CHAPTER I

1.0 Introduction


Education is the capacity to comprehend life situation, using past experience crystallizing into knowledge. Illiteracy, as a curse, hampers the development of an individual of the society and the nation. The aim of education should be to teach the students rather how to think, than what to think - rather to improve their minds, to enable them to think for themselves, than to load the memory with thoughts of other men. Education is what remains, after one has forgotten what one has learned in school. Education will be much more effective if its purpose is to ensure that by the time they leave school every boy and girl should know as such they should be how much they do not know, and imbued with a lifelong desire to know it.

“Our most basic link is that we all inherit the same planet, we all breathe the same air, we all cherish our children’s future”- John.F.Kennedy (1953)

According to the Vedas, the aim of ancient Indian education is liberation. Knowledge gives liberation. Therefore, knowledge is the third eye of man, which gives him insight into all affairs and teaches him how to act.

In the spiritual sphere it leads him to his salvation in the mundane sphere; it leads him to all round progress and prosperity. The illumination, given to man by education, shatters illusions, removes difficulties and enables him to realize the true value of life.
Ancient agencies of education: Knowledge can be gained by three steps: Shravana or hearing, Manon or Meditation, Nididhyasan or Realisation. Sharavan or hearing has been further categorized as: Abhayasa, Apurvata, Phala, Arthavada, Upapatti.

Gurukula: As the name indicates, this was the family of the teacher and his residence where the students used to stay during the period of study. Gradually the Gurukulas were extended to include a number of buildings. However, the institution was built-up around the family of the teacher. The primary duty of the student was to serve the teacher and his family. The students were like sons of the teacher, and the entire members of the institution lived like a family. Students were trained in activities such as archery, drawing, singing, wrestling etc.

Parishad: Were bigger educational institutions where several teachers used to teach different subjects. This may be compared to a college.

Sammelan: Was another kind of educational institution where the scholars, at the invitation of the king gathered for discussions and competitions.

Early education in India commenced under the supervision of a guru. The education was imparted on the basis of the caste related duties that one had to perform as a member of a specific caste. The Brahmans learned about scriptures and religion while the Kshatriya were educated in the various aspects of warfare.

The Vaishya caste learned commerce and other specific vocational courses while education was largely denied to the Shudras, the lowest caste. The earliest venues of education in India were often secluded from the main population. Students were expected to follow strict monastic guidelines prescribed by the guru and stay away from cities in ashrams. However, as population increased under the Gupta empire centres of urban learning became increasingly common and cities such as Varanasi and the Buddhist centre at Nalanda became increasingly visible.

Education in India in its traditional form was closely related to religion. Among the Heterodox schools of belief were the Jain and Buddhist schools. Buddhist education was more inclusive and aside of the monastic orders.
The Buddhist education centers were urban institutes of learning such as Taxila and Nalanda where grammar, medicine, philosophy, logic, metaphysics, arts and crafts etc. were also taught. Early secular Buddhist institutions of higher learning like Taxila and Nalanda continued to function well into the common era and were attended by students from China and Central Asia.

It is wrong to say that the teaching existed only in schools run by the upper cast teachers in their so called Gurukulas. The society was teaching its subjects in the exact and required skills as appropriate to the time. It is widely acclaimed now that the class room education does not teach the actual required skill sets either for life as it is perceived now or adds value to the humanity at large.

During Mughal rule, provisions were made for the teaching of Persian, the official language of the government in the Maktabs. Nizamiyah system of education became popular during the later days of the Mughals. The aim of this system was to create such extra ability in the scholar so that he was able to acquire perfection in any branch of learning through self-study and personal skills. While Muslims received education in Maktabs, Hindus had their Pathsalas for imparting religious instructions and implemented cultural development (Majumdar et.al., 1950).

There was a drastic change in the field of education due to the Muslim rulers, and then came the Portuguese, Dutch, French and the British who made tremendous changes in the Educational system. During British period they included, co-curricular and extracurricular programs and activities which function as a part of the whole curriculum and will constantly strive for the development of a well-rounded individual, capable of taking his/her place in society. In 1835, Thomas Macaulay articulated the goals of British colonial imperialism most succinctly: "We must do our best to form a class who may be interpreters between us and the millions whom we govern, a class of persons Indian in blood and colour, but English in taste, in opinions, words and intellect." As the architect of Colonial Britain's Educational Policy in India, Thomas Macaulay was to set the tone for what educated Indians were
going to learn about themselves, their civilization, and their view of Britain and the world around them.

At present the extracurricular program acts as a positive force in preparing youth for an enriching and vital role in Indian life. Through voluntary participation, the student gives time, energy, and loyalty to the program. The student accepts the rules, regulations and responsibilities unique to this program. In short, according to modern education thinkers, curriculum is not only teaching and learning in classroom. It also includes work in library, laboratory and workshop, participation in games and sport in playground.

Numerous informal contacts happen between teacher and pupils in these places. In these informal contacts, there are many activities, one of which is extra-curricular activity. It is a part of curriculum of the institution. Indian schools are giving attention to a child's health, hygiene, sanitation and safety. In addition, recreational games and activities are being increasingly and intelligently designed and promoted for the purpose of wholesome physical development, good citizenship, character education, manners and courtesy. The development of worthy emotions and feelings, heightened inspirations and wholesome aspirations are also provided in some Indian schools. Outside school hours, classroom activities are equally as important as those inside classroom are. They supplement curricular activities, which is the true aim of the school activities.

Nowadays extra-curricular activities have been accepted as an integral part of a school's programme. They provide scope for democratic living, develop social skills, a sense of cooperation, team spirit and self-discipline, which are important for a citizen to function in a democracy. All this is possible only through students' participation in extra-curricular activities. Hence, the need for extra-curricular activities is increasingly felt in schools. They are an integral part of the activities of a school. As it is a part of curricular work, it therefore needs proper organization and care.
A student who has been declared academically ineligible due to the scholastic rule or other school practices may try out and practice for extra-curricular activities at the discretion of the school. This research paper mainly focuses on extracurricular activities in High School education.

Theoretical framework

Studies conducted by the National Council of Educational Research and Training (1991, 1994, 1996) and by the National Institute of Educational Planning and Administration (1990) were probing into the learning achievements only. Inspite of Operation Black Board Scheme and District Institute of Education and Training, there is low learning achievement (Lockheed et al. 1997). This study says that though free education is given to the students till they reach the age of 14, nearly 40 % dropouts are there due to various reasons. Boredom is one among the major reasons. It has been found out that extra - curricular activities should be introduced at this juncture to attract students towards school and make learning enjoyable.

1.1. Concept, Definitions and Meaning of Extra - Curricular Activities

Four decades ago, it was comparatively easy to define Extra-Curricular Activities, because it was organized and promoted largely by students themselves, with relatively little assistance from teachers and administrators. Equipments were meager, little official recognition was given and no credit was allowed for participation. Today, it is difficult to define these activities because all teachers have some definite responsibilities for their organization; many full time professional teachers are employed, school rooms, time, equipment and materials are provided; their relationships with regular curricular activities are regarded as vital; credit for participation is allowed and recognition is also given.

The term ‘extracurricular activities’ refers to, any activities that take place outside of the regular (compulsory) school curriculum. “The activities are voluntary, and students do not receive grades for academic credit for them” (Holloway, 2000). These activities are offered outside of school hours, but within the school setting.
Extracurricular activities are offered at most schools in India, and they consist of a wide range of activities that do not form a part of the regular school curriculum. Most schools allow a free choice for student involvement in these activities, but “many schools make involvement in one or more extracurricular activities a mandatory requirement for their students; believing that such a mandate helps to create a more ‘well-rounded’ student” (Stoltzfus, 2007).

It has indeed been found that in TamilNadu, schools such as Mont Ford, Good Shepherd, Padhma Sheshathri, Vellammal, Indian Public School, Holy Angels, Holy Cross, St.Vincents etc include compulsory extracurricular activities, and students are strongly motivated to participate. It is clear that the schools promote participation in these activities, due to the merits involved.

Extra-curricular activities are pursued to educate the whole person, academically, spiritually, socially, emotionally and physically. An important part of this education lies in the participation of elementary and high school students in many and varied extra-curricular activities offered by the school. At times, there is some confusion about what is an extra-curricular. The extra-curricular is an activity of equal value to the academic activity. Therefore, extra-curricular activities complement the students’ academic studies or curriculum and make them more comprehensive and richer. It is the school’s goal that through these opportunities, the students will learn life skills such as team work, leadership, and ethical, collaborative and critical thinking.

**Integrating extra-curricular activities in school curriculum:**

The introduction of the programme of extra-curricular activities should be gradual. Only when the school has a need for it and when its students are interested in it, an activity may be introduced. For example, a history club, is started when there is a fully developed department of History in the school. Activities that are organized in the school should, as far as possible, aim at achieving civil, social, moral and other worthwhile values as indicated in a previous section. Activities for mere enjoyment are useless. A limitation on student’s participation in activities is required because it
will check the overload. It will affect their regular studies. Student should have development in both curricular and extra-curricular activities.

All extra-curricular activities are considered part and parcel of school curriculum. With regards to the educational practices, Tagore made a clear distinction between bookish knowledge, emphasizing bookish knowledge and the real intellectual attainment, because our intellect never receives genuine intellectual nourishment. He said that all these years we adorned the cage, but the parrot within remained starving. Education should cultivate the power of acquiring ideas through independent effort, and develop the ability to learn directly from Nature and Life.

The extra curriculum made its first appearance in American colleges in the nineteenth century. It complemented the curriculum as much as subverted it. The students found in it a kind of laboratory for practical and vocational interests. The first extracurricular activities were student literary societies (which had roots in the previous century at Harvard and Yale), debate clubs. Students also initiated and organized the early athletic programs on American college campuses. Today’s public high schools offer a comprehensive array of extracurricular activities to complement the curriculum.

In India, extra-curricular activities of the students, fall outside the realm of the normal curriculum of school or university education. Extra-curricular activities exist at all levels of education, such as elementary, middle, high school, higher secondary, college and university level. Such activities not only voluntary as opposed to mandatory, non-paying but also social, and philanthropic as opposed to scholastic. Students often organize and direct these activities under faculty supervision.

Modern societies now require that everyone has a certain number of skills that can apply in daily life. As a result, schools now have a new role in introducing skills that will be helpful for the students after they graduate through many activities known as extracurricular activities. They have great varieties of options from which every student can choose the most appropriate according to his personality and interests.
NCTE (1999) published a compilation of Gandhiji’s works entitled “Gandhi and Education” that contains an important abstract about education of the whole child education, real education and education making the whole man. Gandhiji had amply emphasized, “True education of the intellect can only come through a proper exercise, health education and physical education but caring properly for these is as important and essential to human kind as air water and food. It adds that physical and mental health has to be maintained and strongly recommended as an integral part of education.”

Gandhiji expressed his views on education on 22nd and 23rd October 1937 at Wardha Educational Conference. For him, education meant the comprehensive and integral development of the individual and the child, in other words the development of the brain, body, and spirit.


According to Tagore, - “The highest aim of education is that which does not merely give us information but makes our life in harmony with all existence”. In accordance with the general philosophy, Tagore emphasized the physical culture, enjoyment of nature and the cultivation of arts in schools (Kripalani Krishna ,1971).

‘Praner aram, maner anand, atmar sant….’

which means the play of life, happiness, the satisfaction of mind ,is the complete, the whole man - Bagavat Geetha (Swami Sithbavanandha , 2010).

Extra - curricular activities may be athletic or non-athletic. Such activities shall generally be conducted outside the regular school hours, available to pupils who voluntarily come to participate, marked by pupil participation in the processes of initiation, planning, organizing and execution and shall ordinarily include band, clubs, dramatic or musical presentations, and intramural and inter-scholastic sports. Equal access to school facilities shall be granted to all activities that meet this definition.
The head of the school, shall prepare procedures to implement a extra-curricular program, which shall, assess the needs and interests of the pupils of this district, ensure the provision of competent guidance and supervision by staff, guard against the exploitation of pupils, provide for a variety of experiences and a diversity of organizational models, to order the school heads to organize tournaments and cultural contests. The ECA teachers’ role in organizing extra-curricular activities in schools is very important.

**Role of Extra-curricular Teacher in Teaching ECA in High Schools:**

An ECA teacher should be competent to organize that particular activity for which training will be given for the students, for that the teacher should be a resourceful person with the following characters. She should act as follows,

*Figure- 1*

*Role of ECA teachers*
Role of an ECA Teacher

As a Leader

- The teacher should give the student opportunity to exhibit their leadership qualities and these opportunities should be given in rotation.

As Innovator

- In order to break monotony of activities, a teacher should try to introduce some novelty (new programme).

As a Director

- As a director the teacher should see that the programmes selected by the students are constructive. The programmes or activities should be scrutinized for their educational relevance.

As an Organizer

- The planned activities should be implemented through a strong organizer. The teacher should supervise activities of students for effective programme.

As a Recorder and Innovator

- A teacher has to keep a record of all activities undertaken in the academic year. The record must consist of names of participants and winners. The programme should be evaluated periodically.

As a Manager

- The teacher has to be an effective manager in order to plan, organize, co-operate, direct, record, evaluate and control activities.

As a Decision Maker

- As far as possible a teacher should use democratic methods for taking decisions regarding organization of activities. Care should, however, be taken that style of decision making is democratic.
As an Advisor

- The role of a teacher is to advise students as and when it is required. Teacher should not impose upon and compel students to accept his/her ideas.

As a Motivator

- At times, students are reluctant to participate in some co-curricular activities. In such circumstances, the teacher must motivate them to participate in such activities.

As a Commander

- The teacher should be able to communicate well regarding the programme and its objectives very clearly and well in advance.

The changing scenario

Today, education is not confined to the 3R’s. It is an all-round development of a person. In modern times, the knowledge of 3R’s is considered incomplete education. Now anything and everything that goes on in the school campus within school hours or after school hours comes within the purview of school activities. We can hardly distinguish between a curricular activity and some other activity of the school, which was previously taken as extra-curricular. Both the types of activities are now considered complementary to each other.

Sultan Mohiy-ud-din (2008) says that these activities are no longer looked upon as mere ‘extras’, but as an integral part of the school programme. The distinction between curricular and extra-curricular has been gradually disappearing in modern education practice and co-ordination and integration of all the experiences of the pupil-intellectual, social, moral, emotional and physical has become the object of persistent efforts of the school.

The better meaning of education is making a man to come out of the ignorance and lead a happy life. For some, the meaning for education is to make man earn money and lead a luxurious life. In the present day schools, the state of extra-curricular activities is very pitiable. There are some schools, which are all the time
after the examinations. They do not give any importance to extra-curricular activities but they exist only in papers. There is no special care taken. Undoubtedly, the number of schools that provide these activities in a very balanced way is limited. Mostly the institutions lay stress on these activities at the time of the annual day celebrations. During the District tournaments, every school prepares for it, but otherwise they continue being busy with studies only.

**Education through activity**

The gentle breeze, the warm, glowing sun, the refreshing exercise: these are all part of extracurricular activities. Students cherish this time of the day and are able to release stress through their enjoyment. Whether it is athletics, dance, drama or music, extracurricular activities allow students to embark on activities that they like. Of course, not everyone agrees with the allowance of extracurricular activities, but they are overall beneficial. Although valuable time could be better-spent improving academics, school-sponsored extracurricular activities are unlimited because they keep students involved in the school and in the character building.

Naturally, some people believe that valuable time could be better-spent improving academics than participating in numerous extracurricular activities. However, enough time is already spent in school. Finally, students pick up many real-life applications, extracurricular activities. Obviously, time spent in extracurricular activities should be cherished and cannot be better spent in any other way.

**Definitions:**

Definitions of curricular, co-curricular, and extracurricular activities shall be as follows:

1. **Curricular activities** occur within the regular school day and constitute the delivery of instruction to students in the school, e.g. language, mathematics, science, history, geography etc.

2. **Co-curricular activities** are an extension of classroom instruction in which participation is by the entire class or a significant portion thereof. They relate directly
to, and enhance student learning of, essential elements through participation, demonstration, illustration, and observation. Co-curricular activities are included in the teacher’s instructional plan and are conducted by or supervised by a classroom teacher or other educational professional such as a librarian, school nurse, counselor, or administrator e.g. club activities, field trip to monuments, industrial visit etc.

3. **Extra-curricular activities** are school-sponsored activities that are not directly related to instruction of the essential elements, but that may have an indirect relation to some areas of the curriculum. They offer worthwhile and significant contributions to a student’s personal, physical, and social development. Participation in extracurricular activities is a privilege and not a right, and students must meet specific requirements in order to participate. Activities may include, but are not limited to, performances, contests, demonstrations, displays, and club activities, e.g. dance, drama, music etc

**Meaning of extra-curricular activities**

Extra-Curricular activities are activities that education organizations in some parts of the world have created for school students. They serve to promote a variety of activities, which all school students should attend alongside the standard study curriculum. As per the Cambridge Dictionary of American English, ‘Extra’ means added, additional, or more than expected outside or in addition to. Similarly the definition of extracurricular activities from the Cambridge Advanced Learner's Dictionary is - activities that are not part of the usual school or college hours.

‘Extra’ means - in addition with. ‘Curricular’ means course of study. So Extra-curricular probably mean activities or studies that are done as extra studies, in addition to the regular studies.

**1.2 Importance of Extra -Curricular Activities**

Recreation is one of the new comers in the educational family. Organized recreation is a relative new comer in the educational arena; roots penetrate rather deep into the social, emotional and mental fiber of the students. It develops the student’s moral excellence and social adjustment. Something must be done to make the school
activity centered around; extra-curricular activities. Education aims at the development of the whole man, his physical fitness, his mental alertness, his moral excellence and his social adjustment. Therefore, the educational activities should not be exclusively concerned with the teaching of prescribed courses, but should reflect the other objectives of education. Care must be taken to make the school, activity centered.

Educators should take greater responsibility for the development of not only curricular but also extra-curricular activities. If a student is engaged in extra-curricular activity, he gains opportunity for self-expression and self-fulfillment. A school, which organizes extra-curricular activity, hums with life and pursuits. Our libraries, our laboratories, our playing fields and debating halls should be throbbing with life and intense activity throughout the year. A prospective teacher should well arrange for extra-curricular activity for the overall development of the student. Teachers enjoy the thrill and liveliness of extra-curricular activities in and out side of the classroom. Extracurricular activities help keep students involved in their school. Many students are able to meet other students with similar interests through extracurricular activities. By meeting people with common interests, students can share their passion for something and make others feel as if they were still in their school.

Extracurricular activities can also boost school spirit. For instance, when students participate in these activities they come to school eager and excited because of their activity. This helps students feel like a part of the school and gives them a purpose for attending. Lastly, extracurricular activities extend the school day, keeping students supervised longer. This allows students to spend more time with their teachers and classmates, improving relationships. It is quite clear that participation in extracurricular activities allows students to become included in their school.

Ultimately, extracurricular activities build character in students. More specifically, they teach students life lessons. Of course, a basketball player will realize his responsibility if he is forced to run for being late to practice. Not only that,
but extracurricular activities also provide supervision to help keep students out of trouble. For example, a student may have parents who work overtime. Rather than staying at home or with friends after school, where someone could get into trouble, students can stay at school participating in activities where they are watched and kept busy. Finally, extracurricular activities encourage positive leadership roles. Granted an athlete respects the opinion of their coach, he is likely to pass on positive morals instilled by his coach. Many athletes are respected by their fellow students and are able to encourage high moral standards among them. Overall, students can achieve exemplary virtues by participating in extracurricular activities.

School-sponsored extracurricular activities should not be limited because they allow students to participate in the school and encourage good morals. Students will become happier and more virtuous because of extracurricular activities. If students can handle these activities, they should not be restricted from taking part in them. After all, students enjoy extracurricular activities, while improving their overall well-being. In conclusion, this is the appropriate time to provide the youth with positive direction in their lives.

1.3 Description and Nature of Extra-Curricular Activity

Description of Extra-Curricular Activity

Extra-curricular activities range from indoor programmes to out door programmes. Many activities, like yoga and drama, are serving as a part of their school's program over a number of years. An ecology club or painting workshop is offered for a shorter time span, to reflect a community interest or involvement of faculty member or student. For many students, extra-curricular activities present an opportunity to practice social skills and to experiment in activities that may represent a career interest. For a child who is academically weak, the opportunity to excel in the arts or sports may make a big difference in his or her self-esteem.

Many extra-curricular activities, such as the school newspaper, photography, and drama, can lead to careers. Extra-curricular activities also help to form the
student's profile for consideration in college admissions. A student's academic record and scores on standardized tests form the core of his or her college application profile. However, admissions officers consider other factors, such as a demonstrated talent in athletics or the arts or leadership in school or extracurricular activities. After-school activities can also include scouting and volunteering, such as working with the Red Cross, NSS, and NCC camps. Through these diverse activities, students can have fun, build a resume for college, increase creativity, improve organizational skills, learn time management, and develop people skills.

Along with good teaching, a teacher has to undertake a number of activities in a school such as administration and organization, guidance, counseling, and so on and so forth. If a teacher teaches all the time, however effectively and excellently, the atmosphere of the school will become monotonous. Apart from this, they will not be performing other functions that they are expected to perform. The teacher should perform a variety of roles since they are essential for promoting all-round development of students.

One of the roles that they perform in the organization of extra-curricular activities is, how to organize them, what principles have to be kept in mind, which objectives are to be achieved and what the role of an ECA teacher is. A number of activities that are organized in the Indian schools, in the name of extra-curricular activities, existed in schools even in ancient times, for e.g., music, debate, drama, athletics, etc. In-between they were somewhat ignored and neglected, with more importance being given to academics. It was soon realized that some objectives of education could not be achieved by academics alone. A pure academician develops a lop-sided personality, and all-round development remains a far off dream. All-round development means mental, physical, psychological, spiritual and vocational development.

**Nature of extra-curricular activities**

Extracurricular activities are any activities that facilitate learning outside the classroom, and that is not directly relevant to the course. Therefore, for example, the
students cannot count fieldwork as extracurricular because they are needed for the exam. Whereas, any groups, clubs, societies or trips that happen during or outside of school time, are counted as Extracurricular, as long as they are not directly relevant to the course. There is a wide variety of Extra-Curricular Activities. Such varieties are sports, arts and crafts, to technological designing, ICT, and computer based courses. Moreover, there are homework-based clubs, special interest clubs and peer mentoring where the senior students look after the younger students, often in their first year of school.

Any student can take part in extra-curricular activities. There are some institutions where students are split by sex or by age. Hence, such institutions may have groups like junior level and senior level, male, female and so on. But overall, any student who wants to volunteer, who feels that he wants to take part in a club or even set up a club is perfectly able to participate. Activities may be conducted before school hours, during school, after school, at weekends, and during the holidays. So, the schools, have everything starting from a basketball practice at lunch time, right through to a week-long ski trip that's about to go over the summer holidays. The vast majority of activities take place within the school, so the separate block would be used as practicing halls. The classrooms would be used for indoor extra-curricular activities like chess and carom, etc and facilities, like basketball courts, tennis courts, and throw ball courts, are for outdoor games.

Extracurricular activities are definitely not compulsory. The real key part of these activities is that the students can choose the activities of their choice. Not only do the students choose to do the activities, but also take part in organizing them and ensuring that they run smoothly they can also get out of the activities when they want. William Aurther Ward (2010) quoted, “The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires”.

An ECA teacher is trained in a particular ECA activity. In most of the schools, untrained teachers conduct the majority of the extracurricular activities. Student involvement is necessary for the success of the activities. Once, part-time teachers
were appointed to carry out these activities, but now many fulltime professional teachers are employed and school rooms, time, equipment and materials are also provided to promote ECA. Their relationships with regular curricular activities are vital.

The Government sanctions teacher postings for these activities in Government schools. The management sponsors such activities in private schools. It can take some time to find the extracurricular activity which best fits both a parent’s lifestyle and a child’s interests. A student should never be pressured to join as many activities as possible for the sake of college admissions or its parent’s priorities. Extracurricular can bring out the best in a child if he is the right fit for the child’s interests, curiosities and abilities.

As important, as the activities themselves are the relationships young people can build with the committed adults who direct the activities. Most school teachers, counselors, or Principals provide a list of activities for student participation. The lists are often posted on the school notice boards, and announcements are sometimes made in the classes, such as history teachers promoting the history club or teachers promoting the group that they advise. Information can also be found in the school's student newsletters. Some students like to join clubs, to make friends.

1.4 Different Types of Extra-Curricular Activities

There are different types of extra-curricular activities one can offer at school level

i) Activities for physical development: Games, physical-exercises, wrestling, swimming, yoga, boating, skating.

ii) Activities of subjective type: Subject associations, symposium, library organization, literary society, writing competition, poetical recitation, debates, magazine writing.

iii) Civic training activity: Organizing students co-operative store, students council, visiting civic institutions municipal committee, post office, gram panchayat, zila parishad, legislative assembly, high court etc Celebrating national and religious
festival, celebrating school festivals like annual prize distribution, parents teachers association, and farewell function

iv) Activities for aesthetic and cultural development: Music and dancing, drawing and painting, fancy dress, variety programme, folk and classical song, organizing exhibitions, celebrating festivals, decorating the school and garden maintaining.

v) Leisure time activities: Philately, numismatics, stone-collection, photography, album making, collecting of leaves and pictures.


vii) Community activities: Mass prayer, scouting, girl guide, Red Cross, NSS, village survey.

viii) Excursion activities: Picnics, trips and tours, historical place (museum, monuments), zoo, exhibition-visit.

A common problem for many students involved in extracurricular activities is that they take on too much time for it. Students should make out a schedule in advance of a semester that balances school, work, after-school activities, and home life. In addition, activities should be fun rather than stressful for students. School grades should not suffer because of time spent at work or in after-school activities.

It is an accepted fact that education aims at the development of the whole man, his physical fitness, his mental alertness, his moral excellence and his social adjustment. Therefore, the educational activities should not be exclusively concerned with the teaching of prescribed courses, but should reflect the other objectives of education. Care must be taken to make the school, activity centered.

It is the usual state of affairs that our teachers are not well prepared for other activities. They are concerned with their professional duties only. But with the growing recognition of the educational opportunities that lie in the school activities, the attention of the headmaster is being increasingly turned to the supervision and improvement of the staff as supervision for student’s activities. Education should take
greater responsibility for the development of a programme of curricular and extra-curricular activities. With its multifarious programmes, which are not only packed with education and instructions but also, an opportunity provided for young students for their self-expression and self-fulfillment, the school should be humming with life and pursuits. Therefore, the libraries and laboratories, the playing fields and debating halls should be throbbing with life and intense activity throughout the year. Lots of school, community, and religious organizations give students chances to explore their interests and talents.

1.5 Objectives and Needs of Extra-Curricular Activities at School Level

The personality of the child can be developed when he is provided with manifold activities inside and outside the school under its own control and supervision. All extra-curricular activities are organized with specific purposes, which vary according to the nature and form of such activities.

Objectives of extra-curricular activities at school level is

i) for the physical and mental development of the child,

ii) to develop academic and literary interests,

iii) to develop a sense of social service,

iv) to develop moral training for the academic development of the student,

v) to provide recreational value for the maintenance of good mental health, for the development of self-discipline, to provide leadership opportunities, for the development of community life, for developing the skill of proper planning,

vi) to develop useful new capabilities in pupils that can lead to extension of career opportunities,

vii) to develop pupil initiative and responsibility,

viii) to develop leadership capabilities and good organizational skills,

x) to aid pupils in the social skills,
xi) to enable pupils to explore a wider range of individual interests than what is available in the regular program.

All the 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. Even if some activities sublimate the instinct of an individual, help is rendered to normalize the growth and development of an individual.

**Activities-a fillip of learning**

Activity is an overt expression of the under current urge for doing and achieving things. This dates back to the age when the child starts perceiving and discovering from his surroundings. This urge is never satisfied. The same could be adopted beneficially in the teaching-learning strategy. Activities have a wide connotation. It ranges from direct experiences, techniques and devices. Direct experiences include activities like field trips, exhibitions, museums; techniques include activities like experimentation computation, demonstration and so on; devices include activities like working with TV, VCR, Radio, Audio Cassettes and Video Cassettes. In the activity approach, the strategies pre-suppose provision of meaningful experiences that are directional. This makes learning incidental, natural and purposeful.

**Need for Extra-Curricular Activities**

Extra-Curricular activities have a number of values like educational value, 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.

Simply knowing something does not guarantee the ability to act on that knowledge. There is a profound difference between knowing and doing. Teachers may know, for example, that they should provide prompt feedback to their students
on written assignments, but they are not always able to act on that knowledge. All prospective teachers need to organize extra-curricular activities for the all round development of the students. These activities ensure dynamism in the school programme. Everyone associated with teaching and learning in a school feels sense of living and thrilling atmosphere in the event of activities going on inside or outside the classroom is guaranteed

i) Physical fitness is guaranteed while learning extra-curricular activities.

ii) Defective digestive system is rectified.

iii) Student gains practical experience of sharing responsibility and exercising self-control.

iv) Students lack social adjustment; ECA develop them as effective citizens.

v) Extra-curricular activities improve student’s imagination and aesthetic sense.

vi) A varied cultural programme can meet the juvenile drives, needs and interests of the student.

viii) Effective moral training can be given only through extra-curricular activities, which provide situations with moral programme.

ix) Extra-curricular activities save students from leisure hours boredom.

x) Extra-curricular activities provide opportunities for Leadership.

xi) Extra-curricular activity is necessary to balance the indigestive system of residential students, to develop physical fitness proper growth and development of the body.

Student’s councils teach him how to develop effective citizenship, which is lacking in civics classroom. Extra-curricular activities give training in the proper use of leisure time. Special liking and interest is created and cultivated through dramatic clubs, science clubs, photo clubs etc. Verbal and moral instructions are not suitable unless correlation and co-ordination is made properly. Art music and drama give
emotional training. The personality and culture is developed automatically through extra-curricular activities.

The supporters of extra-curricular activities in schools have advanced the following arguments in support of the inclusion of extra-curricular activities.

i) One of the most important needs of school children is health and physical fitness. The digestion of most of the children residing in school is found to be defective and needs to be balanced by play. Sports and games therefore, are to be included in the school programme to promote physical fitness and proper growth and development of body. The functional efficiency of the body can be maintained only when there is a provision of regular physical exercise, organized games and sports, hikes and excursions.

ii) Effective citizenship cannot be built through classroom instruction in civics and politics alone. There must be a correlation between what the child learns in a civics class and what he practices in life. Student government offers an opportunity to him to gain a practical experience of sharing responsibilities and exercising control over him. Student councils, teach him practically how to develop effective citizenship.

iii) Academic brilliance is sometimes taken as social backwardness. Some of our students acquire mastery over course of study, back lack social adjustment. The co-relationship between school success and social adjustment has been observed to be slight. It is therefore, necessary that schools should provide opportunities to heir students to grow socially. Activities in the school, which help acquire actual practice in the art of living together, enable them to adjust themselves to their fellow students and to the adult society in general.

Every one needs training in proper use of leisure time. Such training isn’t provided in schools. Children adopt undesirable ways of spending spare time. Extracurricular activities, such as organization of dramatic clubs, science clubs, and
photography clubs promote special interest in children. Such well-cultivated interests relieve man of boredom in spare time.

Mere formalistic moral instruction does not transfer to actual life situations. A number of experiences have to be given through a planned organization of co-curricular activities to correct bad habits and to develop moral behavior. Effective moral training can be given only through extra-curricular activities, which provide situations with moral problems.

Much of school instruction is intellectual, resulting in its failure to provide an outlet for emotional expression. The subject-centered curriculum does not meet juvenile drives, needs and interests. A varied cultural programme can do so. Art, music and drama can give emotional training. Hence, an organization of art, music and dramatic clubs in a school is suggested to help children grow emotionally and culturally.

1.6. Benefits of Extra-Curricular Activities

At a cost of only one to three percent (or less in many cases) of an overall school's budget, high school activity programs are one of the best bargains around. It is in these vital programs – sports, music, speech, drama, debate – where young people learn lifelong lessons as important as those taught in the classroom. Unfortunately, there appears to be a creeping indifference toward support for high school activity programs by the public. This neglect undermines the educational mission of our schools and the potential prosperity of our communities.

The extra-curricular activities at school level, promotes the following:

Leadership may be defined as the capacity to guide others in the achievement of a common goal. Decisiveness, determination, interpersonal and organizational aptitude, loyalty, self-efficacy, and self-discipline are considered some of the attributes of effective leaders. Athletics is an area that provides the opportunity to develop and display leadership qualities. Unfortunately, there is a dearth of empirical
research examining the extent to which athletics plays a role in the development of leadership abilities.

Studies on leadership have identified personal as well as interpersonal characteristics. Graustrom (1986) found that adolescent leaders, as compared with non-leaders, were dominant on both physical and psychological dimensions. Graustrom also noted that adolescent leaders were more active and aggressive and were dealt with by peers in a more positive manner.

In fact, employers often look for students who are able to complete their coursework while engaged in outside activities for two main reasons: joining extracurricular activities means that the students have a chance to develop their skills and gain experience.

According to a study published in the Winter (2000) issue of Education, the benefits of teen participation in extracurricular activities go well beyond just filling up an already-busy schedule and having another line to add to the college application. Benefits include having a sense of team spirit and belonging, personal pride and an understanding of the value of fair play, an increased sense of honesty and trustworthiness, and, importantly, the prevention of drug and substance abuse – among others. The study states that repeated records of high school students across the United States have shown that those students who become heavily involved in extracurricular activities tend to be model students.

Extracurricular activities, offer students a chance to improve their soft skills which in future, employers look for in their employees. These skills include decision-making, relationship building, communicating with others, organization (of time, people, resources, etc.), responsibility, problem solving, teamwork, independence and maturity. These are skills, which are best learned by doing, and students who are active in extracurricular activities can demonstrate that they have a chance to practice all of these and more on a regular basis. Students who take on roles of responsibility within their activities, such as a director of a student production, editor of a student publication, president of a student club or captain of a sports team, should be sure to
advertise these positions as they show an even greater commitment to an activity and therefore the successful acceptance of greater responsibility.

Students who are active in extracurricular activities are a safe bet for employers because they have experience. These students are therefore better candidates than those who cannot account for their free time in a productive manner and may have had little interaction with others in a working environment.

Students get involved in extra-curricular activities. There are hundreds of ECA that can be chosen from, the organizations, societies and clubs offered at the schools. If the student takes drama, singing or dancing lessons, volunteer in their community, publish short stories in magazines, write a column for the local newspaper, routinely fundraise for a good cause or do anything else that requires commitment and productivity, then they are already engaged in extracurricular activities.

1.7. Problems in Organizing Extra-Curricular Activities

These activities are carried after school hours in most of the Indian schools. Due to lack of transport facility, some students miss such activities after school hours though they have a lot of interest. In most of the schools, these programmes are teacher centered. Poor students cannot afford to pay for these activities in private schools. Students’ funds for this purpose are sometimes misappropriated. Teacher should not develop an attitude of partiality. Some Teachers do their work for namesake because they are not properly trained in that particular activity. Particular – extra-curricular period should be used to teach only that particular activity. For example, a music period should not be used to do History map work and PT periods to conduct Subject tests.

Students who are not good at academics are good at extra-curricular activities. But some teachers scold them for not studying their lessons though they are interested in ECA activities. In most of the schools, class teachers who are not interested in these activities are in charge of extra-curricular activities. Some students are
compelled by the teacher to participate in an activity which they have no interest. Proper records are not maintained regarding attendance during the period and no accounts maintained regarding expenditure. Financially strong fair ones, beautiful ones, studious children only are given bright opportunities. A wide variety of activities will create confusion and a lot of expenditure.

In the present day schools, the position of extra-curricular activities is very pitiable. There are some schools, which are all the time after the examinations. They do not give any importance to extra-curricular activities but they exist only in the papers. There is no special care for them. Very few schools are of the type where more stress is laid on these activities only.

Undoubtedly, the number of schools which provide these activities in a very balanced way is limited. Children who refuse to join any extracurricular activities yet appear unhappy or have no friends may be suffering from emotional problems such as depression or low self-esteem. Professional help, such as counseling, may be needed. Sometimes a lack of self-esteem or other problems are too much for a student to handle alone. Parents may need to seek professional psychological help for children suffering from low self-esteem when the child is depressed or shows overly aggressive behavior.

In a developing country like India with huge population, poverty, poor health care system, illiteracy, people are still unaware of the importance of extra-curricular activities. Hence, it is the paramount duty of the researcher to create awareness about extra-curricular activities and the problems rising out while organizing them. No comprehensive study has been made to study the extra-curricular activities offered at High school level. Moreover, the study that explores the extra-curricular activities according to the perception of Head of the institution, teacher, student and parents of those students, has vital importance. It is used for effective planning, development and implementation of extra-curricular activities at high school level for all-round development of the students.
Dropouts are there in schools due to various reasons. Boredom is one among the major reasons for dropouts. Extra-curricular activities should be introduced at this juncture to attract students towards school and make learning enjoyable. If the problem is not properly identified and studied there is every possibility that concepts like wastage, stagnation and dropouts continue to dominate the Indian scenario. Further, it leads to the non-attainment of educational goals such as Universalization of Elementary Education and cent percent literacy. The present study is an attempt in this direction.

A close look at the review of literature on the above cited studies clearly reveal that both the Indian as well as Western scholars in their own environments have attempted the area. If we see the literature specifically in Indian context even though studies are made on student’s participation in ECA and student teacher relationship regarding ECA, they are not sufficient to understand the availability of ECA at school level.

There is a need to study the perception of school heads, ECA teachers, students and parents, regarding the nature of ECA provided in high school: problems faced by the school heads, ECA teachers, students and parents in organizing and participating in ECAs; and the aspiration of parents about their children with regards to ECA offered in the high schools. Such a study will go a long way to offer more need based and problem free ECAs to be organized at school level to fulfill the aspirations of the students and their parents.

The review of related literature is given in the succeeding chapter.