

## Research On The Impact Of Co-Curricular Activities On Personality Development Of Senior Secondary School Students

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**Abstract:** 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. Co-Curricular 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. Present study is confined to only 100 senior secondary students of 2 schools of Palwal District. There was no instrument available for data collection, so researcher, by consulting the experts, developed a questionnaire containing 35 items. Study aimed at to measure personality traits of secondary school students. The questionnaire is developed by keeping in view these traits.

**Keywords:** Self-confidence, Honesty, Adaptation, Sociability, Sympathetic attitude, Social obligation and Sense of responsibility

### [1] Introduction

Education is the capacity to comprehend life situation, using past experiences 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.

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: Shrivana 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



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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.

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.

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