

Co-Curricular Activities Programmes of Government and Private High Schools: A Comparative Study

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Abstract: *The present study attempts to explore the comparative study of co-curricular activities programmes in government and private high schools. This paper focused on the understanding and organizational levels of students towards co-curricular activities programmes in relation to physical development, literary and academic development, aesthetic and cultural development, social welfare activities and civic development. From the results of the research the government high schools have adequate staffs and materials for organizing co-curricular activities at schools. But at the time of implementation, they are lacking behind from the private high schools. The study indicates that both government and private high schools do not reach the required standard to achieve the right values of co-curricular activities. The findings may help to improve the implementing and organizing of co-curricular activities programmes successfully and to develop the students hidden talent.*

Keywords: *Education, extra curricular, co-curricular activities, curriculum*

I. Introduction

Education is a process that develops the personality and inherent capabilities of a child. So, the purpose of education must be to develop every individual to their full potential and give them a chance to achieve as much in life as their natural abilities allow. Modern education recognizes that when the child comes to the school, he comes in mentally, physically, spiritual, socially and vocationally and as such he must be educated in all of them. It is recognized that these activities are valuable media for developing proper attitudes, habits, interests, ideals among pupils. This particular aim can be achieved at maximum through the proper organisation of co-curricular activities at schools.

Co-curricular activities are now considered to be the intrinsic part of the educational endeavour in a school. Till lately there were called extra curricular activities. But now these have been recognized as a part of regular curriculum for the complete education of the child. Instead of being called extra curricular activities, they are now termed as co-curricular activities. Because of their importance in education, they have been renamed as 'co-curricular activities' as they form an integrals part of the school curriculum. So, both curricular and co-curricular activities are carried out side by side.

The Indian Education Commission stressed the importance of co-curricular activities as the totality of learning experience that the school provides for the pupils through all the manifold activities, in the school or outside, that are carried on under its supervision. New educational lays special emphasis on the need of co-curricular activities. There is a lot more to be learned by the children for successful learning which curricular work fails to impart. In the absence of these activities the child education will suffer from many gaps and handicaps. Productive and creative activities help in harmonious development of 4H's – Head, Heart, Hand and Health.

These activities provide for the expression of the children's manifold talents. A large number of potentialities of the children are likely to remain unexplored in the absence of the facilities of the activities. They sharpen and develop their talent after their exploration. The co-curricular activities like athletics, games and sports promote physical development of children. They are very helpful for motor and sensory development of children. In view of the present conception of transfer of training, if the boys and girls are to become well adjusted socially, they must do so by successfully participating in social activities. They must have the experience of giving and of accepting invitations, of making introductions, of carrying on interesting conversations, of playing games at parties and of dancing properly, which can be earned by participating in many in their schooling period, not by making high grades in English and in social science.

An increasing number of people are suffering nervous and mental breakdowns, and, as Jacobson has very effectively pointed out relaxation is one of the most essential requirements of both physical and mental hygiene. Sports, games, hikes, excursions, and other curricular activities help to meet this need. Co-curricular activities are helpful in experimenting with the pupils' likes and dislikes, in finding their interests and capacities in these fields and in developing the tastes and aptitudes they possess. Those qualities which cannot be developed through the regular curriculum such as the qualities of quick and clear thinking, adaptability, good judgement, initiative, self-confidence, broad vision, tact, patience, tolerance, integrity, willingness to

work, enthusiasm, faith, courage, connection, unselfishness etc. can be developed through co-curricular activities. Co-curricular activities like drawing and painting, sculpture, clay-modelling, toy making, etc. develop aesthetic sensibility of students.

In fact, co-curricular activities have to provide many great opportunities for the release of creative impulse that otherwise lies buried under debris of scholastic routine, Psychologically these activities are considered essential because they provide outlets for the flood of the surplus energies of the students. They are recognized as a source of enrichment and vitalization of the school curriculum.

Based on its immense value in education, the Secondary Education Commission remarks: "The school is not merely a place of formal learning whose main concern is to communicate a certain prescribed quantum of knowledge by rather as a living and organic community which is primarily interested in training its pupils in what we have called the 'Gracious Art of Living'. Knowledge and learning are undoubtedly of value but they must be acquired as a by-product of interested activity because it is only then that they can become a vital part of the student's mind and personality and influence his behaviour. But the 'art of living' is much more comprehensive concept than the acquisition of knowledge, however intelligently planned. It include training in the habits and graces of social life and capacity for cooperative group work: it calls for patience, good temper, sincerity, fellow-feeling and discipline. These can only be cultivated the context of social life and many curricular activities that must find a recognized place in every school".

According to National Curriculum Framework 2005, we need to plan and play attention in the following areas:

1. Connecting knowledge to life outside the school.
2. Ensuing that learning is shifted away from rote methods.
3. Enriching the curriculum to provide for overall development of children rather than remain textbook centric.
4. Making examinations more flexible and integrated into class room life and,
5. Nurturing an overriding identity informed by caring concerns within the democratic polity of the country.

In the present context, the inclusion of co-curricular activities (CCA) in curriculum becomes one of the paramount guiding principles to achieve the goals of education.

Need of Study

Co-curricular activities programme as an integral part of general education moulds a child's personality. As to T.P. Nunn, schools are not a place of acquiring knowledge, but they are also a place where the child forms habit of doing some activities. These activities are closely related to the real existence of human life. The first aim of planning co-curricular activities is the maximum participation of all students of the school. By planning a coherent programme of different activities, rich in stimuli, the school will not be frittering away either the time or the energy of pupils but will be highlighting their intellectual powers besides training them in other finer qualities. Co-curricular activities programme enhance an equality of opportunity and learning irrespective of caste, creed, sex and economic status.

On account of the above facts, this study is selected to compare between the ways of organisation of co-curricular activities of Government and Private high schools in Thoubal District of Manipur. Out of the different categories of co-curricular activities, the study has been concentrated to the five important categories of CCA namely, (i) Physical Development Activities (ii) Literary and Academic Development Activities (iii) Aesthetic and Cultural Development Activities (iv) Social Welfare Activities and (v) Civic Development Activities because of their highly relevancy to the standard upto the high school level students. This study may be helpful to find out to what extent the co-curricular activities programmes at high school are beneficial to students for moulding their vocational career early from childhood period and be beneficial to minimize their teen problems and streamline to the correct form the hobbies and leisure time activities.

Objectives of the Study

1. To find out the awareness levels of co-curricular activities programmes of Government and Private high schools.
2. To study the organisation of co-curricular activities programmes for physical development, literary and academic development, aesthetic and cultural development, social welfare activities and civic development of the Government and Private high schools.

Hypotheses of the study

1. There is no significance difference in the awareness of co-curricular activities between Government and Private high schools.
2. There is no significance difference in the organisation of CCA programmes for physical development between Government and Private high schools.

3. There is no significance difference in the organisation of CCA programmes for literary and academic development between Government and Private high schools.
4. There is no significance difference in the organisation of CCA programmes for aesthetic and cultural development between Government and Private high schools.
5. There is no significance difference in the organisation of CCA programmes for social welfare activities between Government and Private high schools.
6. There is no significance difference in the organisation of CCA programmes for civic development between Government and Private high schools.

II. Research Method

The research method refers to overall strategy that you choose to integrate the different components of the study in a logical way, thereby ensuring you will effectively address the research problem. For this study, researcher was selected a survey method. Survey allow researcher to collect a large amount of data in relatively short period of time.

Sample

For the present study only 160 students selected through Simple Random Sampling for eight (8) high schools of Thoubal District of Manipur. The sample comprised of 80 students from four (4) Government high schools and 80 from four (4) Private high schools as the true representatives proportion of the population.

Research Tools

In this research, researcher was used questionnaire, which is used to enquire the opinions and attitudes of Government and Private high schools towards co-curricular activities programmes.

Statistical Analysis

In order to analyse and interpret test scores, the investigator adopted the Mean and Standard Deviation and t-test was used to find out the different between two samples.

III. Interpretation, Result and Discussion

1. Difference in the Awareness of Co-curricular Activities Programmes Between Government and Private High Schools Students.

Table-I
N=160

Type of School	N	M	SD	SE _D	t-ratio	Significance
Government	80	56.05	4.16	0.92	3.14	0.01
Private	80	58.91	7.05			

** stands for significant at 0.01 level.

It is observed that the obtained mean scores of 56.05 and 58.91 with SDs of 4.16 and 7.05 respectively. The 't'-ratio between the mean scores of two groups comes out to be 3.14 which is significant at 0.01 level of significance. It means that there is significant different between government and private high school students regarding awareness of co-curricular activities programmes at schools. It can be stated that the students of private high schools have better understanding towards the co-curricular activities programmes than the students of government high schools.

2. Difference between Government and Private High School Students Towards Co-curricular Activities Programmes for Physical Development.

Table-2
N=160

Type of School	N	M	SD	SE _D	t-ratio	Significance
Government	80	31.61	5.09	1.09	4.28	0.01
Private	80	36.28	8.28			

** stands for significant at 0.01 level.

It is observed that the mean scores of 31.61 and 36.28 with SDs of 5.09 and 8.28 respectively. The 't'-ratio between the mean scores of two groups comes out to be 4.28 which is significant at 0.01 level of significance. From the above discussion we can interpret that private high school students get better facilities and organization of CCA programmes for physical development than the students of government high schools.

3. Difference Between Government and Private High School Students Towards Co-curricular Activities Programmes for Literary and Academic Development.

Table-3
N=160

Type of School	N	M	SD	SE _D	t-ratio	Significance
Government	80	28.61	9.25	1.74	6.57	0.01
Private	80	40.04	7.33			**

** stands for significant at 0.01 level.

It is observed that the mean scores of 28.61 and 40.04 with SDs of 9.25 and 7.33 respectively. The 't'-ratio between the mean scores of two groups comes out to be 6.57 which is significant at 0.01 level of significance. It can be stated that private high school students get better facilities and organisation of CCA programmes for literary and academic development than the students of government high schools.

4. Difference Between Government and Private High School Students Towards Co-curricular Activities Programmes for Aesthetic and Cultural Development.

Table-4
N=160

Type of School	N	M	SD	SE _D	t-ratio	Significance
Government	80	28.31	8.36	1.12	10.15	0.01
Private	80	39.68	5.54			**

** stands for significant at 0.01 level.

It is observed that the mean scores of 28.31 and 39.68 with SDs of 8.36 and 5.54 respectively. The 't'-ratio between the mean scores of two groups comes out to be 10.15 which is significant at 0.01 level of significance. It can be stated that private high school students get better facilities and organisation of CCA programmes for aesthetic and cultural development than the students of government high schools.

5. Difference Between Government and Private High School Students Towards Co-curricular Activities Programmes for Social Welfare Activities.

Table-5
N=160

Type of School	N	M	SD	SED	t-ratio	Significance
Government	80	26	6.66	1.28	6.18	0.01
Private	80	33.91	9.37			**

** stands for significant at 0.01 level.

It is observed that the mean scores of 26 and 33.91 with SDs of 6.66 and 9.37 respectively. The 't'-ratio between the mean scores of two groups comes out to be 6.18 which is significant at 0.01 level of significance. It can be stated that private high school students get better facilities and organisation of CCA programmes for social welfare activities than the students of government high schools.

6. Difference Between Government and Private High School Students Towards Co-curricular Activities Programmes for Civic Development Activities.

Table-6
N=160

Type of School	N	M	SD	SE _D	t-ratio	Significance
Government	80	35.09	7.99	1.11	3.46	0.01
Private	80	38.93	5.91			**

** stands for significant at 0.01 level.

It is observed that the mean scores of 35.09 and 38.93 with SDs of 7.99 and 5.91 respectively. The 't'-ratio between the mean scores of two groups comes out to be 3.46 which is significant at 0.01 level of significance. It can be stated that private high school students get better facilities and organisation of CCA programmes for civic development activities than the students of government high schools.

IV. Conclusion And Suggestions

1. The government high schools have adequate staffs and materials for organizing co-curricular activities at schools. But at the time of implementation, they are lacking behind from the private high schools.
2. Both government and private high schools do not reach the required standard to achieve the right values of co-curricular activities.
3. It can be stated that private high school students get better facilities and organisation of co-curricular activities programmes than the students of government high schools.
4. It is also evident from the analysis that the students of private high schools have better understanding regarding co-curricular activities programmes than the students of government high schools.
5. The present study finds that the programmes and activities conducted in co-curricular activities serve as a process in searching the innate talent of the students. It increase a competitive spirit in every student a chance to draw out their own potential.
6. The study reveals that through co-curricular activities programmes students' mind broaden with the knowledge of cultural awareness. Their social environment increases and they are no longer maladjusted. They could develop a sense of wisdom in themselves to become a successful citizen.
7. The analysis gives a sound reason that co-curricular activities programmes inculcate the students in maintaining self confidence and self discipline. They develop a desirable human values of co-operation, spirit of unity and self reliance in themselves. Their work culture strengthens their innate endurance both physically and mentally.
8. The analysis of the present study shows that co-curricular activities gives an opportunity to the students to choose vocational subject for their future career as profession.

Suggestions

1. The system of inclusion of a standardized test in some specified co-curricular activities should be made compulsory in every school. So, there should be a minimum criterion to be obtained by a student at different stages/standards.
2. As there lies some shortage in the organisation of co-curricular activities for government high schools, the competent authority (A.I./D.I.) should check their concerned schools periodically and collect the necessary data.
3. The government or policy makers for education should make a common platform where every school irrespective of government and private high schools can be evaluated in terms of their students' efficiency in co-curricular activities and different grades should be awarded based on the above result. Those schools which cannot reach the minimum grades should be awarded some penalty in terms of fine or cancellation of registration.
4. The workshops or seminar in regards of co-curricular activities should be organized regularly to upgrade the standards of organisation and not to deviate from the generally accepted principles for organising co-curricular activities.
5. To enhance the role of parents to motivate their children to participate on co-curricular activities, a joint meeting of parents and teachers should be organized in this regards and parents should be involved in co-curricular activities programmes at schools as far as possible.
6. The teachers and educational planners should organize the co-curricular activities as a value oriented. They should adopt techniques like objectives observation, self-assessment, cumulative records etc. for the purpose of evaluating the students' performances in various co-curricular activities.

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