3.1 Introduction

Research takes advantage of the knowledge which has accumulated in the past as a result of constant human endeavour. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher (Koul, 2001). A review of related literature is an essential part of a research study. Review of related literature means to review again the literature which is related to the research’s field of interest. It helps the researcher to acquaint himself/herself with the current knowledge in the field or area in which researcher is going to conduct his/her research and also helpful in planning the study properly. It also helps to know the background of the study, examine new findings in his field, identify gaps in knowledge, discover contradictions in findings and the need for fresh studies and their direction. Through various readings the researcher comes to know about various methods and techniques of research, used by other researchers, learn about facts, phenomena, concepts, theories related to his field of research and develops confidence in carrying out the research work properly. These may be useful in the formulating, describing and conducting the study. Considering the stated objectives of this study a careful review of some of related literature has been done by the investigator which consists of review of researches, periodicals and journals, foreign and Indian books and dissertations, thesis, handbooks and year books, bibliographical literature and other references, volumes of survey reports.
edited by M. B. Buch, survey of research in education brought by NCERT, Encyclopedia of Educational Research. Here, in this chapter considering the stated objectives a careful review of some of related literature was done by the investigator. These are:

3.2 Studies conducted in Assam

Bhagabati (1987) conducted a study on “Co-curricular activities organized in the secondary schools of Assam, and its relevance on physical, social, emotional aspects of adolescent girls and boys”. The objectives of the study were—1) to examine the prevailing conditions of co-curricular activities organized in the secondary schools of Assam, 2) to find out the number of teachers trained to organize co-curricular activities, 3) to find out the number of deputed or trained teachers to conduct N.C.C./A.C.C, girl guide and scout activities, 4) to find out the number of teachers in general education and co-curricular activities, 5) to find out the extent of provision of a. playground, b. school hall, c. store room, d. games materials, e. swimming pool, 6) to find out the number of co-curricular activities in the school time table and the number of students participating in different co-curricular activities after school hours, 7) to find out the number of co-curricular activities present in the school programme, 8) to find out the number of teachers in general education and co-curricular activities, 9) to survey the opinions of the school authorities regarding acceptance of the co-curricular programme, 10) to find out the position of funds regarding co-curricular activities, 11) to find out the influence of co-curricular activities in relation to the adjustment of the adolescent student in their physical, emotional and social aspects and to give necessary suggestion. The normative survey method was employed to find out the existing pattern of co-curricular activities in secondary schools of Assam. Questionnaire was used as data gathering tool. The
major findings were—a) the prevailing of co-curricular activities in secondary schools of Assam was very disappointing, b) co-curricular activities played an important role in the adjustment of physical, emotional, mental and social aspects of adolescents, c) the existing number of co-curricular activities in secondary schools were not sufficient, d) the subject of co-curricular activities was trailing far behind general education in terms of staff positions, e) the teachers-in-charge of games and sports whole-heartedly supported the co-curricular activity programme, f) the contribution of co-curricular activities were many and varied. Every student realized the importance of physical education and expressed his desire for introduction in the school.

Roy Choudhury (1990) carried out a study on “Aesthetic interests of pre-adolescent pupils of the secondary schools of Greater Guwahati and their bearing on educational planning and organization: A critical study”. The objectives of the study were—i) to find out the aesthetic interest of pre-adolescent pupils, ii) to find out the development of the aesthetic interest of both the sexes, iii) to recommend a suitable scheme of aesthetic education and iv) suggest measures to organize the schemes in the secondary schools of Assam. Survey testing, questionnaires and the interview techniques were used to find out the data on the aesthetic interests of pre-adolescent pupils of secondary schools of Greater Guwahati. The major findings were—a) boys aged 10 years were more interested in aesthetics than the girls of 10 and 12 years of age, b) the girls’ groups were more interested in aesthetics as compared to the boys’ group, c) aesthetic interest develops by providing a good cultural environment and training, d) girls have more aesthetic sense than the boys, e) girls aged 11 years were more interested in aesthetic than the girls of 10 and
12 years of age, f) the girls were more consistent than the boys in their response on the Welsh Figure Preference Test.

Sultana (2012) conducted a study on “Playground is an Uncovered School” a Study on Co-curricular Activities for Child Development. The study mainly aims to aware the students, school authorities and parents/guardians about its importance of co-curricular activities at school level. The design of the study is theoretical. The tools used in this study are books, assumptions, projects and some researches that are conducted before on this topic. The study is an analysis of available materials and justification of co-curricular activities on the basis of present needs for the child development. Thus, the study can be a reliable source and valid document for further researches. The study emphasizes on necessity of congenial atmosphere for co-curricular activities, managing things locally, timely supply of materials and co-operation of teachers and guardians. The study also added that participating in CCAs helps students to perform better in their life, gives refreshment, a personal identity, mental satisfaction.

3.3 Studies conducted in other states of India

“A survey on physical education in high and higher secondary schools in Haryana State Institute of Education, Karnal” was carried out by Chandra & Bhan, (1970). The major objectives were—a) to obtain a firsthand picture of existing conditions in high and higher secondary school for imparting physical education, b) to ascertain the position of existing facilities with regard to the organizing of health services in schools, c) to determine those specific difficulties that stood in the way of organizing programmes of physical education in school, d) to find out the efforts was being made by the educational institutions to determine the health and physical status
of children in the light of National Physical Efficiency (NPE) test. The study was confined to high and higher secondary school of Haryana. A questionnaire consisting of 35% questions was constructed for collecting data. The major findings of the study were—i) there was no provision of trained regular staff in government 13.1% and private 62.5% schools. PTI’s were in 63.8% govt. schools. There was no provision of playground in govt. girls 50% schools and there was no gymnasium except in 6.2% private schools. ii) Health and physical education activities mainly consisted of various games and were organized after school hours in 78% schools in 90% schools a mass PT programme was organized in the morning daily. A majority of girls’ schools did not organize athletic. iii) Most of the boys’ schools 93% participated in school tournaments. iv) A very few (govt. 3.9% and private 12.5%) participated in National Physical Efficiency Test.

Deshpande (1977) conducted “A critical study of the programme of physical education in ancient India.” The objectives of the study were—i) to find out whether there was a programme of physical education in ancient India, ii) whether there was any particular scheme of health education, iii) to find out philosophical and scientific bases, the aims and objectives and facilities provided for a programme of physical education in ancient India. The method of study was a critical investigation of ancient literature and collecting data relevant to the subject. Each historical period of ancient India was studied separately. The findings were—a) physical education during Vedic period served four important functions - preparation for self-defense, development of physical fitness, recreation and promotion of health, b) during the epic period, provision of the programme of physical education was made in curriculum and there existed schemes of health, and recreation for different Varna (castes) and also for women, c) during medieval period physical education became an integral part of the
educational programme; general masses had interesting schemes of health, physical fitness and recreation; science of exercise and sport appeared to have been develop; facilities were provided by the rulers and the public, d) contents and practices were five different categories – material, sports, Vyayam or system of heavy exercise, Yogic practices, recreational sports of Krida and gymnastic and acrobatics. These programmes had their bases in the political, social and philosophical life of the people. Professionalism in sport was discouraged. The competitive sports were not given undue importance.

Devi (1979) conducted a study on “Physical education and its influence in the adjustment of adolescent girls in secondary schools of Manipur”. The main objectives were—a) to understand and analyze the prevailing conditions of physical education in Manipur schools, b) to compare the adjustment levels of students in five areas of adjustment, c) to offer suggestions for the improvement of facilities and standards of physical education in schools. The normative survey method was employed. Data were collected by questionnaire. The major findings were—i) there was significant difference between the adjustment of girls in the experimental and control groups in social, health, home, emotional and school areas, ii) except in the area of home adjustment the influence of physical education was positive in other areas viz. health, social, school and emotional, iii) physical education played a very important part in the adjustment of the adolescent girls, iv) physical education provided ample scope for the development of personality of an individual, v) the prevailing condition of physical education in Manipur was very poor and the facilities provided were inadequate.

Gupta (1981) conducted a study of “Attitude towards N.C.C. training of girls students of intermediate level”. The objectives were—a) to develop feeling of co-
operation, self-dependence and discipline among girls through N.C.C. training, and b) to develop sentiments regarding self respect, moral duties, character building and patriotism. The SES and 5 point attitude scales were administered to the sample subjects and the collected data were analyzed with the help of quartile deviation, coefficient of co-relation and t-test. The study revealed – i) the girls showed keen interest in N.C.C. training, ii) the girls with different socio-economic status backgrounds had a highly favourable attitude towards N.C.C. training, iii) people of high and lower income group were similar in their attitudes towards N.C.C. training, iv) as compared to the arts group students, the science group students had a highly favorable attitude towards N.C.C. training, v) the attitude towards N.C.C. training was almost similar in Brahmin, Kshatriya, Vaishya, Kayastha and Muslim girls, vii) the guardians with different vocational statuses had almost similar attitude towards N.C.C. training programme for girls.

Sinha (1981) carried out a study on “Impact of physical education in the development of leadership qualities and academic pursuits among school students.” The main purpose of the research was—a) to study the impact of training in N.C.C. and N.F.C and b) participation in sports and games in the development of leadership qualities and academic pursuits among school students. The major findings were—i) there was a positive relationship between training and development of leadership qualities among school students, ii) scores on leadership of Group A students improved more rapidly with the passage of time in comparison to those who were not receiving such training, iii) on completion of training, students were rated slightly superior to their counterparts on each dimension of leadership by both student and teacher raters.
Kanwal (1985) conducted “A critical study of the trends in physical education and sports in India since 1947 with special reference to Panjab”. The objectives were—
a) to trace the development of physical education in India since 1947 with special reference to Panjab, b) to collect the viewpoints of personnel engaged in the physical education programme about the present status of physical education in India. The study was historical cum descriptive in nature. For the historical part of the study primary sources like reports of various institutions engaged in the physical education programme exclusively and secondary sources comprised of commissions and committees report education in India. For descriptive part a questionnaire-cum-opinionnaire was used. The major findings were – i) after independence an Indian National Association for Physical Education and National Discipline Scheme were established, ii) training centers were opened at various places to train instructions in physical education, iii) a national physical education drive was started to promote physical fitness among youngsters, iv) voluntary agencies and the Nehru Yuvak Kendras also came forward to develop sports in Punjab, v) various sports associations were also organized at block and village levels to promote competition in sports, vi) The Lakshmibai College of Physical Education was started at Gwalior as a model institute to train and educate physical education teachers, vii) games at the international level like the 9th Asian Games were organized to promote awareness among the general public about physical education, viii) various awards for youth were also introduced so as to provide motivation to young person’s to strive for physical fitness, ix) in Punjab, departments of sports was started in all the universities, x) a separate sports department was organized by the Government of Punjab to promote sports activities in the state. This department organized sports festivals at
village, district and state levels and xi) sports stadium were built, one for each district, so as to provide sports grounds for the common people.

**Veerawami (1985) in his study on “The effect of play festival programme on elementary school children”** examine the effects of play festival activities on physical fitness, academic achievement, rhythmic sense, and personal and social traits of children studying in the elementary schools. The results of the survey were—a) improvement was found in all the components of physical fitness in both boys and girls of participating groups while this improvement was greater in boys than in girls, b) this improvement in case of girls was greater than that of boys, c) as a result of participation the boys and girls improved in social qualities, d) girls showed greater improvement than boys in the social traits, e) girls achieved better traits than the boys with regard to leadership, self-control and social norms through their participation in play festivals.

**Desai (1986) carried out a study on “Attitude of the school going adolescent towards physical education programme in the school with reference to personality characteristics”**. The objectives of the study were—i) to construct a valid and reliable scale to measure the attitude towards physical education of school going adolescents, ii) to study the attitude towards physical education of school going adolescents in the context of their body build, iii) to study the attitude towards physical education of school going adolescents coming from rural and urban areas, iv) to study the attitudes towards physical education of school going adolescents in the context of personality characteristics, v) to investigate whether there were any sex differences with regard to attitude towards physical education of school going adolescents, vi) to investigate whether family interest in sports and games had any relation to attitude towards physical education of school going adolescents. The
investigator constructed an attitude scale for measuring attitude towards the physical education programme by adapting the Likert Method of Summated Rating. The major findings were – a) the sex of the students did not influence significantly their attitude towards physical education, b) the students of classes VIII, IX and X did not differ significantly in their attitude towards physical education, c) the students from urban areas excelled in their attitude towards physical education, as compared to the students from rural areas, d) the provision of facilities such as playground, equipment, gymnasium etc., in the school had a significant effect on attitude towards physical education, e) the parents' interest did not play an important role in developing the attitude towards physical education, f) the students having normal weight did not significantly differ in their attitude towards physical education from the students who were overweight and underweight, g) there was no significant interaction effect of the facility of the school and the area of the school on the student's attitude towards physical education.

Kumari (1988) conducted “A comparative study of self-concept, adjustment and creative thinking of sports and non-sports school girls of Himachal Pradesh.” The findings indicated that the sports girls belonging to rural and urban areas were better in physical, social and temperamental self-concept in comparison to the non-sports girls, while the non-sports girls were better in education and moral and intellectual self-concept than the sports girls.

Maharajan (1989) conducted “An analytical study of the sports facilities and programmes of physical education in the schools of Nepal.” This study examines the status of sports facilities in the schools of Nepal and the role of physical education facilities in making educational planning more effective and result oriented and explores the facilities existing in the schools of Nepal and the possibility of teachers
organizing sports activities effectively with the available facilities. The objectives were – i) to study the status of the school level physical education curriculum of Nepal, ii) to find out the nature and extent of the existing sports facilities available in the schools of Nepal, iii) to propose a mode plan of sports facilities for the effective implementation of the physical education programme as per the school curriculum of Nepal. Interview schedules were used as tool. The major findings were – i) the physical education course was made an optional subject at the secondary level and schools did not have adequate sports facilities, trained physical education teacher and evaluation criteria, ii) it was found that 83% of schools of the Terai region had more than 10 roping of land which might be considered adequate for physical education classes, iii) the average number of classrooms of the schools in all the regions were found inadequate in proportion to the strength of the students, iv) there was an inadequacy of playground facilities in schools, v) almost all the schools of the 3 regions had volleyball courts and kabaddi fields but demanded football grounds.

Tiwari (1989) carried out a study on “Physical education expressed in ancient Krishna literature”. The study examines the Krishna literature for physical education contents. The objectives of the study were – i) to probe into the Krishna literature for the narration of physical education and identify the same in educational programmes, ii) to highlight the characteristics and find the nature of body, mind, intellect and soul, their relationship and their physical development, iii) to explain the role of karma in the field of sports and the superiority of a person due to the importance of non-attainment towards karma and due to the principle of self-religion, and iv) to study the initiation of the process of personality development through yoga, recreation and sports for the achievement of health, strength and efficiency. The study reviewed the Mahabharata, Bhagawad, Geeta, Hariwansh, Vishnupurana, Vedas,
Upanishads and ancient Krishna litterateur, apart from the thoughts expressed by modern writers on Krishna literature. The major findings were – a) the ancient Indians participated in yoga, recreation and sports because it helped them to achieve the skill in sports, general efficiency, and also strength and good health. These further helped in their personality development. b) Yoga helped them in achieving physical and mental health, will-power and skill in \textit{karma} which were fortified by pleasure-giving activities (\textit{Vihar}) within limits.

\textbf{Kemparaju, \& Thavamanidevi (1990) carried out a study on “Extra-curricular reading habits among post-graduate female students”}. It attempts ascertain how much important post graduation female students give to extra-curricular reading. The objectives were – i) to analyze the nature of extra-curricular reading among post-graduate female students, ii) to know what kind of literature they like most, iii) to study its relative place in extra-curricular reading, iv) to know if students have easy access to reading materials of their choice. If not, what are the problems and v) to study deficiencies, if any, in their reading, etc. The questionnaire method was adopted to collect the data. The major findings were – a) post-graduate students must have at her/his disposal a sizable three to four hours of leisure time apart from attending classes, laboratory work, field-work, etc., to undertake worthwhile extra-curricular activities, b) all the extra-curricular activities like watching T.V., listening to the radio, movie and gossip were highly preferred by students, and they spent most of their leisure time on these activities. Thus watching TV occupied a dominant place among the various extra-curricular activities, followed by extra-curricular reading as the second most preferred extra-curricular activity.

\textbf{Kasat (1990) in a study on “Evaluation of the physical education programme at the secondary school level in the Vidarbha region” evaluates the physical
education programme in secondary schools in the Vidarbha region. The objectives were – i) to study critically the physical education programme run in various schools of Vidarbha region, especially in classes VIII to X, ii) to verify physical fitness, health and recreational objectives, iii) to measure the morale of physical education teacher and other subject teacher, vi) to study the facilities and equipments such as play field, and the various implements required to conduct different games sports. Questionnaires, opinionnaires and interview schedule were the tools used to collect data. The collected data were treated with factorial analysis, percentages, chi-square and co-relations. The findings were – i) it was found that 81% headmasters were satisfied with the work of their physical education teachers, ii) around 26% of schools allotted more than Rs. 4,500 per year for physical education, iii) around 67% physical education teachers were aged between 30 to 49 years, iv) around 61% physical education teacher had organized games and sports events, v) around 65% teacher were still continuing to take part in sports activities, vi) the majority of the school followed the guidelines of two periods per week for each of classes VIII, IX and X, vii) Out of 500 schools of the sample, approximately 35% had low morale, 50% had average morale and 15% had high morale, viii) experts opined that there was a wide scope for change in the physical education programme, ix) the majority of the physical education teacher were confirmed in their jobs, x) more than one-third of the teachers were professionally enlightened, and those who had developed as expert players were 18% (satisfactory), xi) around 75% schools had some sort of playground, xii) around 42% schools maintained the playground properly.

Satrusalhya (1991) conducted a study on “Co-curricular activities implemented in the secondary school of Cuttak district.” The problem is related to the study of implementation of co-curricular activities in the secondary schools of Cuttak district.
The objectives of the study were – a) to study the provision of co-curricular activities in the secondary schools of Cuttak district, b) to study the influence of co-curricular activities in developing healthy attitudes among the secondary school pupils, c) to study the role of co-curricular activities in socializing children’s behavior giving them proper citizenship training and cultivating humanitarian virtues in them, d) to study the role of co-curricular activities in helping the students to take up responsibilities when they become adults, e) to find out the causes of non-implementation of co-curricular activities and f) to suggest measures for the successful implementation of co-curricular activities in the secondary schools of Cuttack district. The random sampling method was used to select the sample from the population. Questionnaire, personal group interviews techniques were used to collect data. The collected data were analyzed qualitatively. The major findings were – i) though the sample included subjects from both the sexes and sex as a variable of study was not taken, there was difference in interest towards co-curricular activities between boys and girls, ii) equal and adequate financial and technical assistance for implementing all co-curricular activities was not provided, iii) the present over-crowding in school was also responsible for meager pupil participation, iv) it was not possible on the part of the institutions to implement all co-curricular activities due to lack of finance, space, time, experts, staff, equipment, etc., v) the provisions for activities like gardening, plantation, red-cross, cycling first aid etc. were found to be insignificant to fulfill their adolescent needs, vi) though there existed provision for various types of co-curricular activities, very few activities were found to be actually implemented, vii) the provision for co-curricular activities available to the children was too insignificant to fulfill their adolescent needs, viii) there were some common activities like debate,
N.S.S, N.C.C, school magazine, cultural activities, parents day, library work etc. in which both boys and girls were equally interested.

**Patnaik (1991) conducted “A study on the opinions of secondary school teachers of Cuttack city with regard to co-curricular activity and development of students’ personalities thereof”.** The study was designed to assess the opinion of the secondary school teachers with regard to co-curricular activity for development of students’ personality. The objectives of the study were – i) to elicit the view of the teacher on co-curricular activity, ii) to study the different types of co-curricular activity that are organized in the schools of Cuttack and their organization, iii) to study the problems administration of co-curricular activity and suggest remedial measures. The tools included an opinionnaires and an interview schedule. The major findings were – i) almost all schools conducted a variety of co-curricular activity in their schools, ii) teachers generally agree that co-curricular activity helped the students to develop their personality, meet the educational needs of the students, served the purpose of secularism, democracy and national integration, and provided a social medium for civic training, iii) almost all the teacher agree that the quality of social participation of the students could be improved through these activities, iv) library reading, debates and recitation, gardening, toy making, tailoring, preparing models, charts, maps and painting, clay modeling, organizing exhibitions and sports and games were some of the co-curricular activities organized usually in the secondary schools of Cuttack city, the other activities being N.C.C, scouting and guiding and v) 60% of schools had specially trained teachers to guide such activities and maintained cumulative records.

**A study on “The use of drama in improving the teaching-learning” was conducted by Kulkarni (1991).** The Education Commission (1964-66) envisaged the
importance of and reforms of school curriculum, the method of teaching, and examination. The use of drama in classroom teaching is a corrective way to improve quality teaching. It can prevent and lower drop-outs. Using drama in classroom teaching can also cultivate interest in the students for a particular subject. In addition to this, some of the other important values of drama in children’s learning are – i) personality development, ii) means of acquiring social health, iii) drama as an art form, iv) drama as a method of teaching. The objectives were – i) to explore the creative expression of children in the age-group 7 to 12 years, ii) to know that learning in children through drama is interesting, iii) to make self-assessment and evaluation report of children on ‘Drams in Education’ and iv) to formulate a theory of drama in the teaching-learning strategy. The study was meant for children of class V (age 10 to 11 years) were involve in the ‘Drama in Education’ workshop. The children (21 Girls and 14 Boys) had not been exposed to any DIE workshop of this kind before. The steps involved – a) theatrical games, b) theatrical exercises, c) recitation of poems on themes related to animal, pets, birds etc., d) discussion on environment and pollution, e) creation of stories, f) sketches and drawing, g) observation record of children, h) questionnaire on pollution, i) self-appraisal Performa. In analyzing the data only averages were used. The major findings were- i) the children under study had been able to express their ideas through various creative activities, ii) the child had learnt the theme ‘pollution’ through the DIE workshop, iii) learning had been a pleasant experience for the child, iv) 72% of the children responded that they had been relieved of stage fright and fear, v) the children realized that they made a lot of noise in the school, which was bad for everyone. They felt that they should develop good habits, vi) all the child responded that they would
like to study other subject in the classroom through drama. Stress was laid on languages and social studies.

Bhende (1991) carried out a study on the “Facilities available for music education in schools and junior college and the role of parents and other factor with reference to students”. The study attempts to find out the mode of impact and effect of parents and of other factors such as musical instruments, atmosphere for learning music, music teacher, motivation from parents, music room, conditions etc., and facilities on the interest the students have in music. The objectives were – i) to find out the interest of students in music, ii) to study the effect of the role played by parents and by other factors on the student’s interest in music and iii) to study the effect of the various facilities available in schools and the junior colleges on the student’s interest in music. Questionnaire was used to collect data. The major findings were – i) music was the school subject like most by students, followed by language, ii) as far as hobbies were concerned most of the students gave ‘game’ as their hobby, while ‘music’ as a hobby stood second, iii) as regards singing, dancing and instrumental music only 44% of students liked singing while picture songs were liked most by the students among classical music, picture music and light music, whereas among musical instruments the harmonium was liked most, followed by the table, iv) 72% students were found to be always present for the music period, and most of the students took part in all sorts of singing competitions and activities in music but none of the students took part in playing the musical instruments, v) 44.93% parents guided their students in music sometime, 66.93% parents motivated their children to sing, 62.4% parents paid attention to the progress of their wards in music regularly, vi) 97.72% students felt like practicing but due to non availability of musical instrument, 37.2% students went to other place for practice, 74.27% teachers
motivated their students to take part in music competitions, vii) 50% of the students stated that their parents never sang, nor played any instrumental music viii) all the three schools in the sample did not have a separate music room, and two of them did not even have sufficient musical instruments.

Bhagwat (1993) recommended that sports should be made an integral part of education in college and universities. It has been stated that importance of physical education and sports in colleges and universities needed to be re-emphasized and that Vice-Chancellors of universities have to be the moving force for encouraging mass participation in sports and physical activities. Physical fitness norms should be laid down and all college/university students every year should be asked to qualify the physical fitness norms. Theory of sports, physiology, health, nutrition etc. could constitute the theoretical content of the syllabi and the performance/participation in sports could constitute the practical part.

Biswas (1993) conducted “A study to explore the importance and fact of physical education in Arunachal Pradesh.” A survey was conducted for obtaining information regarding various aspects of physical and health care in these schools. The major findings were- a) none of the schools had auditorium, five schools had garden, thirty four had indoor game equipments and twenty had outdoor games equipments, b) only five schools participated in the tournaments organized by the local clubs or associations or the govt., c) the study further revealed that none of the schools provided with the sports equipments like volleyball and rubber-ball, air pump, first aid kits etc. and none of them have musical instruments, d) while the schools have proper ventilation, other sanitation facilities like toilets, dustbins, drainage etc. were poor and only two third of the schools had arrangement for drinking water,
e) there was no regular supply of Mid-day meal in all the schools. Most of the schools did not have any provision of first aid.

**Shankar (1995)** explained the role of yogic practices in health fitness and sports promotion. Yoga has gained worldwide popularity, as is evident from recent research trends. Yoga can serve as an applied science in a number of fields such as education, physical education, sports, health and family welfare. Such practices not only help to strengthen each organ and develop every muscle of the body but also regulate the circulation of blood, purify the lungs, inspire the mind and help to achieve a harmonious development of human personality. Yogic science, thus need to be given proper place in the educational and physical education teacher training curricular.

**Kansal (1995) reported the status of physical education in the overall educational process.** It has been pointed out that there is great paucity of qualified manpower in physical education. Referring to the meeting of major Association of physical education and sports sciences held in the office of the Minister of States, Department of Youth Affairs and Sports, Ministry of HRD, it has been reported that a decision was made to create an All India Council of Physical Education (AICPE) for ensuring the co-ordinated development of physical education all over the country especially by creating proper infrastructure and qualified manpower in all the institutions of the country. A detailed proposal for the job avenues in physical education and for the suggested composition of AICPE has been presented.

**Singh (1996) studied on “The existing conditions of games and sports for the promotion of health programme in the senior secondary schools of Hariyana.”** It was found that a majority of schools recognized physical education activities as part of academic work. Schools did not organize annual sports and prize distribution
function due to the insufficient budget and the physical education teachers were not satisfied with their positions in schools. It has also been revealed that schools neither made annual calendar for sports nor had sport activities during holidays.

**Joshi, et al. (1997)** conducted a study which attempt to reveal the use of games as interactive methods of reinforcing literacy skills. The sample consisted of fifty neo-literates who attended the first phase of the total literacy campaign launched in the Baroda city of Gujrat state in August 1994. The major findings of the study were:

a) games were effective in reinforcing the skills in reading, writing and numerical skills. The reactions of the learners, the enthusiasm of the community workers and the members of social service organizations supporting the programme towards the use of games were favourable, b) the community workers had shown interest in learning the use of games for promoting various concepts under the Total Literacy Campaign, c) during the stage of identification of beneficiaries and implementation of project the project worker had also benefited, d) a major complaint during and at the end of the Literacy Campaign had been the high dropout rate of learners, e)at the project implementation stage, the project worker had experienced that the girls and women had the problem of lack of practice in developing and continuing the writing skills.

**Wangwad (1997)** explained the failure of physical education programme to promote sports in India. It has been concluded that we are very far away from implementing the programmes of physical education in educational process in schools, colleges and teacher training programmes. He, further adds that we have been successfully in failure to fulfill the all round development of goals.

**Chakraborti (1998)** in her study she tried to find out the importance and impact of music and sports on primary school children. Opinion schedules for teachers, parents,
students and concerned music and sports teachers were employed for data collection. The findings were- a) majority of the teachers, students and parents possessed favorable attitude towards the introduction of music and sports in the schools, b) all of them gave equal emphasis on the role of music and sports in promoting learning process and also in the development of personality, c) students were found very enthusiastic and full of joy when the subject contents were taught through music, d) majority of the teachers, students and parents opined that music and sports were helpful in developing the skills and talents among children, e) differences were noticed between on development of talent and skills and improvement of attendance.

**Shaw & Tomar (1999) studied the doctoral research on “Physical education in India since independence to 1997” on the basis of listing of the title of doctoral dissertations.** It has been reported that only 16.6% (i.e. 31 of the 187) of the Indian universities are awarding doctoral degree in physical education and sports. Further 83.84% of all doctoral degrees in physical education have been awarded by only 10 universities while the rest of 21 universities have contributed for the award of only 16.16% of degree. Only 226 doctoral degrees have been awarded in India till 1997.

**Rajput, et al. (2000) have prepared a detailed document consisting of recommendations for updating and modification of curriculum of all the subjects including health and physical education and art of healthy and productive living for higher secondary, secondary and primary classes.** It has been stressed that health and physical education has to be concerned with total health of the learner and the community. It should aim to develop desirable understanding, attitude and practices with regard to nutrition, health and sanitation, physical strength and fitness of the learner, family and the community. Games and sports have to find a prominent place in the total scheme of things. The general education of the first ten years must help to
develop a system that promotes an integral development of body, mind and spirit. Health and physical education including games and sports should be considered an integral part of the learning process and be included in the evaluation of performance. Health, physical and mental development has been expressed as the primary wealth in life. Therefore, health and physical education must be perceived as an integral part of curriculum at all stages of education.

Uppal & Gautam (2000) have studied the curriculum of physical education and sports revised by CBSE for higher secondary students and have accordingly written a book containing modern updated contents enlisted under fifteen topics namely concept of physical education; physical fitness and wellness; training method in physical education; health education, occupational health, posture, school health programme, athletic care; family life education; Olympic movement; sports awards and importance of yoga. It is a pioneering work in making latest authoritative educative material available to students of physical and health education as per the course content recently revised by CBSE.

Verma (1984) conducted a study on “Physical education in Madhya Pradesh- A critical study in the context of higher secondary school”. The major objectives of this study were- to know the existing state of affairs with respect to physical education in the state of Madhya Pradesh. Questionnaires were supplied to obtain the relevant information. The major findings were- i) about 63.5% of the students were being taught with inadequate furniture facilities. In more than 34% of the schools there was no facility for pure drinking water and in more than 28% of the schools there were no toilet facilities. ii) Only 31% of the schools had sufficient playground facility. In 35% schools it was insufficient and in 34% of the schools there were no playground at all.
In 51% of the schools there were no entertainment rooms and 38% of the total schools were without electricity.

Besides these, other studies on co-curricular activities are also conducted by other researchers in different parts of the country and recognized the value of co-curricular activities in students’ life as well as in the process of education. Like, Daisy (1963) analyzed the need for physical education for girls. Chaturvedi (1957) discussed the role of craft as a medium of education in elementary schools. Pani (1969) found that participation and achievement of pupils in co-curricular activities were closely associated with the personal development of pupils. Rao & Patel (1965) investigated the intramural and interschool competitions in games and sports. They found an increase of favourable attitude towards co-operative group activities. Agarkar (1947) recommended the introduction of folk dance in the school curriculum as a means of physical education. Banerjee (1980) studied the need and objectives of music education and also the place of music in the curriculum. Chandra & others (1970) conducted a survey of physical education in high school and higher secondary schools in Haryana and found that the provision of playground facilities quite inadequate. Gopi (1981) conducted a study of the existing state of affairs with respect to the condition of game and sport in the higher secondary schools of Allahabad. Lack of interest among students and teachers, teachers’ involvement in tuitions, shortage of funds, were among the factors responsible for low standards in games and sports. Sahasrabudhe (1975) studied the community living programme as implemented in the primary schools in the district of Nagpur and found lack of sincerity on the part of teachers and paucity of funds as the main difficulties in the implementation of this programme (Buch, 1987).
3.4 Studies conducted in abroad

**Barker and Gump (1964)** found in their study that the small school provides students with a higher proportion of extracurricular activities than do large schools. Specifically, (a) small school students participate in about the same number of activities commonly regarded as extracurricular as do large school students, (b) small-school students participate in a wider variety of extracurricular activities than do students in large schools, (c) a much larger portion of small-school students hold positions of importance and responsibility and (d) small-school students hold responsible and positions in a wider variety of activities than do students in large schools.

**Spady (1970)** in his study on “Lament for the letterman: Effects of peer status and extracurricular activities on goals and achievement” a longitudinal study of nearly 300 senior boys in order to determine the relationship between their participation in high school activities and their survival rate in college, holding constant socio-economic status (SES), intelligence and academic achievement was conducted. Spady found that high-participation students, in fact, completed more years of post secondary education than did low-participation students. Further, he also found that extracurricular participation accounted for more variability in educational attainment than did SES, intelligence or academic achievement.

**Kirshnit, Ham & Richards (1989)** in a study of fifth through ninth graders assessed the effect of sports on well-being of adolescents. It was found that sports are one of the most positive activities in an adolescent’s life. They suggest that athletic involvement is associated with higher levels of motivation, positive effect, and greater psychological arousal relative to other activities.
Camp (1990) conducted a study on “Participation in student activities and achievement: A covariance structural analysis” where he studied the effects of participation in activities on overall student success in school, as measured by grades, while controlling for the effects of other variables that could reasonably affect those grades. He used the symbol $b^*$ to represent standardized regression coefficients calculated in his structural analysis. He found that students' activity levels produced a positive, significant effect on academic achievement ($b^* = .122$). Particularly interesting in his study was the fact that this effect was more than twice as great as that of study habits ($b^* = .055$), which are generally regarded as an important causal variable of academic achievement.

Marsh (1992) in his study on “Extra-curricular activities: Beneficial extension of the traditional curriculum or subversion of academic goals, examined the effect of total extra-curricular activities participation during the students’ last two years in high school”. The study found that total extra-curricular activity participation is significantly related to 13 of the 22 outcome variables studies. Total extra-curricular activity participation was positively correlated with global self-concept, academic self-concept, taking advanced aspiration, parental involvement, absenteeism, senior-year education aspirations, academic track, college attendance, parental aspirations and senior occupational aspirations. In general, the studies conducted on high school athletes showed generally positive effects on extra-curricular involvement on academic achievement.

Huebner and Mancini (2003) in their study on “Shaping structured out-of-school time use among youth: The effects of self, family, and friend system”, examined their relationship between structured extracurricular activity participation and positive outcome in students from grades IX to XII. The authors focused on the ecological
systems theory, where development is a function of the interaction between an individual and his/her environment. They found that extracurricular activity participation was related to many micro-system variables, including SES structure, and peer influence. They also added that extracurricular activities participation was positively related to academic achievement.

**Gerber (1996)** in a study of “Extracurricular activities and academic achievement” also found that extracurricular participation is not detrimental to student performance and that participation in these types of activities promotes greater academic achievement. In addition, she discovered that participation in school-related activities was more strongly associated with achievement than was participation in activities outside of school.

**Silliker & Quirk (1997)** examined “The effects of extra-curricular activity participation on the academic achievement of high school students”. Participation consisted of 123 high school students who participated in interscholastic soccer during the first quarter of the school year but were not involved in any extra-curricular activity during the second quarter. The result of the studies indicated that participants had higher grade point average in the first quarter (i.e., during soccer season) than in the second quarter (outside soccer season) and the student attendance was also found higher during the soccer season.

**Mahoney & Cairns (1997)** in their study named “Do extracurricular activities protect against early school dropout?” indicated that engagement in school co-curricular activity is linked to decrease rates in early dropout in both boys and girls. They discovered that such participation provides marginal students an opportunity to create a positive and voluntary connection to their school. Conversely, other strategies
typically used to address the needs of at-risk students, such as school dropout prevention programs and remedial education, focus on the deficits of students and serve as a catalyst in the formation of deviant groups. The researchers strongly believe that involvement in extracurricular activities may support the at-risk student by maintaining, enhancing, and strengthening the student-school connection.

Davalos, Chavez, & Guardiola (1999) conducted a study on “The effects of extracurricular activity, ethnic identification, and perception of school on student dropout rates” showed the effect of extracurricular activities in students’ dropout rates in school for Mexican-American youths. These results support the argument that extracurricular activity involvement may provide individuals with a sense of belongingness that may contribute to higher retention rates for these individuals. In American society education is highly valued and attendance is compulsory. The U.S. Department of Education has reported that Mexican Americans are the ethnic group most likely to drop out of high school. Preventing students from dropping out often has focused on scare tactics and trying to convey to students the limitations they may face if they do not complete their education. Recent research suggests that an alternative approach is to strengthen a student’s sense of identification in their school and stress the idea that there are facets of the school environment that may provide the student with a greater sense of belonging and satisfaction. Specifically, participation in extracurricular activities has been linked to increased interest in school, strengthening students’ sense of identity, and providing students with a sense of self-satisfaction from service. From the study the following findings have been drawn, a) Involvement in any extracurricular activity was significant such that if an individual was involved in any type of extracurricular activity, he or she was 2.21 times more likely to be enrolled in school, p <.001. It
appears that those involved in extracurricular activities are more likely to stay in school than are those not involved in these activities. The findings also indicate that this positive effect is true for all individuals, regardless of ethnicity or gender. b) Athletic involvement was found to have a significant relationship with retention rates in school. Specifically, individuals who were involved in athletics were 1.42 times more likely to be in school than those not involved in athletics, p < .05. It appears that involvement in athletics promotes retention in school, regardless of gender or ethnicity. These findings support the argument that athletic participation has a positive effect on an individual’s involvement in school and may be a contributor to decreasing dropout rates. c) The findings did indicate that students in extracurricular activities had a higher perception of school than did those not involved, regardless of ethnicity or gender.

DeMoulin (2002) investigated the importance of extracurricular activity participation on the personal development of high school seniors. While the author did not find significance difference between involved and non-involved students with respect to GPA, there were significant differences in social integration (i.e., involved students had higher scores). The author then examined three types of activities individually: leadership, music and sports activities. students who were involved in leadership type activities had higher decision making, sympathy, and credibility scores, as well as higher GPAs than those not in leadership activities. Students who participated in music activities had increased personal maturity, social integration and academic achievement when compared to those who did not participated in music activities. Students who participated in team sports had decreased personal maturity scores and increased social integration scores when compared to those students who did not
participate in sports. Here, there were no significant differences to grades with respect to grades.

Jodi, Reed & David (2003) in their paper “Adolescents’ accounts of growth experiences in youth” wrote about tests conducted on youths. A test of ten groups of students between 4-9 adolescents in each group was carried out. School counselors selected participants for these groups who were active in extra-curricular activities and whom they thought would be articulate. The results were quite interesting. Firstly, the youth in the focus groups described of the process of self-exploration occurs in a range of youth activities. Opportunities to try new things allow youth to discover how these fit or do not fit into their developing identity. This leads to the second theme of gaining self-knowledge. Co-curricular activities were to be an integral part of the school life. The activities sponsored or recognized by a school were not a part of the academic curriculum but were acknowledged to be an essential part of life of an educational institution which includes sports, school bands, students’ newspapers, etc. Co-curricular activities were good for the teacher-student relations and in the presence of these activities students performed better in studies. Teachers get more time to understand their students. They get to know different sides of their students other than studies. Teachers get advantages from them as they could help others with their ideas and presence.

Daley and Leahy (2003) did a study on “Self-perceptions and participation in extracurricular physical activities” where 126 randomly selected children who were 8/9 years old and who participated in physical extracurricular activities were involved. All of these participants were involved in some form of physical extracurricular activity organized by the school at least once per week either during lunchtime or after school hour. The second group consisted of 63 additional children who did not
participate in physical activities. Those who had regular physical activity perceived themselves in a positive manner. What the researchers found was a positive association between participation in various forms of physical activity and positive self-perception. It had been found from this study that participation in extracurricular physical activities may influence the mental well-being of young people by reducing stress, keeping fit and feeling overall better about their appearances. According to them another important part of an adolescent’s identity is social competence, and many reports that socialization and friendships are important in their lives. When adolescents are in extracurricular activities, they often have greater opportunity to interact with others, develop friendships, and to develop social confidence. Also participation might be interpreted as a sign of maturity and as a self-affirming behavior. This research showed that those who participated in such activities seemed to have a developed sense of commitment, obligation and had a higher self-perception than those who were not participated.

Sitra & Sasidhar (2005) conducted a study on “Teachers’ perception on the effectiveness of co-curricular activities: A case study of Malaysian schools”. This study was carried out to analyze the teachers’ perception of the correlation between the participation of students in co-curriculum and their competency skills. Four main components are identified namely communication skill, cognitive skill, self-management skill and academic excellence. A field survey by questionnaire was carried out in five schools where 392 teachers were given questionnaire. Analysis of the data was done by using SPSS. The analysis showed that those students who actively participated in co-curricular activities found to be more competent.

A study conducted by Omoke (2009) titled “The role of co-curricular activities in social and academic development of students in Suneka Division of Kisii South
Brown (n. d) in a paper named “Extracurricular activity: How does participation encourage positive youth development?” discussed the benefits of youth participation in extracurricular activities and the impact on academic success. According to him students participation in extracurricular activities had better grades, had higher standardized test scores, higher educational attainment, attended school more regularly, and had higher self-concepts. In addition, young people who participate also have been found to be less likely to use substances such as drugs and alcohol, less likely to drop out of school, misbehave at school, and commit delinquent act. They learn important skills, such as teamwork or leadership skills, and these skills may help them in other parts of their lives. When furthering their education, those who participated in activities are more likely to make friends easily, adjust to a new
environment, and show leadership based on prior experience in extracurricular activities.

**Ismat & Saleem (2012) conducted a study on “Role of co-curricular activities: survey of the perceptions of stake holders (case study of Peshawar district).”** In this study it was noticed that most of the private schools in NWFP (Pakistan) were paying over emphasis to academic activities for the sake of achieving better percentage of the candidates and winning award and ranks than in organizing suitable activities to improve the personality and the talents of the students. This shift in mindset has led to a new approach giving special attention to the studies, and ignoring co-curricular activities altogether. It is believed that unless balancing both the curricular and co-curricular activities purposefully, education would be left unrealized. The study was exploratory and descriptive in nature and was based upon the data collected through questionnaires from teachers and students of 10 schools including; 5 public and 5 private sectors. The study sample, selected through random sampling, consists of those students of age between 12-16 years who take active part in different co-curriculum activities. In each of the sampled school ten students and ten teachers were chosen purposely for the research study. Data was collected arranged and tabulated, interpreted and statistically. Major findings were- 1. There is a positive attitude found prevailing amongst the sample units and both category of respondents are found taking interest in co-curricular activities to their students. However, 60% of private schools and 40% of public schools are found lacking physical infrastructure essential for sports and physical activities. 2. It is discovered that 73% students are taking part in co-curricular activities in one way or the other. Students, studying in schools lacking physical infrastructure, were found taking active participation in debates, quiz competitions, and in door hobbies. 3. 95% of teachers
are in favour of in participating of students in co-curricular activities and 75% teachers acknowledge positive effects of co-curricular upon academic performance of their students whereas, 15% perceived negative effects on academics. 4. It is found that in teachers’ opinion 57% of students who participate in co-curricular activities do their home work regularly and properly. 5. 75% of teachers say that the students who are taking part in co-curricular activities refrain from unhealthy activities and spend their time in sports and other co-curricular activities. 6. The study also discovered that 90% of the teachers motivate, encourage and give opportunity to those students who are capable of taking part in inter district and provincial tournament and capacity to bring good name to the institution. 7. 93% of the teachers agree that the students who are taking active part in co-curricular activities also have more stamina to bear hardships, accommodate others difference of opinion and potential adjustments to social changes.

3.5 Conclusion

After going through these reviews of related literature it can be understood that participation in co-curricular or extracurricular activities has many positive effects on children, adolescents and young adults. The studies/reviews which the researcher has gone through are based on different areas or aspects of co-curricular activities, like relation of co-curricular activities with academic achievement of learners; extracurricular programmes and its evaluation; opinion of school teachers on co-curricular activities; attitudes of students towards N.C.C., yoga, music, drama; condition of schools for organizing co-curricular activities; role of parents in students’ participation in co-curricular activities; utilization of leisure time through co-curricular activities; effect of co-curricular activities in students’ dropout rate etc. Besides these other studies were also conducted to know the trends in physical
education in schools, attitudes of students towards physical education, importance of
physical education, physical education in India. Here, the term ‘physical education’
does not indicate only the physical activities and physical training. It denotes the
courses in school in which students receive instruction in health and hygiene and
practice in physical exercise in order to promote good health. Though all the studies
have been carried out in different places, they have different objectives, methodology
and findings but by reviewing these, the present researcher has developed the insight
that co-curricular activities have immense role to play in students’ life. It has direct
and indirect influence on students’ academic and personal life. Researches which are
conducted on physical activities and students’ active participation in co-curricular
activities, show that participation in physical activities like games and sports, N.C.C.
etc. develop social networks, supportive relationships with each others, enhance
adjustment ability etc. High rate of participation in extracurricular activities can
provide information about students own development. Participation in planned co-
curricular activities in school has been linked to many positive academic, behavioral,
psychological outcomes. After going through these reviews the researcher has
realized the importance of co-curricular or extra-curricular activities for the
wholesome development of the students. Though different studies are conducted in
different areas to analyze the importance of these activities but very less numbers of
researches are conducted to know the present scenario of co-curricular activities in
middle and secondary schools of Assam. Keeping this point in view the present study
has been undertaken. The above reviews helped the researcher in the formulation of
the objectives, selection of methodology, tools, analysis and interpretation of data.
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