

**CHAPTER - I**  
**INTRODUCTION**

# CHAPTER I

## INTRODUCTION

### **A) Co-Curricular Activities in General**

Education-Definition, meaning

Curriculum-Definition, meaning

Co-curricular Activities -Definition, meaning

Importance of Co-curricular Activities

Objectives of Co-curricular Activities

Values of Co-curricular Activities

Historical perspective of Co-curricular Activities

Recommendations of various committees and Commissions  
about Co-curricular Activities

Categories of Co-curricular Activities

### **B) Co-curricular Activities with References to Languages**

Language- Defination

Importance of language teaching

Objectives of language teaching

Co-curricular activities for language development

### **C) About the Study**

Statement of the problem

Definition of the terms

Purpose of the study

Objectives of the study

Delimitations of the study

Scope of the study

Significance of the study

About the Dissertation

# CHAPTER I

## INTRODUCTION

### A) Co-Curricular Activities In General

Human society have so many needs. And one of those needs is education. Education becomes the part and parcel of human society. Now education becomes the primary need of any human being. The function of education on which human progress depends to a large extent; needs to be reviewed. It has been agreed upon by education's that education should cater to the all round development of the child.

### Education – Definitions & Meaning

Education is defined by so many thinkers and philosophers and educationists as follows

“By education, I mean, all round drawing out of the best in man's body, mind and spirit.”

Gandhiji

“Education is giving to the body and soul all perfection of which they are susceptible”

Plato

“Education is the manifestation of the perfection in man.”

Swami Vivekanand

“The aim of education is to develop well balanced and many-sidedness of interest.”

Herbart

“Education is the natural, systematic, progressive and harmonious development of all powers in man.”

Pestalozzi

All above definitions suggest that education recognizes that when child comes to school he/ she must be educated in all the areas i.e. mental, physical, emotional, aesthetic, spiritual, social, vocational, etc.

The aim of education is not only development of cognitive domain but all round (each aspect of human being) development. To achieve this broader aim of education curriculum should be enriched. Apart from the academic subjects a variety of other activities must be properly organized in schools. All great educationists from plato(429-348), Aristotle(384-322), Alcuin(735-804), Veltorine Do Faltre(1378), John Sturn (1507-1589), Strassburg(1536-1582), Rosseau(1712-1778), Horace Mann (1796-1859), Swami vivekanand(1862-1902), Rabindranath Tagor(1861-1941), Mahatm Gandhi(1869-1948) have laid a great deal of emphasis on out of class activities like music, games, sports etc and have always stressed the importance of providing opportunities to the students in schools to participate in various activities, which are popularly known as co-curricular activities.

### **Curriculum – Definitions & Meaning**

The curriculum is the best weapon/means to achieve objectives of education.

“The curriculum tends to include all the learning experiences provided by the school for its students, including experiences often regarded as co-curricular.”

Miller et al.

“Curriculum is a plan for providing sets of learning opportunities to achieve broad goals and related specific objectives for an identifiable population served by a single unit or institution.

“The sum total of the learning experiences is the curriculum.”

Jacobson et al. (1963)

Curriculum includes other activities than prescribed syllabus for particular course; which are called co-curricular activities.

### **Co-curricular Activities –Definition & Meaning**

“We conceive the school curriculum as the totality of learning experiences that the school provides for the pupils through all the manifold activities in the school or outside, that are carried on under its supervision.”

Education commission (1964-66)

“Co-curricular activities are those activities which are integral to the classroom and result in a course grade and credit.”

<http://www.bham.wednet.edu>.

### **Importance of Co-curricular Activities.**

Co-curricular activities are very important in all round development of students.

“There are certain activities such as hobbies of different kinds, debates, dramas which have more of the quality of play than that of work and which give greater opportunities for creative self expression. Every child may be able to take up something suited to his/her tastes and interests.”

Education commission(1964-66)

The national policy on education (1986) stressed the importance of part education, work experience, health and physical education and education in values as an integral port of the curriculum.

Health and physical education was visualized as vital part & of education up to the secondary stage.

National policy on education (1986)

Co-curricular activities are important in all round development of students. This integrated all round development is not merely limited to the academic side which accounts for only ten percent of the total capacity of the brain but the total personality development of the learner.

Co-curricular activities form a link in the pattern of blended educational experiences so necessary for all boys and girls in the modern Indian schools.

### **Objectives of Co-curricular Activities**

Why co-curricular activities should be introduced in school curriculum? The answer is obvious, the function of a school is not only intellectual development of students but also their emotional, social, physical and motor development. A school is expected to develop qualities such as co-operation, team spirit, self-discipline, democratic attitude, desirable attitude towards manual work, creativity and so on. Educational theories fully recognize and emphasize these aims of education.

The objectives of co-curricular activities are encompassed in the broad aims of secondary education.

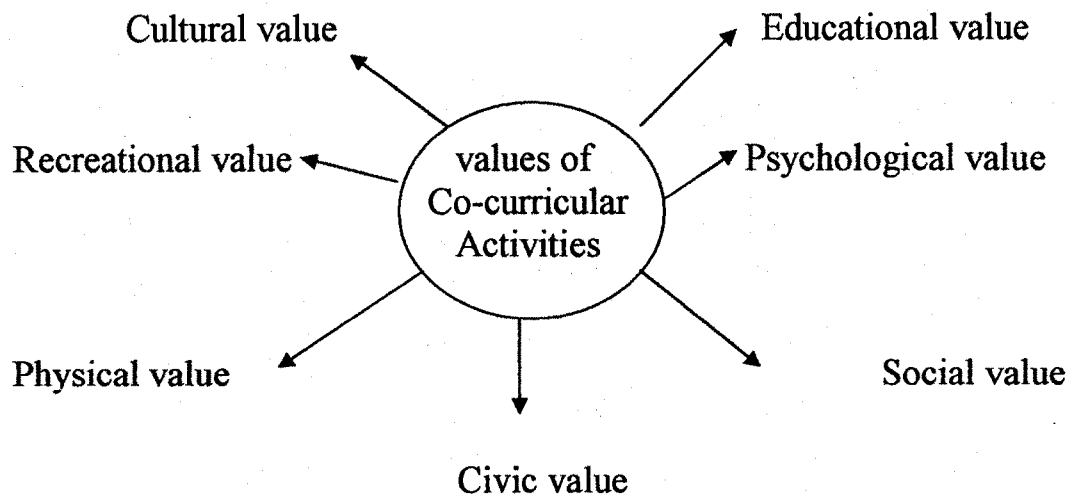
The co-curricular activities are introduced in school with the following objectives:

- 1) to promote physical and mental health
- 2) to develop team spirit and social cohesion
- 3) To inculcate love and a sense of dignity
- 4) To develop aesthetic tastes.

- 5) To promote discipline.
- 6) To supplement academic work.

### **Values of co-curricular activities**

Through co-curricular activities we can inculcate so many values. These values are important in all round development of students.



**Figure No. 1**

### **Values of Co-curricular Activities**

Along with above values co-curricular activities, inculcate spirit of dutifulness, self reliance, leadership, independent thinking, self control, tolerance and the ability to discharge their responsibilities, a tone of discipline. These co-curricular activities establish a close bond among the school, the children and the society. Without these activities, students would be mere book-worms.

### **Historical Perspective of Co-curricular Activities**

Education also came into existence when human being came into existence; though in different form. Research into the educational contributions of the educational systems and educationists of the past,

we find very revealing information on the historical background of co-curricular activities.

Egyptian civilization, Cretan civilization, minon civilization, Mesopotamian civilization, Sumerian civilization, Persian civilization, Indian civilization and Chinese civilization stressed not only on formal education but also co-curricular activities.

M.M. Thompson(1933) gave a brief history of education as mentioned below:

- \* In ancient Greek schools, imagination creativity and artistic talents were developed through physical exercise, community service, heroic activities, archery; which formed the co-curricular activities in the Spartan military type of schools.

- \* In the ancient roman civilization (733-509BC) practical, skills, concrete, arts and crafts were emphasized in schools.

- \* In the Western Europe (476-1000Ad), the monks restored books and in their religious schools, they emphasized a great variety of co-curricular activities.

- \* In the era of industrial revolution co-curricular activities in the education system also received much encouragement.

- \* In India in Vedic era in Gurukul education system co-curricular activities were arranged.

- \* In British era co-curricular activities were neglected and bookish education was emphasized.

### **Recommendations of Various Committees and Commissions about Co-curricular Activities**

Various committees and commissions about education recommended some changes and additions in the school curriculum: some of them directs to co-curricular activities.



## **Pre-independence committees and commissions**

### **1) Indian education commission (1882)**

“curriculum is very bookish and it needs changes.”

### **2) Hartog committee (1929)**

Present curriculum should be enriched with various other activities.

### **3) Sargent commission (1944)**

In secondary schools girls should be taught some household subjects or activities.

### **4) Basic Education System (1937)**

Mahatma Gandhi proposed ‘Basic Education System’ in which co-curricular activities and curricular activities merged into each other; and co-curricular activities become the core-elements of education system.

## **Post-independence committees and commissions**

### **1) University Education Commission (1948)**

Drawing, painting, sculpture home science these subjects should be taught in secondary schools.

### **2) Secondary Education Commission (1952)**

Multipurpose schools should be started; and in those schools various activities like music, dance, physical education, should be started.

### **3) Kothari Commission (1964)**

At lower secondary level Art, S.U.P.W. social work, physical education these activities should be introduced.

### **4) Ishwarbhai Patel Committee (1977)**

At secondary level art, music, dance, painting drawing, SUPW, knitting gardening, games, physical education, projects should be

started; and this committee recommended that all the activities should have special periods in time table.

### **5) National Policy on Education (1986)**

This policy also proposed various co-curricular activities to achieve the goal of all round development of students through ten core elements. The framework of the national policy on education (1986) defined the aim of art education an integral part of co-curricular activities up to the secondary levels as sensitization of the learners so that they may learn to respond to the beauty in line, colour, form movement and knowledge and understanding the cultural heritage. The framework laid emphasis on the total health of the learner and the community by promoting desirable attitude, understanding and practices with regard to nutrition health and sanitation and developing health strength and physical fitness of the body through games and sports activities, yoga scouting guiding, N.C.C. social service etc.

In this way co-curricular activities have been recognizing important, by many educationist and thinkers and so these activities acquire significant place in education system. Not only in India but in almost all the countries co-curricular activities become important, part and parcel of education system. Internationally these activities are known as the one of the important means of achieving goal of education that is all round development of students

### **Categories of Co-curricular Activities**

There are so many co-curricular activities. The international dictionary of education (1977) has defined co-curricular activities as “Activities sponsored or recognized by 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, students council etc. they may also be classed as 'extra-curricular' i.e. activities outside the usual duties of a job as extra- class activities.”

The various types of co-curricular activities that may be conducted in secondary schools are as follows.

### **I) Activities for academic and literary development**

- |                                  |                                 |
|----------------------------------|---------------------------------|
| 1) Symposium                     | 10) News paper reading          |
| 2) Debate                        | 11) Story telling competition   |
| 3) Essay writing                 | 12) Poem recitation competition |
| 4) Language games                | 13) poem writing competition    |
| 5) Organizing extension lectures | 14) Elocution competition       |
| 6) Language club                 | 15) Library work                |
| 7) Drama competition             | 16) Organizing mathematic club  |
| 8) Wall paper competition        | 17) Organizing science club     |
| 9) School magazine               | 18) Organizing Geography bowl   |
|                                  | 19) Quiz competition            |

### **ii) Activities for physical development**

- |                            |                   |
|----------------------------|-------------------|
| 1) N.C.C.                  | 9) Cycling        |
| 2) M.C.C                   | 10) Rock climbing |
| 3) Yoga Asanas             | 11) Soccer        |
| 4) Outdoor games           | 12) Shooting      |
| 5) Indoor games            | 13) Fitness club  |
| 6) Mass parade /Mass drill |                   |
| 7) Gardening               |                   |
| 8) Aerobatics              |                   |

**III) Activities for aesthetic and cultural development**

- |                      |                           |
|----------------------|---------------------------|
| 1) Dress competition | 7) Folk songs             |
| 2) Wel-come program  | 8) Drawing/painting       |
| 3) Send of program   | 9) Sculpture              |
| 4) Music             | 10) Flower arrangement    |
| 5) Solo dance        | 11) Carpentry             |
| 6) Group dance       | 12) Organizing exhibition |

**IV) Activities for excursion**

- |           |                        |
|-----------|------------------------|
| 1) Picnic | 3) Educational trips   |
| 2) Hikes  | 4) Entertainment trips |

**V) Activities for leisure time**

- |  |                         |
|--|-------------------------|
| 1) Photography                         | 6) Industrial chemistry |
| 2) Collection of stamps, coins, stones | 7) Junior chemists      |
| 3) Making of albums                    | 8) Art modeling         |
| 4) Adventure club                      | 9) Video club           |
| 5) Chess                               | 10) Motor mechanics     |

**VI) Craft activities**

- |                     |                          |
|---------------------|--------------------------|
| 1) Knitting         | 6) Tailoring             |
| 2) Toy making       | 7) Weaving               |
| 3) Soap making      | 8) Embroidery            |
| 4) Book binding     | 9) Clay modelling        |
| 5) House decoration | 10) Classroom decoration |

**VII) Social welfare activities**

- |                        |                     |
|------------------------|---------------------|
| 1) Prabhat pheri       | 4) Community living |
| 2) Scouting or guiding | 5) Cleanliness week |
| 3) Mass prayer         |                     |

### **VIII) Activities for civic development**

- |                                |   |
|--------------------------------|---|
| 1) Organizing school panchayat | 5) Celebrating social festivals   |
| 2) Students self government    | 6) Mock parliament  |
| 3) Moot court                  | 7) Visits do civic institutions<br>like the gram panchayat,<br>zilla parishad, highcourt etc. |
| 4) Celebrating national days   |   |

### **IX) Multipurpose activities**

- |                                  |                       |
|----------------------------------|-----------------------|
| 1) Running a post office         | 6) Environmental club |
| 2) Organizing annual celebration | 7) House meeting      |
| 3) Organizing environment club   | 8) Chair squad        |
| 4) Literary survey               | 9) Estate care        |
| 5) Harit sena                    |                       |

These are so many types of co-curricular activities; we can add other activities in these categories; there are some activities which can be put in more than one category.

## **B) Co-curricular Activities with Special References to Languages**

Among school subject there are so many types of subject; all the subjects are important. One of them is language. Languages are important

### **Definition of Language**

“Language is a species specific communicative ability, restricted to humans, which involves the use of sounds grammar and vocabulary according to a system of sounds”

The Cambridge encyclopedia

“Language is part of what makes us fully human.”

## **Importance of Languages**

Language is very important in life of human being; it is helpful for communication and many other things. Without language one cannot be a human being. Because of the importance of language in education system language teaching become important. For the process of education, communication is important and for this communication language is needed.

The first and foremost goal of education is all round development of student. In this development language plays very important role. Most of all languages serves as a means of social interaction between people allowing, the basis of a new and superior form of activity in children distinguishing them from animals.

Vygotsky, 1978, p.28)

The ability to use language to help to solve problems is a tool. Rather than trying to understand the world alone; Vygotsky viewed “intelligence as the capacity to benefit; from instruction, with language having a powerful development role.” In this way language is a tool for learning and an aid to understanding. Language acts as a tool for educational development and is important for the acquisition of knowledge. In the educational context language is important for comprehension and making use of knowledge. So it is important to teach language in school and at every level of education.

## **Objective of Language Teaching**

Language competences are a pre-requisite for learning, communication, thinking and understanding cultural codes.

<http://www.coe.in+1+1dg4>

There are four main aims/objectives of language teaching

- 1) Aims for skills

- 2) Aims for knowledge
- 3) Aims for existential competency
- 4) Aims for learning to learn

### **Aims for Society**

- 1) language competences for utilitarian purposes
- 2) Language competences based on common cultural traditions and values.

All school subjects contribute to developing language competencies and all subjects use language for learning and presenting knowledge. Language as a subject (LS) and foreign languages in school (FL) have specific aims for language related skills and competencies for producing and understanding texts for communication as well as for aesthetic purpose. A broad approach to language education (LE) provides opportunity to understand the importance of language competencies for a variety of purposes.

- For learning
- For personal development
- For participation in society
- For communication and interaction with others in a variety of social and intercultural setting.

The aim of language learning can be understood in a particular utilitarian serves as well as in terms of developing a basis for living a meaningful life in community with others. They can be seen as aim for the individual and aim for society as a whole.

For achieving above individual social and utilitarian needs of human being, language teaching is important and above given are the objectives of languages learning.

## **Co-curricular Activities for Language Development**

Language learning and teaching is very important; for language development only some prose and poetry passages from literature are not sufficient. But there are so many co-curricular activities which helps to develop languages.

There are some general co-curricular activities which also can helpful in language development; ex. Dramatics, Quiz competition, singing etc.

There are some co-curricular activities which are particularly arranged to develop languages; among students; ex. Poem recitation, poem writing, essay writing, elocution, speech language games etc.

For each language also, according to its importance, difficulty level and nature there are some special co-curricular activities; ex. As English is international language as well as foreign language there are more activities for English language.

### **Some Co-curricular Activities for Language Development**

- |                         |                      |
|-------------------------|----------------------|
| * Language games        | * Conversation table |
| * Essay writing         | * Concerts           |
| * Language club         | * Film series        |
| * Debate                | * Christmas choir    |
| * Discussion            | * Breakfast hour     |
| * Elocution             | * Antakshry          |
| * Wall paper            | * Panel presentation |
| * Speech                | * Drama reading      |
| * Poem recitation       | * Story telling      |
| * Poem writing          | * Newspaper reading  |
| * Celebrating Hindi day | * Singing            |
| * Interview session     |                      |



There are other co-curricular activities also for language development.

### **C) About the Study**

#### **Statement of The Problem**

CO-CURRICULAR ACTIVITIES IN SCHOOLS OF KOLHAPUR CITY WITH SPECIAL REFERENCE TO LANGUAGES – A STUDY.

#### **Definition of The Terms**

##### **CO-CURRICULAR ACTIVITIES**

Co-curricular activities are those activities which are integral to the classroom and result in a course grade and credit.

(<http://www.bham.wednet.edu/policies/3700policy.htm>)

Co-curricular activities include any school-related activity that is offered outside of academic class requirements.

(<http://www.hasd.org/cocurricular/HHS1>)

##### **Operational definition**

Co-curricular activities are those activities which are conducted /recognized by the school, and are not generally considered as part of the academic curriculum but are acknowledged to be an essential part of the life of an educational institution, are considered as co-curricular activities for present study.

##### **Schools of Kolhapur City**

For the present study schools having classes from V to X in Kolhapur Municipal Corporation area are considered as Kolhapur city.

## **Language**

Language is a specific communicative ability, restricted to humans, which involves the use of sounds, grammar and vocabulary according to a system”.

(The Cambridge Encyclopedia)

## **Operational definition :**

For the present study Marathi Hindi and English these three languages taught in secondary schools are considered.

## **Study**

Study means devotion of time and thought to acquiring information especially from books, or pursuit of some branch of knowledge.

(Oxford Dictionary)

## **Operational definition**

For the present study ‘Study means a research investigation’.

## **Purpose of the Study**

From the very ancient times importance of Co-curricular activities has been recognizing by thinkers, educationists; as mentioned earlier, commissions and committees on education have recommended from time to time the need for conducting a variety of co-curricular activities in schools. But the question is whether the schools conduct co-curricular activities to the extent they are expected to? Our education system is often criticized on the ground that there exists gaps between what it does and what it is supposed to do. In this context, it is necessary to investigate where our schools stand as far as the organization of co-curricular activities are concerned. Though the

schools conduct co-curricular activities but all the students are not made to participate in those activities, so to determine the existing condition of students extent of participation in various co-curricular activities is also the purpose of the study.

There are various co-curricular activities some are general some are related to particular subjects or academic development. There are some general co-curricular activities e.g. sports, games, some times they are treated more important and have also given special periods in time table and trained teachers. But the some co-curricular activities which are related to language development e.g. essay writing, language games, language club etc. are not treated equally important and also not provided extra time and trained teachers. So the purpose of the study is to find out co-curricular activities related to languages and whether they are treated equally important.

All other studies related to co-curricular activities has studied the co-curricular activities in general. But the co-curricular activities with special references to languages has not been studied yet so the purpose of this study is investigation of co-curricular activities in general as well as with references to languages.

The present study besides contributing to the expansion of knowledge in the field, would also provide valuable help to further researches.

### **Objectives of the Study**

- 1) To find out the various co-curricular activities conducted in different types of schools in Kolhapur city.
- 2) To study the difference in the number and types of co-curricular activities conducted in different types of schools.

- 3) To find out facilities available in different types of schools to organize various co-curricular activities.
- 4) To find out the difficulties faced by the schools in organizing various co-curricular activities.
- 5) To find out the students extent of participation in different co-curricular activities.
- 6) To find out the co-curricular activities conducted related to Marathi language.
- 7) To find out the co-curricular activities conducted related to Hindi language.
- 8) To find out the co-curricular activities conducted related to English language.

### **Delimitations**

- 1) This study is delimited to Kolhapur City.
- 2) This study is delimited to urban area only
- 3) This study is delimited to Marathi medium schools.
- 4) This study is delimited to VII and IX class.
- 5) The languages are delimited to 'Marathi' Hindi and English languages only.
- 6) The study is delimited for the year 2007-2008.

### **Scope of the Study**

- 1) The results of the study may be generalized to all schools of Kolhapur City.
- 2) The results can be generalized to the schools of urban area of Maharashtra.
- 3) The results will be applicable to teachers, parents of schools of India.

- 4) The results can be generalized over state with similar social and educational environment.

### **Significance of the Study**

- 1) The study will be useful to educational institutions to implement the curriculum of school effectively and to achieve the aims of education by implementation of the co-curricular activities, as they are integral part of curriculum.
- 2) The results of the study will be useful to the government to make appropriate policies and remedies for implementation of co-curricular activities in schools.
- 3) The result of the study will be useful to the parents as they also came to know importance of co-curricular activities. They can encourage them to participate in co-curricular activities related to languages.
- 4) Schools can make provision for successful implementation of co-curricular activities.

For all above purpose the present study is helpful.

### **About the Dissertation**

The investigation carried out and the quantum of this research is reported and presented in five chapters in this dissertation.

The **CHAPTER –I** deals with the background of the problem, definitions of terms used in the title, objectives and delimitations of the study.

The **CHAPTER – II** deals with the review of literature and research studies which are related to the present study either directly or indirectly.

The **CHAPTER – III** concerns with the plan and procedure of the study. It contains research methodology, data gathering tools, procedure and scoring of the tools used for the present study.

The **CHAPER – IV** deals with the analysis and interpretation of the collected data and results of the study.

The **CHAPTER –V** deals with the summary and conclusions of the present study, along with the recommendations and suggestions for further research.

Finally, the References are given and Appendices are attached to complete the body of the thesis.