

**Status and Implementation of Co-curricular Activities in Secondary school of Kamrup
Metro District, Assam**

Gitesh Kalita

Ph.D Scholar, Department of Education

Usha Martin University, Ranchi, Jharkhand, India

Abstract

It is well acknowledged that extracurricular activities play an essential role in the growth of children. It is an innovative approach to teaching that incorporates scientific concepts into many aspects of the educational process. To raise a kid to their full potential requires a novel approach that was developed for the current generation. In the grand scheme of educational experiences, extracurricular activities make up an essential link in the chain. These experiences take place both inside and outside of the classroom, and they are designed to cover all aspects of the growth pattern, facilitate the all-around development of the kid, and promote responsible citizenship on behalf of the nation. The schools that will play the primary role in this are chosen. However, it has been shown that many schools do not organise extracurricular activities of a variety of kinds owing to a variety of issues. As a direct result of this, a significant number of pupils are unable to take part in these events.

Key- words: Co-curricular activities, playground, curriculum, school, formal education and physical, mental and social activities

Introduction:

The notion of curriculum in the 21st century is very broad and all-encompassing. It takes into account the whole of the child's experiences, including those gained within and outside of the classroom setting. However, the curriculum that is intended for them does not provide them with enough information to satisfy the requirements for complete growth. To combat this problem, formal education in schools incorporates a wide variety of extracurricular activities into the curriculum, with the goal of fostering the overall growth and development of the child's personality. These activities are referred to as co-curricular activities because they are heavily integrated into the curriculum. Co-curricular activities are beneficial to an individual's physical, mental, moral, social, emotional, and artistic development as well as their spiritual growth. The extracurricular activities at school are now considered to be an essential component of the overall educational system. When I was younger, we considered these things to be

extracurricular activities, and we did not place the same level of importance on them as we do now. However, this circumstance suffered a shift in its trajectory throughout time. It is the responsibility of the society to ensure that the school provides youngsters with a variety of training in order to maximise their potential in social and economic settings. Therefore, the prevalent paradigm acknowledges, in a commendable way, that these pursuits provide significant instruments for accomplishing the social and economic goals of life. Therefore, according to the contemporary educationist, curricular activities and Cocurricular activities are not two separate parts of education; rather, they are regarded to be complimentary to one another and should be seen as such. The Gurukul system was the foundation of schooling in ancient times, and its namesake spiritual leaders, the gurus, were at the helm of the whole educational system.

The Gurus' choices served as the basis for the ultimate conclusion. They shared the information that they had gained either via their own experiences or through reading the works of renowned academics. Therefore, the cultivation of one's mind or one's intellect was considered to be the primary purpose of education throughout that historical period. Through activities like as games and sports, excursions, discussions, social services, cultural activities, dramatics, social functions, dance, music, and so on, contemporary education aims to prepare children for the harmonious and all-around development of their personalities. The most important aspect of a formal education is completed at the secondary level of schooling. The teenage years are included in its scope. Due to the fact that adolescence is the time of life during which a person's physical growth is at its peak, all psychotherapists and educators are of the view that teenagers should have their instincts properly educated and led. Therefore, in order to get their bodies moving and get their blood pumping, they need to participate in a variety of sports and activities. In point of fact, secondary schools need to assume a pivotal position in the coordination of extracurricular activities for secondary school pupils. According to the Indian Education Commission's statement from 1964-1966, We conceive of the school curriculum as the sum of learning experiences that the school offers for the children via all of the many activities in the school or outside that are carried on under its supervision. The requirement for extracurricular activities is given a significant amount of weight in the New Education Policy from 1986. The harmonious growth of the 4Hs, which are Head, Heart, Hands, and Health, is helped along by productive and creative activities. The child's multifaceted abilities may be shown via the participation in these activities. In point of fact, extracurricular activities are the most beneficial and indispensable component of the educational curriculum.

Types of Co-curricular Activities:

One can engage in various kinds of non-academic activities to get experience before graduating from high school. Some relate directly to a career one can pursue after completing education, while others are unrelated to academic courses. Here are the major types of co-curricular activities, along with examples of each:

Educational Activities

Every individual has a different potential level and learning capacity. With conventional classroom education, which takes place in groups, it is tough to provide specialised attention to all. Educational co-curricular activities help ensure that individuals have the option to take part in such activities to learn many concepts differently. This help establishes equality among the individuals in a classroom.

The following are some examples of educational non-academic activities:

- Science quizzes
- Poetry competitions
- Story writing competitions
- Mathematics Olympiads
- Extempore
- Projects in exhibitions
- Essay competitions
- Debate competitions

Social development activities

Most individuals spend the majority of their life at academic institutions. They make friends, meet teachers, gain knowledge of the world and plan their life goals. Social skills are important for the personality development of an individual. Taking part in various co-curricular helps them to develop their social skills, such as empathy, communication, accountability and responsibility. Following are some examples of non-academic activities focused on social development:

- Organising cultural events
- Collecting funds for non-profits

- Scouting and guiding
- Celebrating cleanliness day
- Taking part in school councils
- Volunteering for social work

Recreational activities

Such activities help cultivate a creative mentality among young individuals as their minds are most capable of learning and exploring new ideas at an early age. Recreation and enjoyment are vital components of education. Taking part in enjoyable non-academic activities can assist individuals in discovering their creative potential, exploring their talents and cultivating their hobbies. Following is some of the common recreational extra-curricular activities:

- Picnics
- Mountain hike
- Museum visits
- Seminars
- Industrial visits
- Workshops
- Group games

Physical development focussed activities

Physical activities help the individual stay healthy. Many activities, such as group games, also teach various soft skills, like critical thinking and collaboration. A physically active individual is also likely to be emotionally healthy. Following are examples of activities focused on physical development:

- Yoga
- Athletics
- Gymnastics
- Running
- Meditation
- National cadet corps (NCC)
- Sports competitions

Culture and value-based activities

Showcasing one's abilities is a great confidence booster. Students who are weak in academics but thrive in non-academic activities get confidence and self-esteem from such activities. Many institutions organise various festivals and cultural competitions which offer individuals the opportunity to improve and showcase their skills. Following are some of the culture and value-based activities:

- Dance competitions
- Cultural festivals
- Singing competitions
- Drawing competitions
- Folk art workshops
- Annual day
- Dramatics

Arts and craft-based activities

Taking part in art and craft imparts a substantial positive effect on an individual's mindset. Most students learn to express themselves via art. Whether it is sketching, drawing, painting, origami or craft. Arts and crafts-based activities also help in improving concentration and learning new ideas. Following are some examples of art and craft-based activities:

- Doll making
- Poster drawing
- Sketching portrait
- Spiral crafts
- Flower decoration
- Clay modelling
- Photography
- Album making
- Oil painting

The growth of each individual citizen as well as the country is dependent on the foundation that is provided by primary education. The rate of advancement in secondary school education is an essential indicator of the general, social, and economic growth of a nation as a whole.

Investments in education both contribute to aggregate economic growth as well as enable citizens to broadly participate in the growth process through improved productivity, employment, and wages, and are therefore a critical component of the government of India's agenda for inclusive growth. A sound primary education gives a fillip to sound secondary and higher education.

The Constitution of India, which was ratified in 1950, stipulated that the state was to ensure that all children between the ages of 6 and 14 received an education that was both free and mandatory within a period of ten years beginning on the day the Indian Constitution went into effect. The Supreme Court was forced to find in 1993 that education had become a basic right regardless of where it was stated in the Constitution. This occurred after delaying the deadline for 43 years, beginning in 1960. However, it wasn't until the 86th Amendment in 2002 that education was recognised as a basic right, specifically as a right to education in Article 21 (A). According to this clause, the state is required to offer an education that is both free and mandatory to all children between the ages of six and fourteen in a way that the state may, according to the law, choose". In addition, a provision has been created under article 45 of the Directive Principle of State Policy to endeavour to offer pre-primary education to all children in the age range of 3-6 years old. This provision was made to ensure that all children have access to this kind of education. The Right to Education Act was enacted into law in 2009, and it started being implemented throughout the nation on April 1st of the following year (2010).

Methodology

In the suggested inquiry, the survey technique was chosen to be used, and the pertinent facts and information were obtained from secondary schools that were run by the government. Using a method known as simple random sampling, twenty secondary schools were chosen at random from among the population to participate as samples in the research. "The information was acquired with the use of a questionnaire that had been designed specifically for the objective of the study. In addition to this, the participant-observation method was used in the research.

Area of Study

The Kamrup Metropolitan District has a total land area of 1527.84 square kilometres, and it is surrounded on all sides by other administrative districts: to the north, Kamrup and Darrang District; to the south, the Suite of Meghalaya; to the east, Morigaon District; and to the west,

Kamrup District. Under its rural authority, the Kamrup Metro District incorporates four separate Development Blocks within its overall structure.

The District only has one Civil Sub-Division, and its administrative headquarters are located in Guwahati, which is the state capital of Assam. Only the three (3) Development Block areas, including Chandrapur, Dimoria, and Rani, are represented by the Kamrup Metro District. The Guwahati Municipal areas are not included in this representation. On the southern bank of the Brahmaputra River is where you'll find the Chandrapur development block area of the Kamrup Metro District. This area has varied landscape with hills and plains. Plains make up the majority of the Dimoria Development Block, which is bounded on three sides by hilly terrain: the Chandrapur hills to the north, the hills of Meghalaya to the south, and the Chandrapur hills to the east. The Rani Development block region is traversed by the National Highway 37. DeeparBeel and other distinctive features may be found under the Block regions. Both the Airport and the Gauhati University may be found here.

Number of Respondents: Total number of respondents chosen for the study are 100, taken five from each school.

Objective

1. To Study About Co-curricular activities in the schools
2. To study impact of Co-curricular activities in the schools

Hypothesis

H0: There is no significant impact of Co-curricular activities among students.

H1: There is a significant impact of Co-curricular activities among students

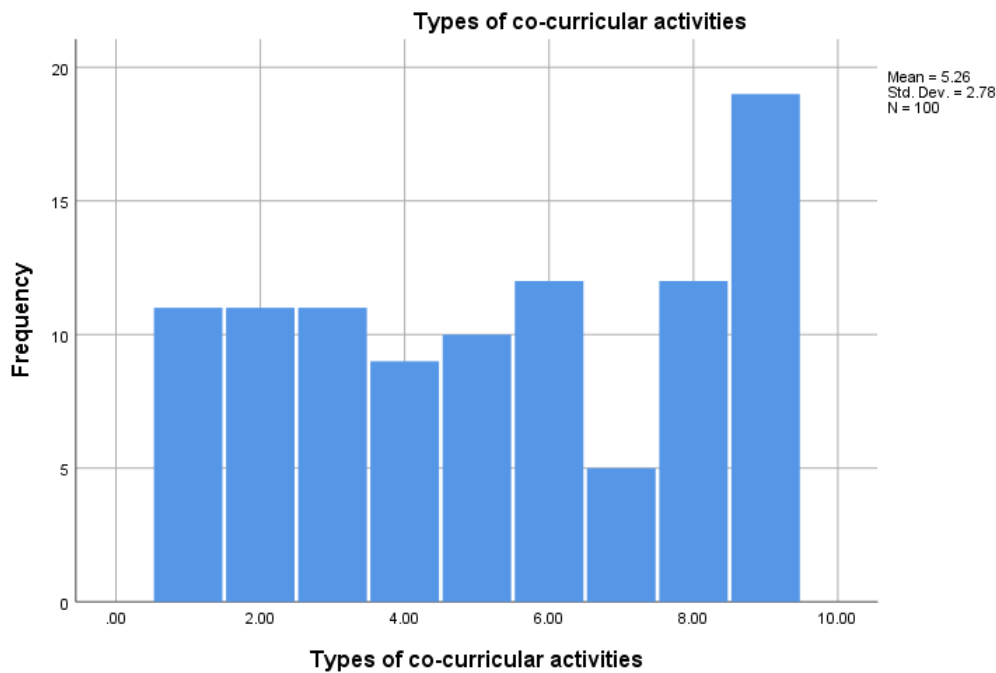
Data analysis

Designation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teacher	69	69.0	69.0	69.0
	Principal	12	12.0	12.0	81.0
	Other Staff	19	19.0	19.0	100.0

Total	100	100.0	100.0	
-------	-----	-------	-------	--

From the analysis conducted, 100 respondents were asked to fill the responses to a provided questionnaire, Designation was asked, 69% respondents were teachers, 12% respondents were Principal and 19% respondents were other staff.

Types of co-curricular activities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quizes/ Competition	11	11.0	11.0	11.0
	Small Projects	11	11.0	11.0	22.0
	Scouting	11	11.0	11.0	33.0
	Cultural Events	9	9.0	9.0	42.0
	Workshops / Seminars	10	10.0	10.0	52.0
	Picnic	12	12.0	12.0	64.0
	Yoga	5	5.0	5.0	69.0
	Sports	12	12.0	12.0	81.0
	Arts and Crafts	19	19.0	19.0	100.0
	Total	100	100.0	100.0	



From the analysis conducted, 100 respondents were asked to fill the responses to a provided questionnaire, types of activities performed in their schools was asked and 11% respondents responded Quizes/ Competitions, 11% responded small projects, 11% responded scouting, 9% responded cultural events, 10% responded workshop/ seminars, 12% responded picnic, 5% responded yoga, 12% responded sports and 19% respondents responded arts and craft.

Benefits Of Co-Curricular Activities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Enhances personality	18	18.0	18.0	18.0
	Boosts confidence	26	26.0	26.0	44.0
	Helps develop a sense of responsibility	24	24.0	24.0	68.0
	Improves physical and mental health	32	32.0	32.0	100.0
	Total	100	100.0	100.0	

From the analysis conducted, 100 respondents were asked to fill the responses to a provided questionnaire, benefits of co-curricular activities were asked, 18% respondents responded it

enhances personality. 26% respondents said that such activities boost confidence. 24% respondents says that it helps in developing a sense of responsibility and maximum i.e. 32% believes that it improves physical and mental health.

Impact on student performance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less Absences	29	29.0	29.0	29.0
	No Mass bunks	26	26.0	26.0	55.0
	Development of Coordination among students	29	29.0	29.0	84.0
	Improved Results	16	16.0	16.0	100.0
	Total	100	100.0	100.0	

From the analysis conducted, 100 respondents were asked to fill the responses to a provided questionnaire, impact on students were asked, 29% respondents responded that it decreases absence, 26% responded that there were on mass bunk, 29% responded that there was development of coordination among students and 16% responded that the results of the students were improved.

Result and discussion

Exam or grade performance of students is also linked with the level of involvement in such activities”. Students who take part in a variety of extracurricular activities outside of the classroom are not only more engaged during school hours but also have higher test scores and a stronger desire to learn. However, research has shown that children who engage in extracurricular activities, even just a little bit, have higher test scores than those who don't do anything outside of school at all. Enhancing a young person's academic performance, social life, associations with family members, self-assurance, caring and compassion, and character are all components of youth development. Students have the opportunity to take part in a wide

variety of activities, but it is essential that they understand which activities will provide them with the most return on investment.

It's possible that participating in extracurricular activities will result in undesirable outcomes, such as having to put up with the poor behaviour of a coach who demeans team members or having to spend every free minute participating in a variety of activities, but the positive outcomes far outweigh the negative ones and play an important role in an individual's growth. According to the table below, which presents the findings of research on extracurricular activities, a variety of outcomes have been related with students' engagement in extracurricular activities:

ANOVAa						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.245	2	11.623	1.519	.001b
	Residual	741.995	97	7.649		
	Total	765.240	99			

a. Dependent Variable: Types of co-curricular activities

b. Predictors: (Constant), Impact on students performance, Benefits Of Co-Curricular Activities

When we perform a one-way ANOVA for a single study, you obtain a single” F-value. A distribution of F-values may be plotted by drawing many random samples from the same population and running the same one-way ANOVA on each. It is called a sampling distribution because it is used to sample data.

The likelihood we're after is the chance of coming into an F-statistic at least as large as the one our study produced. Using this probability, we may estimate the frequency with which our F-value occurs if the null hypothesis is correct. Our results will be incongruent with the null hypothesis if the likelihood is small enough. We can confidently reject the null hypothesis for the full population based on the evidence in the sample data. We may infer that there is a statistically significant impact of cocurricular activities among students since the observed value of p is .001 which is quite less than the critical value of 0.005.

One-Sample T Test						
	Test Value = 0					
	t	df	Sig. (p)	Mean Difference	95% Interval of the Difference	
					Lower	Upper
Gender	28.434	99	0	1.4	1.3023	1.4977
Designation	18.803	99	0	1.5	1.3417	1.6583
Types of co-curricular activities	18.919	99	0	5.26	4.7083	5.8117
Benefits Of Co-Curricular Activities	24.422	99	0	2.7	2.4806	2.9194
Impact on student performance	21.835	99	0	2.32	2.1092	2.5308

The value between dependent variables yields a t-value of 21.85 and a p-value of 0.00. Therefore it states that the null hypothesis provided here is therefore rejected and alternate hypothesis is being significant and is accepted which means that there is significant impact of co-curricular activities among students.

Conclusion

When it comes to planning extracurricular events, the organiser has to deal with a lot of challenges. Indecision about financial matters has led to a lack of available equipment and instruments, which is one of the most significant shortcomings in the execution of these operations. There is a certain percentage of the student body that, in general, does not exhibit excitement for such works. It is entirely up to the person who is in charge of motivating these pupils to participate in extracurricular activities.

Education at this point makes a significant contribution, both emotionally and nationally, to the development of ideals that support integration. Therefore, the nation cannot, under any

circumstances, disregard the secondary school and secondary levels of education. The rate of advancement in secondary school education is an essential indicator of the general, social, and economic growth of a nation as a whole. The foundation laid by a solid secondary school education lays the groundwork for a solid secondary and even higher education. In this age of rapidly accelerating social change and technological advancement, education has emerged as the most important foundational component and driving force behind national development in every country. Every kid has the right to get an education so that they may better their own quality of life and contribute more meaningfully in the life of their community. In conclusion, it is important to note that primary education should be given the greatest priority. This is true not only for the sake of social fairness and democracy, but also because it may improve the skills of the ordinary worker and raise the level of output produced by the country as a whole.

References

1. Aggarwal, Sunita. (1982). Systematic Approach to Education (pp. 17), Delhi: Doaba House.
2. B.C. Kar. (1982). Education, a Study of its Principles and Psychology (pp. 150-152), Guwahati: Bina Library.
3. Baruah, K.C. et.al.(N.D.) A New Refresher Course in Principles and Practice of Education (pp. 118), Agra: Vinod Pustak Mandir.
4. Das Lakshahira. (1993). A Text Book of Education (pp. 47-53), Guwahati: Amrita Prakashan.
5. Das Phunu. et.al. (2008). Principles of Theories of Education (pp. 217-227), Guwahati: Shanti Prakashan.
6. Gaiind, D.N. et.al. (1966). Education and Secondary School Administration (PP. 293-300), Agra Ramprasad & Sons.
7. Barbieri, M. (2009). Extracurricular activities. New York, NY: St.Martin's Press.
8. Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in
9. Daley, A., & Leahy, J. (2003). Self-perceptions and participation in extracurricular physical activities. *The Physical Educator*, 60(2), 13-19.
10. Darling, N., Caldwell, L., & Smith, R. (2005). Participation in school-based extracurricular activities and adolescent adjustment. *Journal of Leisure Research*, 37(1), 51-76.