
UNIT 1 ORGANISATION OF CO-CURRICULAR ACTIVITIES

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1.1 INTRODUCTION

Education aims at bringing all round development in a child. All experiences whether planned or otherwise lead to learning in children. The **activities organised** by school are designed towards the **growth** and development of children. These activities can be broadly classified into curricular activities and co-curricular/collateral to distinguish between the two.

You must have heard about extracurricular activities, as a term used earlier to describe the co-curricular activities. The term was not well received for long, **as** it meant something apart the from curriculum. The modern view **suggests that** all **students'** activities which **are** conducted under the umbrella of school are **directed** towards desirable learning in **children**. Thus the term extracurricular **was** replaced by **co-curricular**. Though the term has been replaced yet these activities have been

there **from** ancient times. Activities like debate, drama, music, sports had been part of the ancient education system as well.

Now **all** academicians **are** of the opinion that co-curricular activities are an essential part of school education. All round development of the child cannot be achieved without these activities. The classroom teaching-learning mainly focuses on **cognitive\intellectual** development where affective, social, **spiritual**, emotional aspects are not given adequate attention. Through co-curricular activities these aspects of the child are also developed, thus making education a complete experience for bringing all round development.

Today schools **are** coming **of** age. The outside classroom activities are considered equally important as those inside the classroom. You must have realised by now that the co-curricular activities have been accepted as integral part of school programme. Co-curricular activities contribute to inculcation of democratic values in children and have a pivotal role in school's annual **plan**.

1.2 OBJECTIVES

After going through this unit, you should be able to-

- * define the concept of co-curricular activities;
- explain the **different** types of co-curricular activities;
- discuss the need and importance of **co-curricular** activities;
- describe the principles underlying organization of co-curricular activities;
- discuss the role of teacher in the organization of co-curricular activities;
- enlist the difficulties in organizing the co-curricular activities; and
- undertake the measures to remove these **difficulties**

1.3 IMPORTANCE OF CO-CURRICULAR ACTIVITIES

Co-curricular activities in spite of their 'co' status for school curriculum have tremendous importance in achieving the goal of all round development of children. These activities have many advantages or value in school education. Values like social physical, cultural and ethical **are** inculcated through **co-curricular** activities. Let us discuss **these-**

1.3.1 Educational/Academic Value

These **activities** help in providing practical and hands-on **experience** to the theoretical concepts studied in classroom. For example, in civics, the class children study about panchayats, elections and when co-curricular activities related to civic development **are** arranged **then** the learning becomes more lively and **meaningful**. Also excursions to historical places like *Qutub Minar*, *Lal Quila*, help in concretizing the content they study in history class **through** verbal lecture or with the help of chart.

Thus **co-curricular** activities help children in the construction of knowledge. Given below is a suggestive list of **co-curricular** activities in various subjects in school that can be easily **organized-**

	Subject	Types of activities
1.	History	Excursions, drama.
2.	Civics	Panchayat, elections, self - governance, mock parliament
3.	Geography	Field Trip, Excursions
4.	Biology	Excursions, nature trip, visit to museums, laboratory work, Science Fairs
5.	Physics	Excursions-nature trip, visit to museums, laboratory work, Science Fairs
6.	Chemistry	Excursions-nature trip, visit to museums, laboratory work, Science Fairs
7.	Language	debates, discussion, school magazine
8.	Maths	in almost all activities as used in budget estimation, etc.

Thus the co-curricular activities help in classroom teaching - learning in many ways, these are discussed below:

- **Co-curricular** activities provide opportunities for guidance. As students are exposed to varied activities, their potentialities are revealed. This can further act as basis for educational and vocational guidance. You will realise that guidance is inherent in all co-curricular activities.
- **Co-curricular** activities motivate classroom teaching-learning. Sometimes we see that student's interest in co-curricular activities is **transferred** to classroom activities as well. A student who is doing well in drama, assembly, etc. gets better oriented towards classroom work also. The skills or learning happening in one situation gets transferred to other situation therefore, the motivation and self - confidence developed through co-curricular activities get transferred to classroom activities as well.
- **Co-curricular** activities supplement and enrich classroom experiences. Students learn about so many things in classroom and want to explore the application aspect of the knowledge. They can form clubs, organise activities which enrich their experience. For example, when they study about fishes in science class, they can organise 'Pisces **day**' and correlate it to aquarium, fisherman, transport. zodiac sign and food habits. Thus co-curricular activities also help in integrated approach to teaching-learning as well.

1.3.2 Psychological Value

The **co-curricular** activities satisfy the psychological needs of children. They help in the personality development of children **through** various ways-

- * **Sublimation** of instincts – co-curricular activities help in **channelising** the instincts in children in a healthy direction. These instincts if left **unaddressed** may lead to psychological problems. For **example**, the gregarious instinct can be **channelized** through co-curricular activities like self - government, **social service**,

Values Co-curricular Activities

community or other group work. The instincts of curiosity, self - assertion, etc. find desirable expression through such co-curricular activities.

- Emotions **are** also trained through co-curricular activities. The co-curricular activities allow scope for release of pent up emotions. They give emotions an outlet and thus have a cathartic effect on freedom.
- Students who are weak in studies develop inferiority complex and thus do not get opportunity to express themselves in classroom. Co-curricular activities provide them the opportunity to seek self - expression. Some may excel in these activities which help in development of their self confidence and emotional well being. These activities provide a means of emotional adjustment to all students.
- Motivation is another advantage such activities. Students who get interested in **co-curricular** activities get interested in all aspects of school life and thus bonding, responsibility and commitment are developed.
- It caters to **individual** differences through the available variety of co-curricular activities. Every child has unique abilities which are not recognised in a normal **classroom teaching** and learning. The co-curricular activities ensure the expression of the varied potentialities in children. These cater to aptitude and **interests** in children and **often** act as determining factors toward choice of future vocations. You may have learned many times how veteran actors started their journey in acting in their drama club in schools.

1.3.3 Physical Value

Children have vast reservoir of energy which should be **channelised** in a right way. Games and dance involving physical exercise provide an interesting **medium** for the growth and development of body. Games, dance, scouting, hiking, etc. do not merely help in physical growth and development but also develop affective and emotional aspects as well. Discipline, focus, leadership, cooperation are qualities which are inculcated through co-curricular activities.

1.3.4 Social Value

Almost all activities in school have **inherent** social values. School itself is a social institution. The classroom teaching and learning do not promote much the spirit of social values in children. Thus the co-curricular activities provide for development of social values in children. Through activities like NSS, Fairs, Red Cross, etc. children learn social **traits** like cooperation, helping others, understanding, tolerance, sympathy, taking and sharing responsibility, commitment, loyalty, etc. Membership in clubs and school councils develop in them the sense of **belongingness**, partnership which motivates them to work harder. These traits once inculcated are transferred to other areas as well and will help in development of better society. These activities act as training ground for social living.

1.3.5 Recreational Value

It is very important for students to learn to use their leisure time in productive **ways**. The cultural growth **occurs** during the leisure time which leads to satisfaction. **On the other hand** if these activities are not encouraged the students may engage in **anti** social activities and waste their time and energy in **gossiping**, gambling, wandering, etc. It is very crucial that activities give them opportunity to spend

their free time in a fruitful manner. Therefore, students should be encouraged to participate in co-curricular activities according to their choice, interest so that they can learn the methods and ways to utilise their leisure through creative activities.

1.3.6 Cultural Value

Co-curricular activities provide opportunities for better understanding of our cultural heritage and traditions. Activities like folk music, song and dance festivals provide for better understanding of our cultural ethos. At home students are exposed to limited cultural experiences. Through co-curricular activities in schools they become aware of the rich cultural heritage and diversity of the country. Such sensitization and awareness awaken their interests and help in developing a sense of belongingness..

Cultural activities also develop aesthetic sense in children. Aesthetic sense is not restricted to any one activity but transcends all activities and becomes a way of life. Students learn to appreciate the beauty in cultural diversity and develop understanding that there is unity in diversity.

1.3.7 Civic Value

Schools provide a mini social setup and a training ground for the development of skills for good citizenship. Through group activities students learn to take responsibility, do their duty, cooperate and work together. In co-curricular activities like self government students learn the roles and responsibilities of all members of running a government. They help in developing good citizens, self - discipline, etc. Students develop a sense of tolerance, healthy exchange of ideas, fellow feelingness, accepting defeat with grace, etc.

Certain qualities like leadership, decision making, etc. cannot be simply developed through normal classroom teaching-learning. In co-curricular activities students get opportunities to develop and practice these qualities. These qualities are crucial for the success of any democratic society. In the co-curricular activities, students get the guidance of teachers and they learn to plan, design, organise and implement their ideas. This forms the foundation of future projects when students will try these things in real life. This develops in them initiative, planning, thinking, power of independent judgment.

Co-curricular activities also give training in moral aspect. Students learn to abide by rules and realise the importance of rules and regulations for the smooth running of any activity, institution or for that matter country. This also helps students in developing appreciation for truth, honesty and growing as a self-righteous human being. The morally right person will help in the growth of a just and honest society.

1.4 TYPES OF CO-CURRICULAR ACTIVITIES

Co-curricular activities represent a varied list of activities which can be categorised under the following groups.

1.4.1 Literary/Academic Activities

All activities which involve strong use of motor skills or physical movements come under this category. Games both indoor and outdoor, scouting, NCC, etc. fall in this category.

1.4.2 Physical Activities

These activities reflect more apparent correlation to classroom activities than other co-curricular activities. Debates, discussions, clubs, school magazine, story writing, poetry, quizzes, etc. are grouped under this category.

1.4.3 Cultural Activities

These activities reflect the culture of region and country. Music- vocal and instrumental, dance, painting, drama, folk dance and sculpture, etc. come under cultural activities. This helps children to become familiar with their culture and they also come to appreciate other cultures as well.

1.4.4 Civic Training Activities

As we live in society there are certain rules and regulations which need to be adhered to. The civic aspect is an important aspect of development in children. The school council, school bank, canteen, school panchayat, assembly, mock parliament, etc. aim at inculcation of civic qualities in students.

1.4.5 Social Welfare Activities

The activities aim at the development of social interrelationship are NCC, festivals, fairs, social study circle, Junior Red Cross, etc.

1.4.6 Recreation/Leisure Activities

The leisure time should not be simply free time to spend but should be used to pursue activities which are of interest. Pursuing activities we are interested in lead to rejuvenation of energy in an individual.

1.4.7 Excursion/Field Trip Activities

The excursion activities give an experience of real life situation. Picnic; visit to museum, zoo, and exhibition, work for reenergizing the children are included in this.

Check Your Progress 1

Notes:

- a) Write your answer in the space given below.
 - b) Compare your answer with those given at the end of this unit.
1. State whether *true* or *false*.
 - a) Co-curricular activities are important for achievement of goals of education.
 - b) Co-curricular activities are a modern concept.
 - c) Debate is co-curricular activity mainly for teaching Maths.
 - d) Sublimation of instincts represents physical value of co-curricular activities.
 - e) Mock parliament is an example of civic training activity.
 2. Fill in the Blanks.
 - a) Debate is an example ofvalue of co-curricular activity.
 - b) Folk dance is atype of co-curricular activity.
 - c) Hiddengets expression through co-curricular activities.
 - d) Excursion providesexperience to students.

1.5 PRINCIPLES FOR ORGANISING CO-CURRICULAR ACTIVITIES

The organization of any activity needs careful planning. The plan of action is based on earlier individual experiences or the norms/ guidelines/ principles framed by the stakeholders involved. Similarly your attempt at organising the co-curricular activities should follow the general guidelines or principles which are discussed below-

- The foremost principle is the relevance of co-curricular activity to the educational programme. The activity should be related and integrated with the curriculum. Co-curricular activities are not merely meant for leisure but complement curricular activities for achieving the broader goals of education.
- You should keep the students' interests and needs in mind before planning any co-curricular activity. Maximum number of activities of varied nature should be planned satisfying the diverse needs of large number of students.
- The activities planned should have scope for construction of knowledge. You should keep higher level objectives of education in mind while planning any co-curricular activity, As classroom teaching does not give a teacher enough time and scope to strive for HOTS (Higher order thinking skills), this should be done through co-curricular activities.
- You should try to plan co-curricular activities within the school hours enabling maximum participation of students. Also minimum restrictions should be imposed with respect to participation in any activity. All the interested students should be allowed to participate to the extent they are capable of participating, achieving success and deriving satisfaction.
- The ideal of democratic atmosphere should be ensured so that each and every student has the opportunity to participate without any fear or apprehension.
- Co-curricular activities should be planned at regular time intervals so that there is a balance between class and out of class activities. You should try for a regular weekly slot of co-curricular activities in school time-table.
- Organisation of co-curricular activities should be evenly distributed among various members of educational institutions according to their interest and aptitude. If you have interest in music you should look after music and dance clubs whereas a colleague who is interested in sports should be entrusted with that task.
- Students should also be active members of co-curricular activities at all stages- planning, designing and implementation. The teacher should slowly take the role of advisor and guide and let students develop leadership and management skills. Also ensure that participation of students should be maximum.

- There should be provision of necessary equipment at all times. The participating students should be provided opportunity to practice with equipments. Also the basic **infrastructural** provisions and contingencies should be made available for **organising** co-curricular activities.
- Budgetary **provision** should be there for co-curricular **activities**. Expenditure should be economized as far as possible. Before every co-curricular activity, students should not be asked to make financial contributions.
- Record of each programme should be maintained through the use of multimedia. Written reports should be supplemented by audio and video records. A register should also be maintained with details of co-curricular activities organized in the school.

1.6 ORGANISATION OF CO-CURRICULAR ACTIVITIES IN SCHOOLS

We have already discussed various types of activities which fall under co-curricular category. As a teacher you will be playing pivotal role in the organisation of co-curricular activities. Before organising any activity you have to plan it. The planning involves many considerations like nature of activity, target group, objectives of activity, impact on student, teachers and community. The activity becomes a success only if the talent and energies of all stakeholders are optimally utilised. A joint effort towards the planning, designing and organising of the activity will develop sense of camaraderie in all members.

Examples of Few Activities:

Literary Activities – Literary activities are those activities which are related to academics mostly literature, from where the word 'literary' is derived. They include activities like debate, elocution, recitation, writing for magazines, etc. These activities help in developing language ability in students. It improves articulation, expression, writing skills, vocabulary, etc. Self expression helps in developing self-confidence in children. You can see that these activities are extension of classroom **teaching** of languages. The objectives for these literary activities are enumerated as –

- development of self- expression;
- development of self-interest in fundamental skills of **reading**, writing, **speaking** and listening;
- development of critical independent **thinking**;
- development of interest in literature;
- development of creative ability;
- development of communication skills;
- development of interest in supplementary reading and contribution of articles to magazines

School Magazine

Contribution to school magazine is one literary activity which provides laboratory experience for creative abilities. This provides a channel for all students to **exhibit**

their creative efforts. It gives opportunities to many students in writing, leadership, and organisation. Magazines should reflect the best work of the students and should be in accordance to the interests and needs of students. This requires continuous exploration and efforts of a dedicated team. Thus an editorial board needs to be constituted. The editorial Board should have representation from all sections in the school. As the editorial work needs special interest, ability and training, therefore, adequate attention should be paid to its constitution.

School magazine serves as an avenue of socialisation by distributing news about school in community. It helps building up the image of the school, creating popular support for school activities and providing literary medium for constructive criticism of school life.

Magazine should represent views, articles, motivating features, quizzes, games, etc.. The articles invited should be scrutinised by the editorial board. It must aim at variety and knowledge up-gradation. The material which appear uninteresting to students should not be included and adequate publicity should be given to magazine. All students should be invited to contribute in form of articles, news, etc. Magazine should act as a mirror of school to the outside world. The vision, steps towards achieving goals, children's perception, interest, etc. should find a place in the magazine. It should convey a monthly message to all students.

Physical Activities

Physical development is an important aspect of the child's development. Classroom teaching-learning gives little opportunity for physical development. A sound mind resides in a healthy body. Therefore, the physical training becomes an important aspect of school education. Physical activities like games, athletics besides physical exercise develop cognitive and affective abilities as well as qualities like leadership, self-confidence, perseverance, analysis, evaluation or judgment. Team events develop sense of cooperation, team spirit, healthy competition etc. Therefore, though physical in essence, these activities cater to all round development in children. Thus physical activities aim at the following:

1. to provide physical development;
2. to provide psycho-motor development;
3. to inculcate self-discipline;
4. to develop team spirit, cooperation, healthy competition;
5. to develop leadership qualities and
6. to develop emotional control and channelisation of energies

Sports and games should not be concentrated during one time of the year but spread over the entire year. They should be organized as everyday activities besides fortnightly, monthly and annually to sustain the interest of students. There should be variety of games- both indoor and outdoor to capture the varied interests and individual differences among students. There should be adequate infrastructure and facilities for organization of sports. All students should be encouraged to participate in one or another sports according to their interest. There should be physical education teacher for looking after the physical development activities.

Some points which should be kept in mind while planning the physical activities are-

1. Students should be given chance to select and play games according to their age, ability and interest.
2. Provision for gender differences in choice of games should be accounted for.
3. Some students are interested in playing before or after school hours. There should be provision for the same.
4. Rules and regulations during sports should be made clear to all students. Strict adherence to these should be ensured.
5. Timetable should have **sports/physical** activity period every day.

Cultural Activities

Cultural activities are those activities which **are** based on culture and tradition like celebration of festivals, folk music, dance and religious occasions. These activities contribute towards attainment of a group feeling i.e. belongingness to a larger **community**. This generates feeling of tolerance, empathy among citizens. This also provides opportunities to exhibit one's hidden talent. Students learn group responsibilities, express ideas, share views and learn to work together. Disciplining of emotions **and** feelings are also exercises which are not possible in normal classroom situation. The objectives of cultural activities can be enumerated as –

- development of expression;
- discipline of emotions;
- development of creativity;
- character development;
- development of social traits;
- development of personality;
- expression of talent and
- development of respect for culture and tradition.

Music and dance whether folk or classical, form cultural activities. These activities **can** be **organised** to let the students demonstrate their nonverbal form of expression. It is found that these activities are relaxing and are stress busters. They also provide for the expression of creativity among children. Various music and dance forms are reflections of cultural heritage of any country. They have stories and expression of ancient times which are handed down the ages. Children besides learning these, also imbibe industriousness, punctuality, discipline, etc. which are qualities needed in life. School should also celebrate all festivals so that students get **familiar** with **all** festivals of the country. Students should be given responsibility to organize festivals. Say a Hindu child should be given responsibility to organize **EID festival** in school under the guidance of Muslim students and vice-versa. **This** will generate curiosity and **feeling** of unity among students.

Social Activities

Social activities provide scope for exercise of social skills within the school. The various clubs and societies help the students to pursue activities of their interests

as well as exhibit their talents. Club activities train the children into taking initiatives, spontaniety, sociability, cooperation, and respect for law, etc. The activities of the societies and clubs provide a break from the monotonous classroom activities. Students develop renewed interest in the subject. These clubs thus channelise the energy and interest of the students.

The club needs committees to facilitate the work of the club. They are the executive committees, general body committees etc. The executive committee will have president, secretary, treasurer, etc. and such procedures give children an idea how to pursue activities in organized ways. All these experiences will help them to develop effective social skills. The importance of system, rules and regulations etc. in any democratic society is stressed and inculcated in the children.

Civic Activities

These activities are essential as they specifically focus on development of civic sense and citizenship orientation in students. School Assembly is one such co-curricular activity which serves as focus of all forms of co-curricular activities developing civic skills.

Objectives for organizing School Assembly are to-

- assemble the school students and teachers at one platform
- appreciate the achievements and motivate
- develop understanding of issues pertaining to school and world at large
- give opportunity to address audiences'
- provide link with community
- develop discipline among students
- provide a platform for all to feel together

School Assembly should be made effective by keeping certain points in mind –

- Assembly should be regularly scheduled and organized.
- It should include a wide variety of activities.
- Every student and teacher should actively participate in at least one assembly programme i.e. should be involved in stage show during assembly.
- Programmes should be well planned.
- Important speakers should be called to address the assembly to motivate students.
- There should be committee to look after the organisational aspect of assembly.
- Reprimanding or too much of sermonizing should be avoided.
- In assembly all school members are present, therefore, it should be used for building team spirit among students.

Recreational Activities

Excursions/field trips are out of class experiences which have manifold benefits. They provide recreational benefits as well as help in the development of other

aspects as well. There are things which can be learnt best outside class through **first** hand experience. It can be a visit to bottling plant in locality or cellular jail in Andaman and Nicobar Islands **linking** it to freedom struggle in history or to the Parliament in New Delhi for making the civics lesson alive for students. It all depends on the resources available.

Trips or journeys must be democratically planned, properly organised, ably conducted and resourcefully linked to curricular areas. The excursion requires both pre and post activities. The teacher should take a pre-excursion session to draw the attention to the things they would watch at the place of visit. The teacher should motivate and orient the children for that trip and they should be guided as to what they have to observe there. The points should be focused so that children may not miss them. The excursion- planning, organising and execution should be done by students through formation of committee and sub-committee under the guidance of teachers.

A committee under the guidance of teacher should be made responsible. Depending on the scope of the trip, sub-committees may also be formed. After the discussion, follow-up activities are must as they let us know as to how much we have achieved from the trip. Also it provides feedback for improvement for next trip or repeating the good experiences the next time.

1.6.1 Role of Teacher

A teacher plays a pivotal role in organisation of any activities in school, be it curricular or co-curricular. A teacher has to act as -

- Leader
- Planner
- Innovator
- **Organiser**
- Manager
- Advisor
- Motivator
- Record keeper
- Decision maker
- Communicator
- Coordinator

The teacher is the key person in the successful organization of co-curricular activities. **He/she** has to keep all things in mind while planning, organising and implementing the activities. They include educational, administrative as well as financial aspects. It depends on the teacher to select the co-curricular activities **for the students**. A teacher should keep the following things in mind before planning any co-curricular activities

- age and ability level of students;
- **time** duration available for planning and execution;

- financial resources available;
- space available and
- other resources available

Check Your Progress 2

1. List the role of the teacher in organizing the co-curricular activities.

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2. A teacher should be competent and resourceful to organise the co-curricular activities.

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1.6.2 Difficulties in Organisation of Co-Curricular Activities

Organising any activity brings with itself certain difficulties in its path. If these difficulties are not overcome they defeat the purpose of the activity. Some of the difficulties in organising co-curricular activities are discussed below-

1. **Lack of Infrastructure** – many activities cannot be organised due to lack of adequate infrastructure. For example, Sports Meet needs ideal ground which is not available in many schools. Playgrounds, musical instruments, big halls, are some of the things which are needed for organisation of co-curricular activities.
2. **Overemphasis on Academic Work** – Schools and teachers give more emphasis on academic work. The pass percentage, awards and ranks take precedence over the all around development of child. Teachers do not encourage students to participate in co-curricular activities. Students who miss their classes for participation in co-curricular activities are ridiculed by some teachers which discourage them from participating in co-curricular activities.
3. **Improper Scheduling** – The activities are not scheduled regularly within the school timetable. They are usually concentrated at certain time intervals during the year and generally before or after school hours. This makes it difficult for students to attend the practice for the co-curricular activities. Thus many students opt out of the co-curricular activities despite their interests.
4. **Financial Commitment** – Most of the times students are asked to arrange for the dresses and other things required for co-curricular activities. Many parents do not encourage this and ask their children to stay away from co-curricular activities. Also in their attempt to show off, schools invite dignitaries and the cost of the events are met through collection from students. Thus

students become wary of participating in co-curricular activities lest they should have to arrange for equipment.

5. **Student's Role in Organization** – Despite their democratic approach schools seldom involve students in planning and designing of co-curricular activities. Thus co-curricular activities lack students' perspective. Also students do not have a sense of ownership, belongingness and interest for these activities and thus participate in them in a half-hearted manner.
6. **Lack of Trained Personnel** – There are no trained personnel available to guide students. Sometimes schools employ coach of one game only and all the students are compelled to play that game. If a child is interested in other game, he is either discouraged from playing it or has to learn it on his own. Same goes for music, dance and other activities as well.
7. **Excessive Workload** – In some schools the Principals or Headmasters are so "ambitious that they pressurise the teachers to arrange academic as well as co-curricular activities continuously without giving adequate time for preparing for them. As a result teachers as well as students feel overworked and fail to give their best. This leads to frustration, dissatisfaction and other adjustment problems.
8. **Inadequate Representation in Evaluation** – Co-curricular activities take a lot of time for planning and organisation. Students taking part in such activities spend a lot of time in these and this results in devoting less time to academic work. As evaluation system is skewed and assesses only academic activities, students who are interested in co-curricular activities are at a loss and get lower grades.

Unless we address these difficulties, co-curricular activities will not be effective. There should be adequate planning and balance between curricular and co-curricular activities in the school's time schedule. You must have felt that these problems and difficulties will remain with us unless we address them and find solutions for them.

Check Your Progress 3

1. What are the difficulties in organizing the co-curricular activities? Specify any five.
.....
.....
.....

1.6.3 Suggestions for Overcoming these Difficulties

- Arrange and organise these activities within the school hours. This enables the students to take part in them.
- Do not organize the activities throughout the year so that teachers as well as students are overloaded. Avoid the examination time as children are under lot of stress.

- Provision for wide variety of activities should be made to cater to the **individual** differences among students.
- The literary academic activities should be integrated with the classroom teaching-learning activities. This will make learning more effective.

The financial load of activities should not fall on students. Schools should **organise** activities on a scale within their means. **Also** to meet financial **assistance** they can explore sponsorship **from** corporate or business houses.

Trained staff should be made available for short time or on part time basis. This will make a large number of activities available to students.

- Workload should be adequately distributed among staff so that they do not consider co-curricular activities as burden.

Co-curricular activities should be made essential for all children.

- Performance in **co-curricular** activities should get adequate **weightage** in overall evaluation. Assessment of student performance should not be done merely on academic aspects but the **co-curricular** activities should also be assessed toward final grades and promotions.

Adequate rewards, incentives should be associated with co-curricular activities. The awards need not be materialistic but appreciation in form of certificates can be a great motivation.

- Teachers should also be given due recognition of their role in organizing **co-curricular** activities. They can be given some allowance or their workload may be reduced through reallocation of duties.

1.7 LET US SUM UP

In this unit you studied about the co-curricular activities. Now all **academicians** are of the opinion that co-curricular activities are an essential part of school education. All round development of the child cannot be achieved **without** these activities. Through co-curricular activities all aspects of students are developed, thus making education a holistic experience. You must have realised that **co-curricular** activities are now accepted as integral part of a school programme. **Co-curricular** activities in spite of their 'co' status for school curriculum have **tremendous** importance in achieving the goals of all round development of children. These activities have many advantages.. Values like educational, social, spiritual, civic, physical and cultural are achieved through co-curricular activities. It has academic values; psychological values; physical values; social values; recreational values; cultural values and civic values.

The organization of **co-curricular** activities should follow the general **guidelines** or principles which are discussed in the unit. A teacher plays a pivotal role in **organisation** of activities in schools be it curricular or co-curricular. A teacher has to act not only as a teacher but also as planner, innovator, organizer, manager, advisor, motivator, record keeper, decision maker, communicator, and coordinator. A teacher should keep the age and ability level of students in mind before planning any **co-curricular** activities. The financial resources, space and time duration are also important factors in **organising** the co-curricular activities.

There are many difficulties in organising co-curricular activities like lack of **infrastructure**; overemphasis on academic work; improper scheduling; financial constraints; lack of trained **personnel**; excessive workload on teachers and students; **inadequate representation** in evaluation; and non recognition of individual differences.

1.8 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 1

- i) State whether true or false
- a) True
 - b) False
 - c) False
 - d) False
 - e) True.
- ii) Fill in the blanks
- a) Literary
 - b) Cultural
 - c) Talent
 - d) First hand

Check Your Progress 2

i) The teacher should act as Planner, Innovator, Organiser, Manager, Advisor, Motivator, Record keeper, Decision maker, Communicator, Coordinator.

Check Your Progress 3

- i) The **difficulties** in organising the co-curricular activities are
- Lack of infrastructure for organisation of co-curricular activities.
 - Overemphasis on Academic Work in schools by teachers
 - Improper Scheduling of curricular activities and co **curricular** activities.
 - Financial constraints.
 - Student's Role in Organisation is not recognised.

1.9 REFERENCES

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