

## Co-Curricular Activities-Attitude and Participation of Secondary School Students

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### Abstract

Education is the sum total of experiences that the child receives inside and outside the school by people and through variety of subjects in the laboratory, library, playground and at the home and society. Through 136 educations the child can modify his life according to his needs, and develop all skills, abilities and character as a member of the world community. Hence, only bookish knowledge is not enough for this purpose. It must be supplemented by some activities. Those activities are called co-curricular activities. It means that "The activities that are planned and executed in the school in accordance with the curriculum". The primary purposes of these programs are to provide opportunities for students to: improve self-esteem and feelings of competence through positive interactions with their peers and adults, acquire new skills and refine those previously learned, learn to function effectively as members of a team or group improve personal health and fitness levels have fun and enjoy physical activity. With the rise of progressive educational movement co-curricular activities came to be incorporated in to the curriculum. In the last two to three decades, more attention is being paid to extra-curricular activities in keeping with the educational goal of enhancing the total personality of the pupil and to bring out all their potential capacities and talents.

**Keywords:** Attitude, Literature, Participation, Secondary, Significance

### Introduction

Education is a very dynamic, energetic and vibrant human enterprise. It is indispensable and very crucial for social progress. Education is both a process and product. It means the process of doing, acting, behaving and altering and it means the effects and results of such activity and changes. Education is able to imbibe in the child a sense of maturity and responsibility by bringing in him the desired changes according to his needs and demands of ever changing society, of which he is an integral part. Education nurtures a child just as the parents do. Education is a continuous process and

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its practice and to constantly reconstruct in the light of ever growing knowledge of the learner and of the social environment.

**Curriculum and its importance:**

The idea of curriculum is hardly new - but the way we understand and theorize it has altered over the years - and there remains considerable dispute as to the meaning. It has its origins in the running/chariot tracks of Greece. It was, literally, a course. In Latin curriculum was a racing chariot; 'career' was 'to run'. Curriculum is an interrelated set of plans and experiences that a student undertakes under the guidance of the school. According to Hilda Taba (1962) Curriculum can be taken as a four part model:

- Curriculum as a body of knowledge to be transmitted.
- Curriculum as an attempt to achieve certain ends in students - product.
- Curriculum as a process.
- Curriculum as a praxis.

**Co- curricular activities:**

"Co-curricular activities" means activities conducted on or off school premises by clubs, associations, and organizations of pupils sponsored by the Board of Education; "co-curricular activities" also include the pupil clubs, associations, and organizations that conduct those activities. "Co-curricular, activities" does not include athletic competitions or practices or athletic teams or organizations. These activities are variously named as Extra-curricular activities. Many secondary schools currently use the term 'School life activities'. Student activity enthusiasts usually prefer the term 'co-curriculum' which stresses the importance of activities in relation to classroom studies. Originally, extra-class activities were started by students and adults apart from the school work itself. Secondary schools, in general, confined their work to the teaching conventional subjects. The primary aim of these programs are to provide opportunities for students to: improve self-esteem and feelings of competence through positive interactions with their peers and adults acquire new skills and refine those previously learned, learn to function effectively as members of a team or group improve personal health and fitness levels have fun and enjoy physical activity.

**Importance of Co- curricular activities:**

The aim of education is not merely for intellectual development but for the development of personality in various aspects, viz., physical, biological, mental, ethical, social, aesthetic, emotional and cultural.

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- They educate the individual to grow as an ideal citizen through experiences and insights that stress leadership, fellowship, cooperation and independent action.
- They develop school spirit and morale.
- They widen a student's contact
- They provide opportunities for students to exercise their creative capacities more fully. These create among children, ability to adjust to the social environment. Children develop the spirit of service and learn to work in a friendly spirit.
- They develop the traits of leadership which is most essential in a democratic country.
- These develop the spirit of healthy competition.
- These develop the spirit of honesty, justice and fair play and develop self-control and self - confidence.
- These create a feeling of oneness and universal brotherhood. They broaden the outlook and promote the qualities of citizenship, nationalism and internationalism.

**Guidelines for Co- curricular activities:**

Co-curricular programs shall provide sufficient opportunities for all students to achieve their individual potential and to prepare themselves for successful participation in society through the development, improvement and performance of interpersonal and intrapersonal skills. Therefore, as a result of the opportunities for involvement in co-curricular programs, the participant/learner will: Develop a positive attitude toward self. The student will:

- Possess positive feel
- Develop a plan for raising self-worth through realistic goal setting, self-evaluation including personal positive attributes, and acceptance of positive reinforcement.
- Share in role playing activities.

**Objectives of the study:**

1. To study the influence of a) Gender b) Management of School c) Medium of Instruction and d) Location of School on the Secondary School Pupils Attitudes towards Participation in Co-curricular Activities.
2. To study the Secondary School Pupils Participation in Co-curricular Activities and classify them.

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3. To study the influence of a) Gender b) Management of School c) Medium of Instruction and d) Location of School on the Secondary School Pupils Participation in Co-curricular Activities and classify them.
4. To find out the correlation between the Secondary School Pupils Participation in Co-curricular Activities and their Attitudes towards participation in Co-curricular activities To study the influence of a) Gender b) Management of School c) Medium of Instruction and d) Location of School on the Secondary School Pupils Participation in School club activities.
5. To study the influence of a) Gender b) Management of School C) Medium of Instruction and d) Location of School on the Secondary School Pupils Participation in Community based activities.
6. To study the influence of a) Gender b) Management of School c) Medium of Instruction and d) Location of School on the Secondary School Pupils Participation in Games and sports.

**Research Methodology:**

The investigator followed the survey method of the descriptive research. It involves a clearly defined imaginative planning, careful analysis and interpretation of data gathered and logical reporting on the investigation. To carry out the research of this type for collection of data, for testing the hypothesis and for arriving at certain conclusions, it is necessary to choose the technique and to employ the proper tools. Each data gathering device has both merits and limitations. For this investigation the questionnaire had been considered as a suitable tool for the collection of data.

**Conclusion:**

Since all kinds of developments - physical, social, emotional and psychological are taking place almost simultaneously and the effect of development of one aspect has a bearing on the development of other aspect, it becomes pertinent to ensure the all-round development of the adolescent child and hence the need for co-curricular activities. Further, these activities channel their energies to proper direction. These activities give adolescents a feeling of competence and self-confidence and help them develop useful and enjoyable skills. It may be music, sports, rock-climbing or any other hobby that may interest them. Hence the researcher felt the need to study the attitudes and participation in co-curricular activities of secondary school pupils to gain insights into the existing practices and their outcome and their influence on the overall development of the child.

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