prescribed quantum of knowledge. A living and organic community’s first and foremost interest is in training its pupils in what we call art of living. The art of living is a concept much more comprehensive than mere acquisition of knowledge. The purpose of school in a democratic country is to organize the school environment to a laboratory where students get social experience and can bring into use the democratic principles which they learn in the class room. Such democratic experiences can be provided only through organizing different co-curricular activities which have the following aims:

1. To raise the quality of whole educational programme and the general character of the school.
2. To develop the feeling of co-operation and co-existence among children, who come from different environments and different communities.

3. To make the students feel like one entity so that a sense of national integration may grow.

4. To develop a close relationship between the community and the school and to encourage the community to take greater interest in the school.

5. To contribute towards the all round development of children’s personality.

6. To make proper use of leisure time and train the children for the proper utilization of their leisure time.


8. To make children loyal and affectionate towards the school authority.

9. To teach responsibility and make school life vigorous.

10. To prepare for practical life and to give training in good citizenship, democratic experience and self-government (Das, Goswami, & Sarma, 2010; Sukhia, n. d.).

According to Tompkins co-curricular activities can be divided in three different groups. Each group has different aims. These are:

1. Individual outcomes
   a. Constructive use of leisure time.
   b. Development of personality.
   c. Enriching of personality.
   d. Achieving self understanding.
   e. Taking initiative per individual responsibility and functioning.
   f. Learning how to organize a meeting or conference and how one can participate in it.
2. Social Outcomes
   a. Providing physical and mental entertainment.
   b. Getting practice for working with others.
   c. Development the democratic responsibility.
   e. Learning to practice good human relations.
   f. Understanding group processes.
   g. Encouraging good teacher-student relations
   h. Increasing social contacts.

3. Civil and Ethical Outcomes
   a. Establishing the bonds of understanding of each other without any racial, religious or economic or intellectual differences.
   b. Putting national values and ideals in practical use.
   c. Providing meaning to curriculum and diversifying it.
   d. Helping the students in their liking of the school (Mathur, n.d.).

2.6 Value of Co-curricular Activities

Co-curricular activities are essential part of education. Through these activities students discover their interests and talents in addition to developing values and competencies that will prepare them for a rapidly changing world. The main responsibility of the school is to prepare the students for life. The National Society for Study of Education in America, which carried out research in the field of co-curricular activities under the guidance of L. V. Koos in 1925, enumerated a list of values of co-curricular activities. These are

- Training in civic-social-moral relationship.
- Fitting the Scholl to the need of the adolescent.
- Training for leadership.
- Improving discipline and school spirit.
- Training for experience in group life.
- Training for citizenship and
- Training for ethical living.

Another famous educationist Trump has listed some values regarding co-curricular activities. Such as-

- Development of friendship.
- Creating interest in the school.
- Learning how to win and lose in sportsman like manner.
- Greater loyalty to the school.
- Developing relationship with teachers.
- Willingness to accept criticism.
- Gaining valuable information.

Co-curricular pursuits are integral to the educational program and—whether or not they carry academic credit—have legitimate links to regular courses and to the purposes of middle level and high schools. They underpin the goal of teaching students to be responsible and fulfilled human beings with opportunities that develop character, critical thinking, social skills, and talents (NASSP 1996). Co-curricular activities also provide students with a network of peers and adults who have interest and talents similar to their own. Students who participate have the chance to excel individually, be part of a group and gain real-life lessons about the importance of

Different educationists argue that if co-curricular activities are properly organized, they can prove very important for educational process. They have a number of values like educational, development of social spirit, character training, education for leadership, worthy use of leisure time or recreational value, team spirit, development of civic virtue, physical development, improved discipline, aesthetic development and development of cultural values. It is a well established fact that the aim of education is to facilitate an all round development of an individual. An individual who feels responsible not only for him/herself but also for the world he lives in, demonstrates belief in the democratic way of life, understands his/her duties as a citizen and is conscious of societal and cultural norms can be termed as a harmonious and well round personality. Education plays a major role in the development of such individual and the importance of co-curricular activities can’t be ignored in this respect. Below follows an explanation of the value of co-curricular activities:

**Educational Value**

Co-curricular activities have great “educational" value. All classroom teachings are theoretical. Practical knowledge can be imparted only through co-curricular activities. The theoretical nature of classroom teaching can be effectively supplemented by science club activities, science fairs, school magazine, dramatic club, excursions, library activities, surveys, project works, etc. Excursions and tours provide firsthand experience and reinforce classroom knowledge in subjects like history, geography, nature study etc. Learning of language is supplemented when an individual takes part
in debates, declamation contest, dramatization or poetic recitation. Civic activities like elections in the school can help proper understanding of civic. Scientific attitude can be developed through organizing science club activities, science fairs etc. Teaching of History gets vitalized by dramatization, practical lessons in civics can be given through student self-government, school magazines teach students the art of writing forcefully and effectively, celebration of functions develops organizational capacities and leadership qualities in students, projects provide direct learning opportunities.

**Psychological Value**

Co-curricular activities play a vital role in fulfilling the psychological needs of the students. The psychological satisfaction of the child should be directed through a proper channel. It must be safe and positively beneficial to the individual and society. Motives like self-assertion, self-acquisition, curiosity and instinct like constructiveness can be sublimated through different co-curricular activities. These activities are means of channelizing students’ instincts in healthy and fruitful way. Various suppressed and repressed instincts are released and resolved, when a student gets freedom to act, jump, shout, laugh, and scream with joy. For example, instinct of gregariousness can be directed through self-government, social service and other group activities. A student’s motivational state of mind is a kind of organization of urges and drives. It is natural for him/her to be curious, to show off, to master, to be loyal and to be sympathetic. Co-curricular activities provide various situations in which these drives may be channelized for educational benefit. By organizing a number of such activities in schools, we can easily create a platform where teachers can identify inner potential of each individual like writing, public speaking, dramatics, painting, interest in different games and sports, organization of functions etc. and at the same time can detect their problems also. Accordingly it may help teachers to
guide the students according to their individual need which includes providing proper training, giving guidance and counseling services to students. These activities, thus, cater aptitude, interests and abilities of students and sometimes act as a determining factor for the choice of future vocation.

**Social Development Value**

Developing social values among students is another important aim of education. In a democratic country social co-operation among the citizens is of high importance. School is the place where students learn the most important lesson of his life i.e. how to be social. But it is hard to teach social values through school subjects like Languages, Mathematics or Social Sciences. By participating in different co-curricular activities like group project, games, celebration, and membership in a club, student council, dramatic cast or athletic team etc. students acquire a number of social traits like good manners, sense of co-operation, team work, fellow feeling, group discipline, loyalty etc. Civic value like how to co-operate with others, how to behave properly, how to live with others, selfless service, sacrifice and social training can be given only through such activities. Students' self-government in schools provides an excellent training to them about good citizenship. Co-curricular activities like N.C.C. and ACC offer many opportunities for the development of self-discipline. Qualities like initiative and leadership are developed in the playground. A school must be a workshop of democracy. Students learn to plan, organize and execute the plan that has been developed. These activities provide superb moral training like obeying the law, rules and regulations, love for truth and above all, these activities develop moral consciousness as they provide moral experiences.
Physical Development Value

Development of physical potential of boys and girls is another basic aim of education. In every scheme of education physical well being of children should receive the greatest share of attention. Physical activities conducted in school are a link to good health and a preventive measure against disease. It promotes academic learning too. All the physical activities like games, sports, athletics, N.C.C., drill etc. provide healthy outlets for surplus and repressed energy and help in normal growth and development of students. They directly contribute towards the health, physical beauty and desirable habit. Other co-curricular activities also indirectly contribute towards the physical welfare or development. Further they provide a useful channel for the superfluous energy of the pupils and also help in the social adjustment which in turn contributes towards the art of living.

Recreational Value

There are numbers of co-curricular activities which can provide recreation to the students. Organization of such activities puts an end to the boredom of class-room environment which many a time becomes monotonous for the students. These activities are organized according to the interests and likings of the pupils. There is no compulsion and no fear as it is seen in the class-room situation. Participating in co-curricular activities is a useful way of making leisure time valuable. But pupils need to be taught the proper utilization of their leisure through engaging themselves in healthy recreations. Lack of ability and training in proper utilization of one’s leisure time is one of the major defects in our present system of education. Participation in games, cultural activities, excursions, fine arts, photography, games, hobbies, dances etc., provide wholesome opportunities to our students for healthy and more attractive recreations rather than to spend their spare time in undesirable activities. Students
learn how to spend their leisure time most advantageously for themselves as well as for the society. Hobbies developed at the secondary school stage become lifelong habits. Thus co-curricular activities provide valuable means for the proper utilization of leisure to the students.

**Cultural Value**

At the same time the cultural value of co-curricular activities is undeniable. It helps to promote cultural significance within the students which prove quite valuable in preservation, promotion and transmission of our cultural heritage. Child learns about his culture and tradition from his family and rest he learns from school and society where he comes into contact with other members. Some co-curricular activities have tremendous value, as they help in providing opportunities for better understanding of cultural heritage and traditions of own as well as of others. Participating in different activities like dramatics, folk songs, dance, folk music, exhibitions and celebration of various religious and social festivals provide better knowledge and understanding of culture, foster cultural tastes and awaken cultural interests among students than just reading the text. Organization of lecture, debate and symposium on cultural subjects, exhibitions and celebrations of various days of social and cultural interests are some of the examples of such activities which can develop cultural value within the students. Students would appreciate to learn about all these religion, culture, food habits, dress etc. of their own as well as that of other’s culture. Our county is a land of diverse culture and traditions. Participating in such activities may develop the feeling of oneness. For developing national and international understanding this type of activities play a great role.
**Aesthetic value**

An experience is said to be aesthetic when we perceive a thing immediately and appreciate such experience for its own intrinsic perceptual worth. The aesthetic experience has been defined in terms of empathy of pleasure or of repose. There are differences of opinion among aesthetic philosophers and art critics in this regard. Some have excluded organic sensations like smell or taste as being beneath the level of aesthetic experience. Some others have excluded all kinds of abstraction from its domain. Some believe that aesthetic emotion is aroused only in the contemplation of form in the work of art. But all would agree that the fundamental thing in aesthetic experience and attitude is that it is separated from the needs and desire of everyday life. However, since aesthetic attitude is a part of the total personality, it is quite possible that aesthetic attitude may get mixed up and overlaps with other attitude and experiences of the person (Sen, 1997). Development of aesthetic sense through aesthetic and art education aims ultimately at developing a sense of harmony and thus helps in promoting social balance as well as individual integrity. Art education kindles the imagination, nourishes creativity, refines emotion, sharpens perceptual abilities and intensifies empathy (Sen, 1997).

Development of aesthetic tastes is one of the aims of education. As it has been mentioned that aesthetic values can be develop by organizing any kind of co-curricular activities like music, dance, fine arts, drawing and painting, sculpture, clay modeling, toy-making, preparation of charts, models exhibitions, dance etc. They can also develop students’ imaginative and creative power. Similarly other activities like flower festival, folk-dance, variety shows etc. also develop aesthetic sensibility of the students which is essential for harmonious development of personality. These are the activities through which the entire school programme may become beautiful and
attractive. Thus, co-curricular activities connected with different aesthetic and creative activities have a special significance for developing the aesthetic sense of the pupil’s personality.

**Disciplinary value**

Discipline is very important in every one’s life. It means control over one's desires and obedient to codes of behavior. If there is no discipline, there is confusion everywhere either in school or at home. Discipline has a great importance. Students learn about how to be disciplined when he comes to school and involved in different activities. Organizing co-curricular activities help to utilize the surplus energy of the students and sublimate their negative instincts and emotions in maintaining discipline in schools. Various civic, social and moral values can be inculcated among the students which help them in acquiring self-discipline. Through different games and sports, cultural programme, student’s self-government programme, N.C.C., Scout and Guide etc. students learn to appreciate the rules and conditions of various games and sports. They also learn to follow and obey the pre-determined rules which promote self-discipline among them. The active involvement in these activities not only save the children from bad habits, but also provides them opportunity for developing self-confidence, self-respect and ability to adjust with others. Moreover, the students find themselves quite busy through the participation in these activities and hence there may not any idle time for mischief.

**Moral value**

Moral concepts are the concepts of rules of behavior which determine the expected behavior from the members of a group. A child is born a-moral. He learns the moral standards of the group from his parents and other members of the family and tries to
conform to those standards through conditioning and trial and error, through identification and through direct teaching. In the process of moral development, moral behavior is learned first (Sen, 1997). Participation in various co-curricular activities in schools develops moral values among the students. In participating different games and sports, N.C.C., Scout and Guide, drama, student council etc. the students learn how to be honest, truthful, polite, obedient, unselfish, how to tolerate, accept defeat or success in the match with patience without coming to blows with the opposition. As a scout he has to fulfil his pledges and follow certain laws. In School Panchayat, the students also play active role of responsibility that provide them chances of playing a fair game. They learn to remain impartial while occupying the chair of responsibility. Each of the activities contributes to inculcation of moral ideas and cultivates morale standards. Through these, the pupil finds opportunities to decide and to acquire the right and to learn the great value of playing with self-control.

We can say that these activities carry with them a large number of possibilities and contribute to the development of a child's entire personality. Co-curricular activities have a great significance which helps to cultivate positive, supportive relationship with people. Without these activities, the school is a teaching shop where the teacher’s remain information mongers, and the pupils become book-worm and education narrow down to cramming. Further, they also fulfill the need of self-expression and broaden interest, promote the quality of self-control and the ability to adjust with new situation.

2.7 Need and importance of co-curricular activities.

The terms extracurricular activities, co-curricular activities, and non-classroom activities have all been used interchangeably to mean experiences and activities such
as debate, athletics, music, drama, school publications, student council, school clubs, contests, and various social events (Emmer, 2010 a, b, c, d, e, f). Extracurricular activities, by whatever name they are called, are an essential, vital, and extensive part of education because without such activities the main aims of education can’t be achieve. There is a strong association between student involvement in extracurricular activities and improved attendance, behavior, and academic performance (Reeves, 2008). According to Gardner, Roth & Brooks-Gunn (2008), participation in organized activities during high school is positively associated with educational, civic and to some extent, occupational success in young adulthood.

Extra-curricular activities serve the same goals and functions as required in elective courses in the curriculum. However, they provide experiences that are not included in the formal courses of study. They permit students to apply knowledge acquired in formal courses and to acquire concepts of democratic life. When managed properly, the extracurricular activities allows for a well-rounded, balanced programme by (1) reinforcing learning, (2) supplementing the required and elective curriculum (formal courses of study), (3) integrating knowledge, and 4) carrying out the objectives of democratic life (Barbieri, 2009; Hill, 2008; Jones, 2011). Students who participate in co-curricular activities not only do better academically than students who do not but also develop other facets of their personalities in the process. Self-esteem, self-confidence, social co-operation, and leadership skills are just a few of the cognitive factors that are affected. Co-curricular activities allow students to blend aspects of academic learning into personal aspects (Allison, 1979). Co-curricular activities foster success in later life. Participation in high school activities is often a predictor of later success—in college, in the workplace and in society (NFHS, 1999).
Participation in co-curricular activities improves an adolescent's chances of avoiding such risky behaviors as dropping out, becoming a teenage parent, engaging in delinquency, smoking, or abusing drugs or alcohol through three mechanisms—time displacement, commitment building, group pressure (Zill, Nord, and Loomis, 1995). Researchers have offered several explanations as to why youth who participate in extracurricular activities seem to be more successful. Some authors have explained that youth who participate in activities learn important skills which help them in other aspects of their life, for example, teamwork, or leadership skills (Holland & Andre, 1987). Others have argued that just spending time participating in an extracurricular activity decreases the opportunity for a youth to be involved with problem behaviors (Carnegie, 1992). For example, researchers have found that youth who are involved in pro-social activities from 2-8 p.m. are less likely to commit crime or be a victim of a crime (Sickmund, Snyder & Poe-Yamagata, 1997).

Co-curricular activities may be one of the reasons many students stay in school or find personal meaning for their middle level and high school years. Students who are involved in co-curricular activities able to extend and enriched previously learnt academic skills through competition and real world simulation in a co-curricular setting they may develop artistic, musical, and psychomotor talents; leadership skills; and future career and occupational skills (Haensly, Lupkowsky, and Edlind, 1985).

According to Gardner et al. (2008), theory and research on positive youth development emphasizes the transition of human development, and suggest that cultivating positive, supportive relationships with people and social institutions. From this viewpoint, organized activities, such as extra-curricular activities, can encourage healthy development because of the support and opportunities that are present compared to less positive after school options for teens. Students who participate in
structured activities are more likely to respect diversity, by the rules, and contribute as a member of a team whether it is in sports, scouting or clubs.

Fredricks and Eccles (2006) find that activity participation can be linked to positive academic outcomes, including improved grades, test scores, more school engagement, and increased educational aspirations. Extracurricular activities are programs which fulfill two basic conditions: 1) they are not part of the regular school, curricular programme; and 2) they are structured in some way (not just socializing, but working towards some prosaically mission or goal) (Holland & Andre, 1987). Morrissey (2005) states that there is an established link between adolescents' extra-curricular activities and educational attainment of adults in occupational choice and income. He also adds the positive youth development which encompassing “Five Cs” of positive attributes for youth as cited by Roth (2000) - (1) competence in academic, social, and vocational areas; (2) confidence; (3) connection to family, community, and peers; (4) character; and (5) caring and compassion.

Participation in an extra-curricular activity may take a student out of his self and prepares him for friendly co-operation with others. It may help him to become gradually a more efficient and a more amiable social being. It may afford him the satisfaction for assuming responsibilities and for knowing that fellow students and faculty have faith in him. It may give him the joy of successful team work and of the accomplishment of challenging tasks. Again, it may offer him the thrill that comes public performance and public acclaim. It may even give him quick tangible reward in the shape of financial returns for labor performed (Goldberg, 1946).

The effect of co-curricular activities like sports, cultural activities, literary activities etc. on the study has been debatable over the years. But most of the research has
shown that sports activities have positive effect on studies. The conclusion of one study states that involvement in sports activities is generally not associated to the educational attainments of the students. Moreover this study also shows that participation in sports activities in high school level does not improve grades and performance in academics (Broh, 2002). According to him involvement in sports activities enhance students’ development and social bond among them, with their parents and schools and these factors which produce positive impact on their performance in their studies. Involvement in these activities does not guarantee good marks in the examination but it may be possible that good students are involved in sports related activities. Recent studies have shown that there exists selection bias of good students who participate in the co-curricular activities as well as sports (Broh, 2002).

According to Feldman and Matjasko (2005) “Extracurricular activities are not isolated from other developmental contexts; rather, they are embedded in schools and communities and influenced by families and peers.”

There are numbers of positive opinions about the importance of co-curricular activities in student’s life in various dimension or areas. So it is not a denying the fact that such activities play an important role with formal system of education. The all round developmental aim couldn’t be achieved if co-curricular activities are not integrated with formal system of education. Because the experiences provided by them cannot be provided only by academic curriculum. If these activities are maintained properly with curriculum, it can be the best method to achieve the all round development as an aim of education. Through these activities the children learn to adjust in the social environment, develop the spirit of service and they learn to act in a friendly spirit, the virtues of brotherhood, sympathy and affection. They learn the
importance of democratic living and become aware of their rights and duties. The leadership qualities in the children are also flourished through these activities. The children learn to spend their leisure fruitfully. The participation in games, cultural activities, excursions etc. trains the students in the ways of spending their leisure time most advantageously for themselves as well as for the society. The participation in games, sports, physical activities etc. help in the development of good health among the children. The children when participate in competitive games and other activities with the children of other schools, they develop the sentiments of love and affection towards their own school. They develop feeling of oneness with their school mates and try their best to possible light. Students who participate in such activities get benefits in all the areas. Not only this, it also helps students to solve various problems of their practical life. A student learns to face the situations or problems and at the same time how to come out from the situation if they participate in different co-curricular activities. Co-curricular activities act as safety values through which the extra energy of the adolescents gets the medium of release. It helps to cultivate positive and supportive relationship with people and society and also helps to develop democratic attitude.

2.8 Types of co-curricular activity

There are various forms or types of co-curricular activities which are generally found in school programme. The varieties of activities conducted in schools provide vast scope to the student to express their potentialities. Students participate in different activities according to their interest and abilities. The development of abilities comes through practice and hence the student should actively participate in different activities conducted by the school.
**Literary Activity:** Debates and discussion, School Publication, Subject-wise club, Dramatics, Literary society, Seminar, Quiz, Essay writing competition etc.

**Physical Development Activity:** Games and Sports, Yogic exercise, Scouting and Guiding, N.C.C., Mass Drill, Parade, Mass physical training.

**Aesthetic and cultural Activities:** Music, Dancing, Drawing, Painting, Sculpture, Dramatics, Fancy Dress, Folk Dance, Folk Songs.

**Civic Development Activity:** Assembly, Student Council, Clubs, National and Social Festival, Cooperative Activities (Co-operative Bank, Cooperative Store, Canteen), Celebration of Religious, National and Social Festivals.

**Social Welfare Activity:** First Aid and Red Cross society, Social Services, Cultural Programmes, Social Survey, Tree plantation.

**Leisure Time Activity:** Hobby (Gardening, Stamp Collection, Coin Collection, Collection of Copies, Photography, Reading, Needlework and Knitting)

**Excursion Activity:** Educational Trip, Picnic, Visit to (Museum, Zoo), Exhibition.

The varied types of co-curricular activities are described below:

**Literary Activity**

1. **Debates and Discussion**

Generally speaking, debates and discussion refer to some formal talk on a particular issue or subject. Debate is a formal contest of argumentation between two teams or individuals. Broadly speaking, it is an essential tool for developing and maintaining democracy. Discussion, on the other hand, is an improved form of oral activity where all the members who participate, sit together and discuss on the same topic. Each
speaker can get chance to speak. In the class room these two tasks help to develop the self-expression capacity of students. Through these activities the pupils get training in the collection of subject-matter, organization of ideas, preparation of arguments, speaking effectively and appearing before audience.

One of the most vital aims of education is to develop critical-thinking skills, and no class-room learning does this well than debate and discussion. The greatest benefits of using such activities in class is that students get to practice a number of important skills like knowing about the topic assigned, using important research skills as they prepare for the two, working together as a team both before and during the same, practicing public speaking skills etc. It is worth notable that topics for debate and discussion should be selected carefully keeping in mind the maturity level of the students. There are many practical debate topics for school children which engage them in thinking about their immediate surroundings. For example, whether cellular phones should be allowed in schools, whether school attendance should be voluntary, and the advisability of parents about purchasing war-related toys for their children, whether junk food should be banned in schools, and the problems with and benefits of peer pressure. Regional topics encourage children to consider their role not only within their immediate environment, but within their expanded community like, issues which affect everyone in the area equally regardless of place. National and international topics encourage children to think globally about struggles which do not respect state or country boundaries.

2. School Publications

School publication is a medium of expression of students’ opinion. It presents a ground where students can express themselves. It is the first means for the
development of journalism and the style and language of journalistic writings. It unifies the school spirit, helps to mould and influence school opinion, encourages desirable school activities and enterprises and gives authentic information concerning the school to students, parents, patrons, old students and other schools. It provides sufficient opportunity for creative work and self-expression. Qualities like co-operation, judgment, accuracy, tolerance, responsibility, initiative and leadership can be developed through such innovative activity.

The school magazine helps the children to express their thoughts, feeling and creative ideas. It gives training in writing articles, stories and poems. When a child finds his writing is published he feels pleasure and is motivated to write still better articles etc. Magazine is very important source to develop the power of self-expression, leadership traits among the students. Through it they learn to communicate their ideas through writing, get opportunity to express their views regarding the happenings in the school and in their immediate neighborhood, share their experience etc. Most importantly such practice helps them to learn about the qualities of a good magazine and how to use language. Through the editorials of the school papers, total school support for projects and activities can be mobilized. Through articles and letters to the editor, the written poems, the real voice of the students can be heard and evaluated. They are effective agencies through which students’ writing skills can be highlighted. School publications, thus, offer an opportunity to the students by developing their writing skill and giving a platform where he can easily reach to readers. It is a socialized co-operative learning experience where students can learn the skills of democratic participation. There are various kinds of school publication like news bulletin, wall magazine, school magazine etc.
News bulletin may be monthly or weekly where news related to schools sports, tournaments, debates etc. are published. Cartoons, comments on local news, new informations in the field of education are briefly written. Wall magazine is another way of encouraging student’s creativity. Here students draw cartoons, paintings, write poems, stories and news. The schools may publish an annual magazine or a quarterly or monthly journal. School magazine should contain most of the material contributed by the students. For publication of magazine Editorial Board should be carefully selected on the basis of merit by some combination of the staff and the student choice because the main responsibility of publishing a magazine lies on the board.

3. Subject wise club

Clubs are a fantastic opportunity for learners to explore various new and unknown aspects of the subjects which mayn’t be possible within the normal school time-table. Students who are enthusiastic to learn a specific subject in depth can be part in such clubs like social science club, science club, math club etc. The formal classroom teaching alone cannot help much to achieve its broad aim of education. It needs to be supplemented with the organization of some extra provisions of gaining useful learning experiences other than formal classroom teaching. For example, maths club which comprises of numerical classes, mental arithmetic, calculations, data interpretation and logical reasoning. Science club can also help to build confidence of the learners as well as change their attitudes towards science, technology and engineering. They can also help them to develop problem-solving skills, social skills, cooperative learning, communication and leadership etc.

The club helps in creating a stress-free environment among students. It helps the students to share the best of the resources available with them. Here interactive
sessions are organized so that others get the chance to listen from their peers. It is also desirable that all such activities and learning experiences to the students should be organized with the complete involvement, initiation, and leadership of the students. For the organization of such activities there is need for some suitable platform which can be very much available in the form of the organization of subject wise club. It is therefore, quite desirable or in fact, it is essential to have subject wise club in school.

The presence of a subject-wise club in the school serve a useful function in the all round development of the students. For the realization of the aims and objectives of that subject such club plays a great role. Commenting on the significance and importance of such a club Mcknown (1937) writes the club offers the pupil an opportunity for specialization which he does not have in the classroom. In the classroom his work is formal, in the club it is informal, in the classroom he is told what to do, and in the club he chooses his method of dealing with topic. Classroom is clearly outlined by teacher imposed restrictions, in the club programme the method is of his own. In a classroom students tries to please the teacher, in the club they work for their own and their club’s interest and for the joy of doing their works. In the classroom they conform to a system whereas in the club they try to suit their own convenience. In short, the club represents freedom and expression but the classroom represents conformity and repression. The Ministry of Education and NCERT in particular are providing valuable incentives in terms of necessary guidance and financial help for the establishment and running of these clubs in schools.

The advantages of subject wise clubs may be summarized as follows:

1. It provides opportunities for the self-realization and self-expression.
2. It helps in generating genuine interest in the subject besides including positive interests and attitudes among the students.

3. It provides means and ways for the proper utilization of leisure time.

4. It provides opportunities for the satisfaction to the instinctive urges like instinct of curiosity, constructiveness, inventiveness etc.

5. It helps in liking the classroom studies more firmly with the outside world and brings school very close to the society.

6. The theoretical knowledge gained in the classroom and the practical skills acquired in the laboratory and resource room may take their applied shape fully through the activities of the club.

7. It helps in inspiring and energizing the students to work independently or jointly in a team spirit towards learning and using the facts and principles of the subject.

4. Dramatics

Dramatic activities along with role play, theatre exercises etc. occupy an important place among the co-curricular activities. These activities are very much attached to the task of providing valuable opportunities to the students for the expression of their interests and abilities related to the dramatic talent. In this connection, the NCF principle 2005 rightly remarks, “Dramatizing texts is only one small part of theatre. Much more significant experiences are possible through role play, theatre exercises, body and voice control and movement, and group and spontaneous enactment” (NCF 2005, 3.4.3). The organization and display of any such dramatic activities at the
classroom or school stage provide valuable opportunities for deriving a number of benefits which follows below:

1. Dramatic activities can provide a valuable means for the presentation of the historical realities through lively action, behavioral episodes and interactions between the actors and events of the past which are unseen or unknown can be concretized through dramatic activities.

2. The dramatic activities have a very sound potential to cast a strong impact on the minds and hearts of the students resulting into the desired modification of their behavior and proper shaping of their personalities. Viewing and playing in historical plays with the roles of Chandra Gupta, Alexander the Great and Porus may provide the students a lively and everlasting lesson about the heroism and administrative qualities, wisdom and political vision of famous rulers. Similarly viewing and playing in plays or dramas related to the prevailing social evils like dowry system, child marriage, exploitation and suppressions of weaker sections and women, untouchability, cruelty against animals, corruption at the higher levels in the society can make the student bound to think about such burning problems and try to find some practical solutions.

3. Participating in dramatic activities and plays may contribute significantly in getting the students acquainted with the information and knowledge related to various facts, principles, processes and events which normal classroom teaching can’t fulfill.

4. When students play varied roles in drama according to their interest and ability, they directly or indirectly satisfy his/her inner urge, express one-self in different
situation and seek enjoyment. From this point of view dramatics has therapeutic value.

5. From literary point of view this co-curricular activity provides direct opportunity of improving speech expression, pronunciation, intonation and other qualities which are necessary for language development and development of aesthetic values. Moreover, participation in this activity enhance knowledge about music, art etc.

6. Interest and motivation play an effective role in the teaching and learning of any subject. Both the two have naturally been brought into being through the organization of dramatic activities in the classroom or stage of the school. Teaching-learning of the subject like literature, social studies become a matter of joy and happiness for the students if these subjects are taught through such activities.

5. Literary Society

Literary society is one of the oldest co-curricular activities. The main purpose of the literary society is to cultivate the art of speech. The foremost reason for making literary society in school is to develop a high degree of freedom and effectiveness of self expression among students. One must acquire the power of self-expression because it helps them to express their views, thinking, opinions in practical situation. It is a very essential factor for the cultivation of these faculties. So, schools and colleges should have to organize such programmes where students can express their thinking and opinion. It helps students in improving their skills in debate, dramatics and interpretive reading.
Another aim of a literary society is to encourage the growth of leadership qualities. This activity is most fruitful in the high school because the students of this level are more mature. They can think logically and express themselves in their own ways. If proper training by establishing or making literary societies in schools can be given than their ability of thinking and expression can be developed properly. Another important aim of the literary societies is to equip the students with the essential qualities so that in future they face the obstacles and challenges of life more boldly. For this, in every school there must be one or two literary society and each student must be a member of any of these societies. Each society has to organize a meeting at the beginning of the academic year to elect officers and to talk over the purpose of the group. At the first meeting after organization, the teacher in charge should instruct the members in debating. He should point out the difference between a debate and oration. The members should be taught the logical way to develop a programme. Each society has to present programmes every year. These programs should focus on a variety of interests and forms of expression. The important thing for the teacher who conducts the literary society is to learn how to sustain the interest and at the same time meet the needs of the students. It can be done by a proper direction of the programme committee. The societies can be made practical. They can be made real living organization. They can be made supplementary to the class work and by so doing the primary purpose for which they are conducted will be more easily accomplish (York, 1919).

**Physical Development Activity**

1. **National Cadet Corps. (N.C.C.)**

The National Cadet Corps (N.C.C.) is a youth development movement. It provides opportunities to the youth of the country for their all-round development with a sense
of duty, commitment, dedication, discipline and moral values. This also provides huge opportunity for the cadets to become able leaders and citizen. It further enables wide range of activities, with a distinct emphasis on social services, discipline and adventure training. The N.C.C. is open to all regular students of schools and colleges on a voluntary basis. The students have no liability for active military service.

**Aims and Objectives:**

1. To develop character, commandership discipline, leadership, secular outlook, spirit of adventure and the ideals of selfless service amongst the youth of the country.

2. To create a human resource of organized, trained and motivated youth to provide leadership in all walks of life and always available for the service of the nation.

3. To provide a suitable environment to motivate the youth to take up a career in the Armed Forces. The N.C.C. day is observed on the fourth Sunday of November.


Today N.C.C. programme is of great value and is a part of the general educational system. In high school level this activity has great value. The main responsibility for organizing the very programme rests on Principal/Headmaster. Often students get an advantage of such training during his employment.
2. **Boys Scouting and Girls Guiding**

Scouting was introduced by Sir Robert S.S. Baden Powel. Its main objective is character-development. It lays emphasis on co-operation and fellow-feeling. It surely claims to be a very important co-curricular activity because through this youth can be taught the best way to *be good* and give them lesson in *doing good*. It aims to give boys a useful and enjoyable time in the open air, outside school hours; to train them in habit of self-control, self-help, self-reliance and self-sacrifice and to help them towards character building with a view to making them better men and citizens, not only of their motherland but of the whole world (Kochhar, 2008).

Scouting is based on this expectation that every child who is a scout will do good acts. The main rule of scouting is that every scout will do at least one good act per day. Thus through this activity the child learns in practical manner the identification of a good act and how to perform it. Scouting lays stress on practice and it does not believe in mere theory. A scout has to do the deed. He promises when he takes the oath for scouting that he will follow all the rules laid down for a good scout. There are ample opportunities for plays, games, dramatics, excursions, camps etc. for the scout. The children, through these, not only get enjoyment but learn the virtues of cooperation, self-service, social work and service to the elders, disadvantaged, poor and destitute (Mathur, n. d.). One hour in each week or more should be spare for all these activities. It is desirable to use scouts for guiding, first aid and other purposes whenever possible, making them felt privileged to become a participant in the service. Although scouting is not a subject for examination, it must receive adequate encouragement (Kochhar, 2008).
Just as for boys, scouting is introduced in the school, so for girls, it is the activity known as girl guiding. The Girls Guide Movement has a purpose no less practical than that of scouting. Through girl guiding activities the girls learn to perform domestic work which includes the study of nature, nursing, country dancing, cooking, playing games, singing etc. Consequently, it leads to the improvement of their health and development of civic sense. Most of the qualities of social service which are developed through scouting in the boys are the same developed through girl guiding among girls. All the activities mentioned here contribute to promote school spirit. They acquire the habit of co-operation, team work and “pulling together.” Each one feels his personal responsibility for the whole and meets it by doing his part (Kocchar, 2008).

The advantages of Scouting and Girl Guiding are numerous. Both the activities mainly concern with health and physical development. They believe in “sound mind in a sound body.” Through various pleasing and cheerful task they help for sound mental health of adolescents. Inner urges and impulses of adolescents can be channelized in a constructive way when students participate in these activities. Scouting includes a number of useful activities so important for daily life like first aid service, kitchen gardening, basket making, carpentry etc. These training are given in camps where students learn about co-operation, mutual understanding, social solidarity, integration, tolerance, fellow feeling etc. while doing different activities. Such co-curricular activities should be organized by every school. To conduct these activities in school proper selection of students, trained guide, necessary equipments, proper place are prime requirement.
3. **Games and Sports**

Physical and health education, games and sports, exercise and physical drill form an integral part of the educational process as they contribute to the all round development of the human personality. For children and young people, physical activity includes play, games, sports, transportation, chores, recreation, physical education, or planned exercise, in the context of family, school, and community activities. Physical activity has also been associated with psychological benefits in young people by improving their control over symptoms of anxiety and depression. Participation in physical activity can assist in the social development of young people by providing opportunities for self-expression, building self-confidence, social interaction and integration. It has also been suggested that physically active young people more readily adopt other healthy behaviors (e.g. avoidance of tobacco, alcohol and drug use) and demonstrate higher academic performance at school. The importance of these activities lies in the fact that they encourage patience, honesty, justice which comes under moral value with intellectual value like presence of mind through participation, mental alertness and balance.

Games and sports are said to be man’s common heritage along with hunger and thirst (Kochhar, 2008). Physical and mental health is essential for everyone. In schools, students remain very busy in studies. To perform best in their studies, it is necessary to have a sound mind which can stay only in a sound body and for that different physical activity like games and sports, physical exercise, yoga etc. are very essential with study. Participating in games and sports not only keep students physically fit but also help to develop co-operation, maintain mental balance, how to tackle the difficult situation, develop a sense of friendliness, team spirit, shape their body and make it strong and active, improve students capability, get moral training and many more.
They give them energy and strength by removing tiredness and lethargy. By participating in games and sports students come to learn many things which in future help them in their practical life. Education is incomplete without these activities. Knowing their value in life, children are taught some sorts of games in the very early stage of school life which continue till they become mature. It has been said that playground is the cradle of democracy. In a democratic country, like India the most important lesson for democratic development is to be learnt in playground. Earlier very less care was taken by school for games and sports. But now a day’s games and sports have become a part of academic curriculum. Participation in such activities is compulsory and grade points are also provided for the same.

Now-a-days sports have been commercialized. They have become a good means of earning. The sports person who does well in sports is showered with name, fame and wealth. Very often such personalities like Sachin Tendulkar or Mary Kom become role model before us. Sports have great potential to offer career opportunities too. So, we should take them very seriously from the very early stage of life. Students may select sports as their career according to their interest and capacity for which proper training and guidance is also required.

Thus, sports have great value in student’s life. Sports infrastructure has to be developed everywhere so as to promote them. Various sports organizations are also doing well in promotion of sports at various levels. Advantages of games and sports

- **Develops Social Skills**: When students play with other children they learn to communicate, share and collaborate, empathies with others which may not be possible in normal classroom.
• **Develops imagination and creativity:** Outside play is often open-ended and children need to be creative about what and how games are played.

• **Develops thinking and problem solving skills:** The children take risk and face new challenges and situation and learn many things, here no one gives them direct solutions. They themselves have to take decision and find the solution. Their decision may be right or wrong but it gives them an opportunity to display their thinking and problem solving capacity.

• **Develops sense of self:** As they master new skills and play with other children they improve their competence and confidence in their own physical and social abilities.

• **Develops sense of connection:** In different games and sports they come into contact with different members of the society, peers and to their local community and environment.

• **Develops self care skills:** Managing physical and social challenges helps children to learn about keeping themselves safe.

4. **Yogic Exercise and Physical training**

Yoga as an integral part of Health and Physical Education has been a compulsory subject up to the secondary school stage since 1988. The NCF 2005 adopts a holistic definition of health in which yoga is an integral part of it. Both yoga and physical education contribute not merely to the physical development of the child but have a positive impact on the psycho-social and mental development as well. Playing games has a positive impact on individual self esteem. It promotes better interaction among children, imparts values of co-operation, develops the habit of sharing and deals with both victory and defeat. In the same way yoga practice also contributes to the overall
development of the child. There is a need to provide the children accurate and authentic information and help them to construct knowledge and acquire life skills so that they can cope up with the concerns related to the process of growing up, counter stress and strains and can cope up with examination stress. Within this overall framework both yoga and physical education are seen as routes for achieving overall development of children. The existing schemes of MHRD have been reviewed keeping the above perspective in view. The scheme will continue to operate as a Centrally Sponsored Scheme and assistance will be given as per the approval of the scheme by MHRD, Government of India. It will be implemented through the Regional Institutes of Education, NCERT. Assistance under this scheme will be given for training teachers in yoga in an integrated way as per the stipulations made in the National Curriculum Framework, 2005 and the syllabus of Health and Physical Education. In order to ensure uniformity in the training programmes, it would be desirable to organize the training programmes keeping in view the syllabus developed by NCERT in the area of Health and Physical Education for various classes. Under this scheme assistance will be provided for the teacher training. Assistance may be given to Yoga Institutes for training of regular teachers of Government and Government-aided schools in yoga in an integrated way. For those teachers, who would be teaching yoga though they are not yoga/health and physical education teachers may be required to undergo training for one month. Refresher courses may be organized for 21 days as per the requirements of the teachers. The training may be compulsorily residential. Teachers invited for training should not be above 45 years of age. Financial assistance will be provided for not more than two courses in one academic Year (Scheme on Quality Improvement in School, 2011).
Aesthetic and Cultural Activity

The aesthetic and cultural activities include knowledge about aesthetic experience, awareness of the aesthetic and artistic values not only of his/her community but of all humanity. Beauty is both the means and the end of aesthetic education. Aesthetic education makes full use of all the aesthetic phenomena present in reality. Education in the arts i.e. music, dance, visual arts and theatre etc. are very important part of aesthetic education.

Both ancient and modern educators have laid great emphasis on the importance of aesthetic subjects in education. Among educators of modern times, John Dewey in America and Rabindranath Tagore in India give aesthetic education a very high priority in the curriculum of a school. Music as a form of art had a very high place both in ancient Greek and Indian education. In the post-independent India, most of the education commissions have recognized the need and importance of introducing subjects like literature, fine arts, music and dance in school curriculum. The Mudaliar Commission (1952-53) mentions the need for introduction of subjects like literature, fine arts, music and dance in schools for inculcation of virtues like the spirit of co-operation, humanity, discipline, love etc. The Kothari Commission (1964-66) recommends the study of art and culture to be included in the school curriculum. The Ishwar Bhai Patel Review Committee points out the role of art in the development of the child’s personality and states that the creative urge in children must be cultivated through art education. The National Policy on Education (1986) states that art development is a sense of design that inculcated a sense of order in the child (NCERT, 1997).
Schools in different occasions organize such cultural activities where students participate according to their interest and ability. Some students are there who are not interested in other activities like physical, civic or social welfare. For them cultural activities are the only activities where at least they can participate. There may be cultural clubs and other societies in schools which are democratically organized to give opportunities to the students to organize functions and cultural activities cooperatively. Cultural activities in schools motivate school children to acquire knowledge about India’s rich cultural heritage by sensitizing them towards appreciation of Indian arts, developing a sense of respect towards continuity of traditions, empowering children to undertake action-projects to conserve and preserve culture and to become custodians of our heritage.

By using art as an educational tool, education develops special abilities and talents in the specific types of art—for example, music, singing, choreography, the theater, and the decorative and applied arts etc. Each student through participating in such aesthetic and cultural activity in school learns common and natural values and then develops his own tastes and notions. Culture is not an inherent quality of personality, but is formed in the process of education throughout one’s entire life and which formally starts from school. Besides physical, academic, social and other co-curricular activities the school may occasionally arrange some functions like dramatic performance, musical programme, dance competitions, comic, recitations exhibitions of painting, drawing, modeling, sculpture, poetical competition etc. Separate cultural society for organizing such activities can be formed too. Each of these creative activities not only has educative value but also has cultural, creative, recreational, intellectual, emotional and social value too.
Cultural activities enable the children to realize the value of their own cultural heritage, provide opportunities for self expression and develop their aesthetic sense. Schools while organizing any cultural activity like plays for dramatic performance, cultural exhibitions, and musical programme etc. should keep in their mind that apart from provision of recreation, their intellectual and social aspects are also emphasized. Fancy dress, flower shows, folk dances, variety shows, dramatic and musical activities provide opportunities for understanding the varied cultural heritage of our country as well as that of others. Such activities also help the students to widen their knowledge about different culture, showing respect to others culture, transfer, preserve and develop their own one. They also provide opportunities for self expression and performance in public which develop in them self-confidence. The shyness and stage-fright are won over through such participation.

In the academic calendar there is a clear provision for art education and according to NCF 2005 all the four main streams covered by the term the arts, i.e. music, dance, visual arts and theatre, are included. The purpose becomes successful if there is a teacher personally interested in these activities and familiar with the organization of those to guide the students.

Civic Development Activity

1. Student Council

A student council is a council of students where students from different class and age level participate in different activities like fresher’s welcome, school sanitation and environmental programme, recreational and welfare activities etc. The main aim of forming such council is to bring integration and unity among various limbs of the school life. It is intended not only to see the immediate need of the students but also to
find out the solutions of the various problems that a school faces. The council is managed under the supervision of a teacher who only guides in various affairs of the council. Students have the freedom to work in accordance with their own initiative.

In schools the student councils are formed for conducting various types of activities like conducting assembly, orientation of new students, recreational and welfare activities, regulate co-curricular activities etc. By participating in such councils, students develop many essential qualities or traits like co-operation, tolerance, character development, patience, perseverance, discipline, social interaction with academic improvement. Different schools assign different types of activities, different constitution for council and different types of committees are also set up for the purpose.

In the school the formation of student council is very essential for the welfare of the students. A special procedure is followed for its formation. Selection of the members is done by the students themselves. The veto power is used but never emphasized too much. The students elect their representatives for the council and in this process of selection they get training in the process of democracy. Members of student council must be elected by different houses. It is very important that the democratic method of election is followed. The member of the council should be the representative of all the pupils.

The following are the aims of having a school council:-

1. To allow pupils to participate in or manage co-curricular affairs.
2. To develop in student a sense responsibility, initiative, leadership and school pride.
3. To promote the welfare of the school through proper student-faculty relationships.

4. To promote citizenship training.

5. To promote general welfare.

6. To aid in the internal administration of the school.

7. To develop the quality to express oneself.

8. To furnish a working model of government (Kochhar, 2008).

H. C. McKnown in his book ‘The Students Council’ describes 364 such activities which can be undertaken by the student’s council. Some of these are as follows—welcoming of new students, supervision of school sanitation, honoring of the school guests, obeying of the rules of road traffic, protection of school property, keeping the school environment clean, ensuring the punctuality of the students, service to the sick students, service to the physically handicapped students, breaking the habits of smoking among the students, developing respect toward the administrative organization of the school, obeying the laws and rules of the school to give punishment to those students who break the discipline of the school, ensuring good behavior during school assembly, maintenance of the school gardens and lawns, maintenance of the play fields, organization of literary meetings, debates and poetic symposia, organization of social activities like picnics etc., publication of school magazine, supervision of library and reading room, organization of musical or dramatic functions etc. (Mathur, n.d) .

2. School Assembly

School assembly is one of the most important elements of a school's curriculum. In most of schools teaching work starts after school assembly. Here students and staff
gather. Some prayers are sung and various instructions are given to the students. The assemblies can, however, be arranged at any time of the day.

Being the administrative head of his school the principal remains responsible for assembly activities. The school assemblies provide an opportunity to the principal and staff to meet all the students at a particular time. As the school assembly is highly important for a school so being the head of the institution it is the principal who must understand the significance of it in the total educational programme of his school. It is the best activity through which he can reach each and every member of the school and can share the progress and achievement of the school as well as of the individual of the school in different areas. It also enables each and every individual to share their thoughts, ideas regarding various things. Well planned assemblies can contribute greatly to academic and behavioral excellence of students. It further helps to foster a sense of community and a positive ethos, values, cooperation, honesty, respect for self and others, perseverance, punctuality, respect for rules, develop moral and spiritual guidance for everyday life as well as an awareness of pressing social issues.

In school assembly different activities like announcements of important issues, news, instructions and prayers are conducted. Students’ performances and achievements in various fields get recognition with reward and praise in front of the co-mates. It, therefore, helps to accelerate their motivation further.

Students develop an understanding and we feeling when teachers inform them about different activities and programmes the school is going to conduct. They are then assigned with different roles and responsibilities to be played. This consequently helps them to realize their role in the smooth functioning of the school. The singing of the national anthem, the school song and the celebration of days of national
significance, like Independence Day, Gandhi Jayanti etc. leads to inculcate in them a sense of national pride, good citizenship, school pride and so on.

The following are the objectives for which the students may be assembled:

1. To arouse the feeling of belongingness among the students.
2. To give instruction regarding general experiences, ideals and suggestions.
3. To provide education in good behavior.
4. To command those students who have done good work.
5. To celebrate national days.
6. To interpret the work of the school.
7. To develop desirable attitudes and appreciations.
8. To assist in the selection of a vocation.
9. To develop a better understanding in critical issues and problems in our contemporary culture.
10. To furnish opportunities to appear before an audience.
11. To learn more about the community and how it functions.
12. To recognize superior achievement.
13. To encourage the development of good audience behavior.
14. To furnish wholesome entertainment as well as to educate.
15. To provide an opportunity to present certain administrative problems and to seek solutions of them.

3. School Club and Other Societies

School clubs and societies are useful means for developing team spirit, leadership quality, sociability, co-operation, spontaneity etc. among students. Organization of these types of activities in the school helps to gear up the students’ interest in them.
They may learn public speaking, participation in debates and other literary tasks by taking part in such activities. They further help to encourage or create general awareness, an analytical mind and team spirit among the students. Here it deserves mentioning that while managing these activities it must be assured that they provide to the students opportunities for displaying their creative ability. Various clubs like eco club, cultural club, dramatic club, literary society etc. have been formed in which the students and teachers participate actively.

School clubs often organize those activities that are important for community people. By joining a club, students become volunteers and play an active role to achieve the aim of that club and society. It helps them to feel the satisfaction of helping others and encourages becoming a part of a constructive outlet instead of harmful ones. Clubs and societies often provide students with the chance to spend time and make friends with those who have the same interests. As they have something in common, so they share ideas, thoughts etc. and become more affirmative about those groups. They serve as a positive outlet for students to socialize themselves and thereby provide them with opportunities to lead themselves in gaining experience in organizational activities. Participation in these kinds of clubs often opens doors for future opportunities.

4. Co-operative Activity

One of the main aims of the schools is to inculcate in children the habit of co-operation. Different co-operative activities are organized in schools for this purpose. The main aim of such activity is to create a satisfying feeling of co-operative working among students. Students establish co-operative shops, co-operative banks or co-operative canteens in schools by selling shares to students as provided in the co-
operative law. The profit of this is distributed among those students who have taken
shares in such enterprises. The administration of such societies should be left entirely
to students, who may obtain guidance when needed, from the teacher deputed to help
them. Function of the head master in this connection would be to see that the work is
done properly, accounts are correctly maintained and that the students are generally
exhorted to make use of the co-operative shop for their needs like stationary, exercise
and text book. In the case of such bank the students should be asked to open their
saving accounts and use them for their expenditure needs. The school can also put a
portion of the students’ funds with the co-operative bank. The use of the co-operative
canteen is expected to grow in its own stride if it is properly managed and prices are
kept reasonably cheap. Thus co-operative activity is a good career opportunity for
some students (Sukhia, n.d.). By engaging with such activities students learn those
social values which are quite impossible inside the classroom. This activity has direct
implications in student’s practical life. Team spirit, helping attitude, problem solving
capacity, social service etc. can be developed by organizing such programme in
schools. Students can realize the direct implications of school activities in their future
life and try to involve in such activities with more positive attitude.

Social Welfare Activity

1. Social Service

Now-a-days many schools have introduced social service activities as co-curricular
activities. The main aim of such service is to serve the public. These activities are
especially concerned with offering social services when needed like adult literacy
work, participation in community projects or works, helping flood affected people,
serving in fairs as volunteers, involving themselves in cleanliness programmes, health
and educational programmes, community awareness programmes etc. They go out
and help the community directly which helps them to understand the actual condition and develop social qualities like co-operation, sympathy, tolerance etc. and make them realize their role as a member of the society. Sometimes they also help poor and needy students by providing them book, cloths, food etc.

2. Junior Red Cross and First Aid Group

Organizations like Junior Red Cross and First Aid Groups are highly important because through them children get opportunities for social service and develop a realization about their usefulness related to an individual and society. As their main objectives are to serve others, to improve health and develop the feeling of brotherhood so it demands that each child is trained in Red Cross and First Aid activities and each school should insist in organizing these activities. These organizations meet their expenditure through donation or by selling the objects prepared by children.

The aim of First Aid is to give training to children to treat the injured and the sick. At present, very few institutions have the required arrangement for it. Junior Red Cross Society is one of the co-curricular activities that have access inside as well as outside the school. It mainly emphasizes on developing awareness about health, citizenship and international understanding. It not only helps the students to develop the attitude of social service but at the same time makes them aware about different diseases and how to be hygienic etc.

Excursion Activity:

1. Picnics or Excursions or Educational Trip

Picnics or excursions or tours are arranged for the entertainment of the students. But they also have a great educative value. The students on picnics or excursion or tour
come in face to face contact with nature. This close contact enables them to learn from nature. The purpose is to supplement the curricular experience. It is felt by the modern teacher that those things which can be learnt best in school should be learnt there and those things which can be learnt best in the out of doors should be arranged in favourable environment outside the class room.

Picnic or excursion or tour are defined as educational experiences conducted during school hours and planned by teacher to correlate with the regular classroom instruction. Field trip or excursion is an integral part of classroom instruction especially in teaching subjects like science, social science, history, geography. Every excursion must have some purpose. The experiences gained during excursion should try to fulfill the purpose. It should give relevant information about the subject or topic. It may be undertaken for gathering more information, changing attitudes, awakening interests, developing appreciations, promoting ideals, and enjoying new experiences. Organizing excursion helps to gather a complete and accurate knowledge because it correlates theory with practical situation. It has been proved by different educationist and psychologist that learning becomes more permanent if more than one sense organ is involved. And excursion is an activity where students learn directly by using most of their sense organs. So, they are a very practical means of getting firsthand knowledge. It acquaints the pupil with new environment. These trips or visits may be to a fire department, court or council in session, post office, historical monuments, where students relates theoretical knowledge with the practical situations. Students of every level enjoy such excursion where they not only get the firsthand information but also learn how to interact with people, face a new situation or problem etc. In many field trips students have to talk with the members of that community to gather information. Here they get a chance to develop some social skills like how to interact
with people. Excursions are very important to many children who do not get the opportunity to travel to museums, theaters and parks. It gives the chance to go in those places which in other way would not have been possible because of economic or familial or demographic difficulties.

The objectives of excursion are as follows:

1. To utilize the tendency of children for outings for educational purposes.
2. To make the students familiar with the environment.
3. To make the curriculum related experiences more comprehensive.
4. To collect the material related to curriculum such as collection of flowers, leaves, etc. for botanical studies or stones, pebbles, etc. as specimens for scientific studies.
5. To develop specific interest among the students.
6. To learn about the history, geography and other subjects by actually visiting the monuments, palaces and zoos and museums (Mathur, n.d.).

Some excursions are complex which require more planning and organizational work and some are easy. But in both cases a well planning is must. Every excursion needs proper planning and organization. The success of this activity depends on well organization and well planning. The in-charge of the excursion should be fully aware of the place with up-to-date knowledge about it. Teacher and the students should take on responsibility in it to derive maximum benefit out of it. With educational aim recreational aims of the excursion should not be forgotten. Discipline is required to be maintained in every way.

The advantages of excursions are as follows:
1. The child comes in close contact with nature. They learn about outer world and about the objects outside the class room.

2. The class develops interest in the environment outside the school boundary.

3. Excursions sports are generally taken as places of natural beauty which can develop the aesthetic sense among the youths.

4. The child learns most of the thing by doing. Their creative and constructive abilities are developed through excursions.

5. The child comes in contact with real problems of everyday life and learns how to solve them.

6. The child gets opportunities for discovery and as a consequence accumulates knowledge.

7. The children learn to correlate the theoretical knowledge with practical activity. The knowledge gained in this way is better acquired and retained for a longer time.

8. They add to the mental and social development of the children.

9. They help in developing the qualities of leadership amongst the students.

10. They add to the variety in school programme. The monotony and routine works of the school are changed for a while.

11. The participation in such activities encourages the students. They might feel tired of the classroom studies. Excursion at weekend or at some other time refreshes the students.

Leisure Activity

1. Hobbies

Hobbies are often thought of as activities for people who lead quiet, relaxed lives. However, people with full, busy, even stressful lives may need hobbies more than the
average person, and they are benefitted greatly from the hobbies in their lives. Hobbies provide a slice of work-free and responsibility-free time in one’s schedule. This can be especially welcome for people who feel overwhelmed by all that they have to do, and need a mental recharge by doing something joyful. For those who feel overwhelmed by responsibility, it may be difficult for them to find the time or get break from a busy schedule just for sitting and relaxing. Involvement in any hobby, for them, however, can provide a break with a purpose, which can help people feel that they’re not just ‘sitting around’, but are using their down time for something productive. Either way, hobbies provide a nice break in a busy week (Scott, 2012). It is very useful means of passing leisure time in a creative and constructive way. In schools, teachers can help students to develop good hobbies among the students. He may create an example by himself in front of the students about the benefits of having a good hobby. Students can entertain themselves as well as perform some creative activities if they develop any kind of creative and constructive hobby. The choice of hobbies depends on age, interest, ability of the child. There are various types of hobbies like collections hobbies (collection of stamps, seeds, flowers, stones, pictures, cartoons, coins etc); artistic hobbies like (drawing, painting, clay modeling, bookbinding, toy-modeling, sculpture, designing, embroidery etc.); scientific hobbies like (preparing soap, candles, photography, preparing improvised scientific apparatus etc.); social hobbies like (playing cards, attending clubs etc.); literary hobbies like (writing poems, articles etc.); craft hobbies like (spinning, weaving, kitchen gardening, leather work etc.). Teachers and parents can encourage students for the adoption of good hobbies in schools.

Following are the advantages of having a hobby in a student’s life.

1. A hobby is the best stress relievers.
2. It helps to gain knowledge.

3. It is a good companion.

4. Hobby helps in controlling out emotions and also works as a cathartic agent of emotion.

5. A hobby is an excellent relaxing technique.

6. It helps in moulding the mind, body and soul.

7. It is the best entertainer.

8. A hobby is a nice way of socialization as well.

9. A hobby helps in discovering ones hidden talents. It helps to know one’s own self in a better way and thus helps in learning new skills.

2.9 Principles of organizing different co-curricular activity

The main success of organizing co-curricular activities can be achieved only if the schools plan carefully and implement sincerely those activities. Their successful organization needs some guidelines/principles which the schools can follow. Following are some guiding principles schools should follow while conducting co-curricular activities.

Principle of selection: The success of any co-curricular activities depends on proper selections of activities. The head master or principal and staff can hold discussion regarding the activities to be carried out in the school. Different viewpoints must be discussed and given due consideration. The types of activities to be introduced in a school as co-curricular activities need careful selection. The following points should be kept in mind while selecting different activities:

1. There should not be only one or two types of activities. The needs and choice of different types of pupils should be kept into consideration. Each pupil
should get the chance of having participated in one activity or the other. So, preference should be given to varied and large number of activities so that these activities can fulfill the various needs of the students.

2. The programme of co-curricular activities should be introduced gradually depending on the resources available. There should not be too many activities because their organization may create difficulties. At first, beginning should be made with the selection of a few appropriate activities. Gradually this number may be increased.

3. For meeting the varying interests, abilities and aptitudes of the greater number of pupils, and the society the number of activities should be carefully selected.

4. Every activity to be selected must have a definite purpose. The headmaster, the teacher and even the pupils must know the purpose of an activity otherwise it loses its real worth.

5. The numbers of activities where student should participate must be decided on the basis of the age level, interest, needs and capabilities of the students. Because their interest, need and capabilities at different developmental stage varies and this should be kept in mind. Thus the activities for the pupil of one level should not be the same as the activities for the pupil of the other level.

6. Every co-curricular activity should be organized in such a way that through it the student’s mental, social and moral development can take place. With entertainment every activity must also involve some values. Greater attention should be paid to those activities which must have appreciable educative value.
7. Teachers should not put too much burden on students by making participation in each activity compulsory. There should be no compulsion or imposition of an activity on unwilling students.

8. From economic point of view the co-curricular activities should not be too much expensive. While selecting activities, the resources of the school should be kept in mind. The activities involving unbearable expenditure should be avoided. They should not only be selected according to the economic means and needs of the pupils but also the needs of the community and conditions of the local surroundings should be kept in mind.

9. Students should be provided full freedom to choose the activities they wish to participate and clear instructions regarding their participation should be given.

**Principle of providing time and place:** As far as possible, these activities should be accommodated in the time-table during the regular school hours. The time for each activity should be specified well in advance because if students and teachers in charge know their activities or duties beforehand than the purpose of any activity can be achieved. By doing so, the activity gets importance and pupils as well as teachers do it willingly. Otherwise neither the pupils nor the teacher will take interest.

**Principles of providing motivation:** Co-curricular activities should furnish a rich source of motivation for class instruction. Pupils must be motivated to participate in co-curricular activities because the entire success of such activities depends on the participation of students in different activities. So, teachers have to motivate the students. For seeking such motivation the following measures may be adopted:

1. Students should be encouraged to choose activities of their interest.
2. The pupils should be involved in the conducting various activities. They should be motivated to come forward for the organization of the activities.

3. Democratic procedure should be followed in their planning and organization.

4. Each activity should have well defined aims and functions.

5. The procedure of the activity should be clear to the students beforehand. If they do not know how to perform an activity, they will remain in doubt and their participation will be insufficient. This may be a reason for de-motivation.

6. Pupils should be appreciated by teachers, guests, dignitaries for their performance in different activities. These appreciations may be in the form of things like reward, merit certificates etc. or social recognition. These are very useful means of motivation.

7. The programme of co-curricular activities must undergo frequent evaluation in order to maintain its functional character. This evaluation helps the students to find their area of improvement and become a reason of motivation for future participation.

8. Due credit should be given to students for participating in the co-curricular activities in the final school certificate and report card.

**Principle of advice and guidance**: For the proper selection and organization of the co-curricular activities in schools proper guidance and advice should be made available to the students. The pupils will not perform the activities automatically because they may not have adequate understanding about the significance of such activity in their life. They must be guided by the teachers. The teacher-in-charge of the activity must have sufficient knowledge of the activities so that he/she can guide and advice them properly in this area. In addition to this, teachers must take personal interest in different activities. Following are some important guidelines:
1. The teachers who are engaged in co-curricular activities must possess certain qualification or special knowledge of the respective activity. If not then they must be sent to different training courses organized by the respective department. He/she must possess full experience of organizing the same so that planning and organization becomes smoother.

2. For the proper functioning of such activities, every member of the staff must be made in-charge or convener for different activities.

3. Although the teacher in-charge’s role is only advisory no activity should be organized by the pupils without his knowledge and approval. Teachers have to guide students in their respective area by giving different guidelines, information regarding how to be more accurate or advance in a particular field.

4. In the school activities only the students of the school should be allowed to participate. The participation of the outsiders normally is discouraged. If it is inter school or inter district programme than others can be allowed.

5. The permission of head of the institution must be obtained before introducing any co-curricular activity. Any activity undertaken on the advice of the teacher in-charge should have formal approval of the head of the institution.

6. The teachers should be assigned the duties of supervision of various activities in accordance with their capabilities.

7. Work-load of the teacher who is to guide the pupils should be suitably adjusted.

8. The teacher should accurately supervise the pupil’s performance in various activities. On the other hand the Principal/Headmaster should supervise the functioning of both the teachers and the pupils. Because to organized such
activities systematically and properly, supervision of each and every activity is necessary. As the principal is the head of the institution so the main responsibility rests in his shoulders.

**Principle of due publicity:** Organization of co-curricular activities in schools should be given due publicity. The time, place and the nature of the programme should be precisely mentioned in the programmes concerning these activities. Not only the students or the staff should be told about these programmes but the community should also be well informed for the same. Parents and members of the society should be invited in such programmes. It may help them to know the progress of their children in different areas. Organizing such activities help to reduce the gap between school and community. The publicity measures should also show importance or significance of the programme or activities undertaken.

**Principle of maintaining records:** The successful organizations of co-curricular activities also need a careful recording of all the activities and procedures relating to these activities. After the activity and its evaluation are completed, the teacher-in-charge should prepare a detailed report of the programme. This should be written down in particular registers. Membership of students, the code of rules for a particular club or organization, planning, execution, evaluation of the programmes, statement of expenditure and various difficulties faced in the organization of activities should find a place in the register. At the end of a school session, annual report should be prepared based on such record. It may also help in giving credit and awards to the participants who throughout the year participated in different activities.

**Principle of providing proper facilities:** Attention should be given to the availability of proper facilities for conducting and organizing these co-curricular activities.
Though, it should be within the resources of the school yet should be as economical as possible. The basic requirements in terms of the place where the activity is to be carried out must be pointed out well in advance. Then furniture, essential material or equipment should be made available according to the needs of the time and situations.

The common difficulties in organizing co-curricular activities in a school are as lack of understanding of the broad objectives of co-curricular activities on the part of both the faculty and students, unwillingness of teachers in promoting and sponsoring these activities and inability to evaluate the benefits of such activities for which students derive from participation. Extra-curricular activities for a school can’t be self-made by a principal, faculty committee, or even an expert in the field and imposed on a student body. A proper climate for the development of activities must be created which will encourage pupils to co-operate voluntarily in the pursuit of common interests and in the solution of common problems for their own betterment and that of their school. The identification of student interests and problems by the administrators and teachers and the encouragement of co-operative efforts on the part of students to unite in organizing activities, through the pursuit of which they can secure personal satisfaction and realize educational values, which are the preliminary steps to any formal organization of an extra-curricular programme. The programme, before it can be recognized as such must evolve according to procedures established by the school. Each activity should have definite objective recognized by its members and a sympathetic faculty sponsor who will see that the objective directs and regulates the participation of the group (Reavis, 1951). Every member of the school has to play a vast role to get the benefits of co-curricular activities. To make the co-curricular activities a grand success everyone has to plan those activities beforehand and fulfil the duty.
2.10 Advantages of co-curricular activities

Co-curricular activities which are mostly voluntary are offered throughout the school career from the pre-primary to the secondary level (Taneja, 2000). They constitute a dynamic part of school life. Development of wholesome personality can only be possible if students participate in such activities. There are many advantages of organizing such activities. Following are some of them:

1. Co-curricular activities provide opportunities to students to identify their interests and discover new interests. Desirable interests give enthusiasm to life, broaden horizons, and provide an excellent background for the profitable use of leisure time. School clubs contribute more to achieve these objectives than any other types of activity. Athletics, music and school publications are other kinds of activities that also contribute in this context.

2. Participation in such activities educate for citizenship. Leadership, fellowship, cooperation and independent action can be easily learnt if students participate in different co-curricular activities like student council, assembly, games and sports etc.

3. Different co-curricular activities are endowed with ample scope for developing leadership qualities. Activities like games and sports, drama, different group activity etc. provides lots of opportunities for development of leadership qualities. The leaders get all direction from the teacher in-charge of activity. They come across diverse situations where they have to think and take independent decisions. By doing so they acquire qualities like clear thinking, initiative, patience, tolerance, self-confidence, enthusiasm etc. which are essential qualities of a leader. Thus by organizing such activities schools can easily develop leadership qualities among students.
4. Involvement in extra-curricular activities raises student's self-esteem. This outcome is produced because students obtain an enhanced sense of worth and responsibility through their participation in activities outside the school. This increased self-esteem could lead to more confidence and maximize participation in the classroom and thus increases academic success.

5. Collective spirit and morale can be developed if students participate in co-curricular activities. They learn to love their school, enjoy working together for the school and take pride in its success. Inter school programmes, social activities, student council and many other activities can be organized to develop collective spirit and a sense of commitment among the students.

6. They provide opportunities for satisfying the gregarious urge. They learn right social conduct in actual social situations which is provided by the school. Student identifies himself with the group, he is no longer an individual but is a member of a group. He tries to develop those qualities which are pre-requisite to be a member of that group. In such way his gregarious urge is satisfied. Student council, games, clubs and societies, dramatics etc. are some activities which can be organized to channelize such urges.

7. Development of moral and spiritual values is the foremost aim of education in our country. Co-curricular activities open innumerable awareness for the inculcation of moral and spiritual values among students. Moral qualities such as honesty, truth, justice and purity are put to test and therefore forced into functioning. Through these, the pupils find opportunities to decide and choose the right value of self-control and moderation. The child learns these through the free community life in games, excursions, and in the school societies.
8. Good mental health by sublimation of instincts through a wide variety of co-curricular activities like sports, dance, writing a poem, or serving as a member of a committee etc. can be promoted. The youngsters have lot of energy and is required to be channelized rightly otherwise that might prove harmful. Student’s involvement in different co-curricular activities of their choice not only keeps them busy but it also makes them emotionally satisfied.

9. Most of the co-curricular activities have their impact on the physical development of an individual. The only difference is that some of them are physical activities which have their direct concern with the physical development of an individual. The other activities though may not look like physical activities but they certainly involve physical effort we can say that these activities also help in the physical development of an individual. Even if some activities sublimate the instinct of an individual, help is rendered to normalize the growth and development of an individual.

10. Organizing such activities in school provide a good environment for social development. School is a miniature society where through co-curricular activities pupils can be taught social manner as how to adjust in different social settings etc. Such social manners and adjustment techniques cannot be taught just by following text books. Thus we can say that the different type of co-curricular activities help in the social development of an individual.

11. Some of the co-curricular activities enable a person to earn something while doing these activities. The students become so much interested in them that later on they want to adopt it as a whole time profession. For example, interest in music, photography, art and painting might make some person or persons really professional. It is very encouraging because the students of this type instead of
adding to the number of unemployed try to establish themselves well according to their tastes and likings.

12. Participating in co-curricular activities widen a student’s contacts. Contacts with people help him/her to learn new behavior, ideas, ways of doing things etc. Their horizon becomes more comprehensive so that they become more concerned about new issues and problems around their surroundings. Activities like sports, trips, excursions etc. can help in the process of mental maturity.

13. These activities provide opportunities to develop students’ creative abilities. They give enough scope to exercise their creative capacities in different areas in a constructive way. Writing for school magazine, painting, dancing, singing, developing plans in the student council to improve the functioning of the school, story writing, writing poem etc. all these are the areas where there is a demand for creative power.

14. Participation in co-curricular activities, help the students to become self-disciplined. They remain busy in different activities for school work therefore they have no idle time. The question of doing some mischief by them does not arise. A school where with study students get opportunity to involve in different activities proves to be supplemented towards the development of the child. In this way, a time comes, when the students themselves frame the rules and regulations for the conduct of activities.

15. Co-curricular activities not only assist for all round development of students but it can also enrich classroom experiences. Pupils are frequently motivated by certain classroom experiences and wish to explore more and for that reason they may form clubs, assign projects, go for excursions, dramatics, music and citizenship
activities etc. Such experiences help them to learn more and make the class-room activities lively.

16. When students participate in different co-curricular activities, their hidden potentialities come to light. After that if needed proper guidance and training can be given, so that their potentials can be channelized in a right direction. Co-curricular activities provide such additional opportunity through which students hidden potentialities can be channelized.

17. Participation in co-curricular activities develops the spirit of teamwork and this teamwork is very essential for the smooth functioning of any organization. School is an organization where teachers and students have to play their role as a team. Teachers expect co-operation in the classroom and the student in turn expects his teachers to be interested in the things which interest him such as sports, plays and other similar activities. Through the student council, student’s self-governance, organization of different school programmes, students help to solve some of the problems faced by the school.

18. Co-curricular activities provide opportunities for utilization of free time in a useful manner. They develop varied interests of the students. Whenever they find some free time they indulge in the activities and utilize their leisure time in a very useful and fruitful way. Students learn to use their spare time in purposeful way like reading books, writing, collecting stamp, coin, photography, doing needle and knitting work etc. These activities after sometimes become hobby and then leisure can be converted from a curse into a blessing.

19. Educational psychology views that teachers should understand the child. To understand the child he has to study the behavior in different situations. Teachers are the persons who conduct co-curricular activities in schools. During conducting
these activities students comes nearer to teacher and an informal contact is created where teachers try to understand the pupils better. The teacher gets more information about his students by observing their behavior in play and other activities. He may identify the hidden potentiality of students at the same time his difficulties and can guide accordingly.

20. Organization of co-curricular activities in schools develops better school and community relationship. School and the community come closer when the school organizes different programmes and excursions, camps and survey work etc. When the schools arrange debates, music concerts and other different occasions the members of the communities are invited then community interest in school and tendency may develop within the community members for co-operating and developing their schools.

2.11 Disadvantages of co-curricular activities

1. Academic curriculum is much more important than the co-curricular activities. Obtaining recognized qualification is more essential than participating in co-curricular activities. Higher educational institution places greater importance on the curriculum when selecting students and so do employers do when recruit workers.

2. Society does not require master of many skills, but specialists in selected fields. The main thrust to prepare for gainful employment should therefore go into specialization for that purpose.

3. Most specialist professions still provide a range of career opportunities without any need to compromise academic education by overemphasis on non-academic activities.
4. Parents and teachers might fear that the students may lose their focus on academics when they become too busy with school activities. Like attending many rehearsals, practices and meetings may cut into homework time.

5. Another negative impact of participation in co-curricular activities is injuries. Some athletes can have life-long injuries that occur when they are participating in sports.

6. If the coach’s quality is poor as a role model or mentor he can’t understand adolescent growth and development, or do not enforce good rules of sportsmanship among the students. And due to this students may get involved in other negative activities.

7. Balancing school work with co-curricular activities can be stressful for some students, especially when plenty of activities take place. A student's involvement in co-curricular activities can put stress on the whole family when parents have to rush to guide kids to various scheduled activities. Busy kids also have less time to spend at home with their families, which can put a strain on familial relationships as the kids get older.

8. Fatigue is another factor for extra-curricular activities that may negatively affect a student's academic performance. A student could become mentally and physically exhausted if they spends long hours on both academic and co-curricular programs. If out-of-school activities are reduced then they remain healthy and less exhausted.

9. Some families may find that co-curricular activities are too much expensive. Organization of games and sports in schools sometimes carry registration fees,
need to purchase expensive equipments and uniforms. Music, dance, drama activities also carry too much expenses because in such activities parents have to purchase or rental of a musical instrument, costly costumes, make up materials etc. Sometimes sports and music programs organized in schools may recommend parents to supply equipment for students to use, because there is less or no budget for such equipments. So, such thing make parents feel that these are some useless activities which schools conducts.

10. Students may get frustrated if they are over loaded with school activities. They need time to study, relax with peers and join family activities. The students struggle to find a balance in life. Parents should look at their co-curricular involvement. Students might also be frustrated that they do not have time to grow their talents. If children put too much focus on a few, specific abilities, they might not develop into well-rounded people.

11. Putting children in co-curricular activities too early can cause different problems. Co-curricular activities can teach children discipline, teamwork and other life skills but early involvement might be overwhelming for young students. This disadvantage can grow into anger as well.

12. Most of the co-curricular activities have no relation with the existing curriculum. So, the students consider it as extra burden for them. If it could be related with curriculum then students as well as parents may get interested.
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