

# Implementation of Co-Curricular Activities in Secondary Schools: A Role of Teachers

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## Abstract

*Co-curricular activities take care of the students' different developmental needs such as their sense of moral values and attitudes, skills and creativity. Through their participation in Co-curricular activities, students can learn to communicate, to cooperate with other people and in addition to enrich their life experience. If students are given the opportunities to organize Co-curricular activities, they will gain first-hand experience of programme planning and leadership, thus enabling them to discover and develop their potential. The purpose of this article was to assess the status of implementation of co-curricular activities in secondary schools. The objective of this study was to assess the status of implementation of co-curricular activities in Secondary schools and suggest the possible solutions for the problem that secondary schools encountered during implementation. This article may give insight idea on how much co-curricular activity can be implemented in Secondary schools. it may also create an awareness of co-curricular activities in secondary schools, shows the strength and weakness of co-curricular program that has been implemented.*

## Introduction

Holistic Development is basically the development of everyone's intellectual, emotional, social, physical, artistic, creative, religious values and feelings. It is pretty much just the development of the entire brain's thoughts and feelings. The all round development or holistic development of an individual is only possible through balanced development of scholastic or academic as well as non scholastic or non-academic aspects in the formal, in-formal and non-formal educational setting in the society. Particularly, in the modern era where individual have to pass through phases of undue anxiety and over-stress, one finds that sometimes it leads to various types of depression and even loss of life. In such cases individual's involvement in the co-curricular activities become more significance co-curricular use these activities stop various types of anxieties and stress to come near the individual.

Today, the burdens of "stunts in education" i.e. marks, grades, divisions etc. are also becoming fatal for growth and life of individuals across all societies in the world. The co curricular or Co-curricular activities help the student to overcome the stress of stunts and allow the holistic development of individual.

The modern education system recognizes that child come to educational institution for all round and harmonious development. It aims at the development of the total personality of the child and for that school provides opportunities for experiences. In fact the quality of the school depends on and is evaluated upon the education experience which is provided in the school study programmes, which may contribute to a long, happy and normal life to the child. These comprises curricular, Co-curricular as well as co curricular educative experiences which provides inside as well as outside the classroom. In this context, modern education lays special emphasis on the need of co curricular and Co-curricular activities, Co-curricular use it has been recognized as a source of enrichment and vitalization of the school curriculum. These activities form a vital link in the pattern of educational experiences necessary for all boys and girls. Besides, this activity provides opportunities of self-expression and participation which include various important traits in learner. Psychologically these activities are considered essential bCo-curricular use they provide outlets for the flow of the surplus energies of the students.

## Co Curricular Activities Meaning

The meaning of co-curricular activities revolves around its different

feature and characteristics. For the overall development of a child, curriculum is not only the single criteria. The holistic growth as well as to develop the various facets of **personality development** of children; classroom teaching should be supplemented with co-curricular activities. These out of class activities affect all domains of life such as cognitive (intellectual), emotional, social, moral, cultural and aesthetic. Co-curricular activities meaning are more focused upon cognitive aspects thereby help in intellectual development. Competitiveness, excellence, quality achievements, creativeness and enthusiasm are few of the ethics of Co-curricular activities and also strengthen the meaning of co curricular activities in school. on-academic activity in the form of co-curricular one provides support to students to venture into professional fields like fashion, music, painting, art, acting, photography, printing and many more. That's why students need co-curricular activities, which helps in enhancing many skill developments. Importance of co curricular activities have increased manifold in modern life. However, co-curricular meaning varies to little bit as per place, time and space. Importance of co curricular activity in school curriculum has been widely acknowledged by many countries in their respective Curriculum Frameworks. The same case is also noticed with National Curriculum Framework (NCF) of India.

## Co-Curricular Activities Definition

The Co-curricular activities definitions by leading modern educational thinkers and others are:

**The International Dictionary of Education (1977)** "Activities sponsored or recognized by a school or college which are not part of the academic curriculum but are acknowledged to be an essential part of the life of an educational institution. Co curricular activities include sports, school bands, student newspaper etc. They may also be classed as 'Co-curricular' i.e. activities carried on outside the regular course of study; activities outside the usual duties of a job, as extra class activities".

**Aggarwal (2000)** "Co curricular activities were mainly organized after school hours and so were the Co-curricular but they are not an integral part of the activities of the school as its curricular work".

**Bhatia (1996)** "Co-curricular activities may be defined as the activities undertaken to strengthen the classroom learning as well as other activities both inside and outside the classroom to develop the personality of the child".

**Mittal (1999)** "Various social and other types of activities like literary, dramatic, social services etc. which attracted the attention of the child were considered as Co-curricular activities. Co-curricular activities have been renamed by educationists as co-curricular, which implies that all these activities are a part of school curriculum".

### **Need For Co-Curricular Activities**

Co-curricular activities are most needed to fulfill the aims and objectives of life. In co-curricular activities, students participate in various cultural programmes, which help them in socialization, self-identification and self-assessment. The participation in drama, play enables in developing balanced personality. People get acquainted with culture, customs, and activities of other places due to co-curricular activities such as field trips, tours and excursion. It inculcates the feelings of harmony, thus develop unity and togetherness in the society. In community work, students require to meet with many people and develop the capability of adjustment. Since, in many co-curricular activities, children have to perform in groups, and performing as a team develops the sense of belongingness.

### **Importance of Co-Curricular Activities**

Education along with co-curricular activities helps in the overall development of personality. Co-curricular Activities furnish many values among students. It is depend upon students and teachers how they imbibing these values for the better education and health of students. Students participate in physical activities, which contribute towards physical health, vitality, and endurance of the students. Psychological needs are meet by co-curricular activities. Psychological needs such as emotions, self-assertion, sex, and curiosity are trained and groomed by these activities. A large part of theoretical works in discipline like geography, and science can get value added from excursions, tour and nature study. Co-curricular activities help to inculcate civic and democratic values by participating in self-government and organizing different festivals and ceremonies. Co-curricular activity is also an effective platform to make absorb values like social, aesthetic, cultural, recreational and disciplinary among students.

### **Role of A Teacher in Co Curricular Activities**

The teacher should have to perform multi-dimensional functions in organizing and executing Co-curricular activities. It is also the school, which play pivotal role in conducting co-curricular activities. It is the teacher or the school who finally should take the responsibility how activities should proceed further. The teacher can be a planner, leader, innovator, director, organizer, manager, recorder, advisor, motivator, communicator or coordinator. While executing such activities, the teacher faced lots of difficulties. But he should not discourage and completed the assignment after consultation with seniors and school administrator.

### **Role of A Teacher in Organising curricular Activities**

1. The teacher must be a good planner so that the different activities could be carried out systematically throughout the year.
2. It should be the duty of the teacher to give more and more opportunity to the child while performing co-curricular activities.
3. The Teacher should act as Innovator by introducing some innovative programmes.

4. The teacher must be a good organizer so that the students experienced maximum of it.
5. He should too act like as director, recorder, evaluator, manager, decision maker, advisor, motivator, communicator, coordinator, so that the student and child could gained maximum of finer aspects of Co-curricular activities.

### **Problems in Organizing Co-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 Co-curricular use they are not properly trained in that particular activity. Particular – Co-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 Co-curricular activities. But some teachers scold them for not studying their lessons though they are interested in CO-CURRICULAR 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 Co-curricular activities is very pitiable. There are some schools, which are all the time after the examinations. They do not give any importance to Co-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 Co-curricular 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 Co-curricular activities. Hence, it is the paramount duty of the researcher to create awareness about Co-curricular activities and the problems rising out while organizing them. No comprehensive study has been made to study the Co-curricular activities offered at High school level. Moreover, the study that explores the Co-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 Co-curricular activities at high school level for all-round development of the students.

### **Conclusion**

There are several of advantages and disadvantages of co-curricular

implementation in education. Therefore, the implementation should be carefully design and implemented more seriously by all parties. Any constraints in implementation whether in terms of teacher training, equipment facilities, infrastructure, support, finance, etc. are urgently need. It is important that the co-curricular implementation in education can achieve its objectives and successfully produce a generation of highly educated and virtuous.

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