

THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

Problems in Organisation of Co-Curricular Activities in Secondary Schools

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Abstract:

Co-curricular activities play an important role for the all round development of personality of the secondary school students. The physical facilities available in the secondary school are the first step to organize co-curricular activities. This paper focuses on the physical facilities available in the urban and rural secondary schools, also the problems for conducting co-curricular activities in such schools. Various commissions and committees have stressed on the importance of co-curricular activities in the secondary schools. So keeping in view the importance of co-curricular activities the heads of the schools are trying to introduce different kinds of activities in their respective schools.

Keywords: *Co-curricular activities, physical facilities, rural, secondary, urban*

1. Introduction

Man is the best individual with the society. The social development should be properly channelized that the student will be a productive future citizen of the country and will contribute a lot to the development of the nation. Education is the best medium which can maintain and nourish the child in proper manner. Education means not only the development of academic side but also include the standard curriculum with curricular and co-curricular activities in other words it means an all-round development of one's personality. It may be physical, emotional, mental, moral, disciplinary, cultural or spiritual and to achieve these goals, only school as the best media.

Previously the purpose of education was confined mostly to teaching of subjects prescribed in the courses of studies by the board, which were performed within the four walls of the classroom. To achieve the modern aims i.e., to modify the human behavior in a desirable manner and to develop the all round personality of the individual, raises the necessity of co-curricular activities to meet the present need, with curricular activities co-curricular activity side is also important. Secondary education is the intermediate stage between the primary and higher education. It not only prepares people for the university or other higher level but also for the world as well as for life. The Secondary education commission (1952-53) and Kothari Commission (1964-66) recognize the importance of co-curricular activities in the school curriculum.

2. Objectives of the Study

- a. To study the physical facilities available in urban secondary schools.
- b. To study the physical facilities available in rural secondary schools.
- c. To study different types of co-curricular activities being organized in the urban secondary schools.
- d. To study different types of co-curricular activities being organized in the rural secondary schools.

3. Hypothesis of the Study

- a. There is no significant difference between urban and rural secondary schools in relation to availability of physical facility.
- b. There is no significant difference between urban and rural secondary schools in relation to organizing the co-curricular activities.

4. Delimitation of the Study

Due to various kinds of limitation the study is delimited to only 20 government secondary schools of Bolangir district Odisha including both rural and urban.

5. Design of the Study

- Methodology: Descriptive survey method was used for the study.
- Population: All Government secondary schools of Bolangir district of Odisha and the teachers belong to these schools.

- Sample: 30 teachers from 10 government secondary schools of rural area and 30 teachers from 10 government secondary schools of urban area including the Headmaster/Headmistress have been taken as sample on the basis of simple random sampling method.
- Tools and procedure of data collection: With personal consultation with research guide a reliable and validation self made questionnaire was developed to collect data from the heads of the school and from the teachers. The types of the questions in the questionnaire are alternate response type and a few numbers of questions are of free response type. The questionnaire consists of total 27 items.

With permission from the headmaster/headmistress, the researchers supplied the questionnaire which was meant for them and teachers of their respective schools with very cooperative manner, the researcher collected this filled-up questionnaire from the respondents.

6. Analysis, Interpretation and Findings

Sl. No.	Specifications	Type of Secondary School			
		N _{TU} =30		N _{TR} =30	
		Urban	Percentage	Rural	Percentage
01	Physical Instructor	30	100	30	100
02	Game & Sports article	22	73.3	28	93.3
03	Rooms for games & sports article	18	60	12	40
04	Laboratory	15	50	4	13.3
05	NCC room	20	66.6	10	33.3
06	Music room	9	30	2	6.6
07	Art & Craft	10	33.3	6	20
08	Playground	21	70	27	90
09	Gymnasium	1	3.3	3	10
10	Seminar room	18	60	15	50
11	Store room	19	63.3	9	30
12	Conference hall	12	40	6	20
13	Library	27	90	22	73.3
14	Space for wall magazine	25	83.3	11	36.6
15	Bulletin	14	46.6	9	30
16	School magazine	15	50	6	20
17	Stage for drama	20	66.6	12	40
18	Science club	23	76.6	19	63.3
19	Garden	27	90	26	86.6

Table 1: Physical facilities available in schools

From table – 1, both urban and rural schools have physical instructor. 73.3% urban schools and 93.3% rural schools have game & sports articles. Urban schools have 60% room facilities to keep games and sports articles where as 40% in rural schools. 50% urban schools and 13.3% rural schools have the laboratory facilities. 66.6% urban schools and 33.3% rural schools have NCC rooms. 70% and 90% urban and rural schools have playground respectively. Only 3.3% urban schools and 6.6% rural schools have gymnasium facilities. 60% and 50% urban schools and rural schools had seminar rooms respectively. 63.3% and 26.6% urban schools and rural schools had storeroom facilities respectively. 40% urban schools and 20% rural schools have conference hall facilities. 90% urban schools and 73.3% rural schools have library facilities. 83.3% urban schools and 36.6% rural schools have provision for wall magazine. 46.6% urban schools and 30% rural schools have bulletins board facilities. 50% urban schools and 20% rural schools have school magazine facilities. 66.6% urban schools and 40% rural schools have the facilities of stage for drama. 76.6% and 63.3% urban and rural schools have science club facilities respectively. 90% and 86.6% urban schools and rural schools had gardening facilities respectively.

Items	Sl. No	Reason	Type of secondary school			
			N _{SU} =10		N _{SR} =10	
			Urban	Percentage	Rural	Percentage
Seminar	1	Lack of seminar hall	5	50	8	80
	2	Lack of competent teacher	0	00	6	60
	3	Lack of time	3	30	6	60
Field trip & Excursion	4	Lack of fund	9	90	6	60
	5	Lack of interest of HM	0	00	1	10
	6	Lack of interest of parents	2	20	3	30
Puja & Festivals	7	Lack of fund	0	00	0	00
	8	Minority school	0	00	0	00
	9	Lack of interest of teachers	0	00	0	00
Science Exhibition	10	Lack of science teacher	0	00	0	00
	11	Lack of finance	0	00	0	00
Red Cross Society	12	Lack of finance	3	30	6	60
	13	Does not have Red Cross Society	3	30	4	40
NCC	14	No participant	6	60	5	50
	15	No NCC camp	2	20	4	40
Indoor Games & Sports	16	Lack of indoor rooms	3	30	3	30
	17	Lack of play articles	0	00	3	30
	18	No instructor	0	00	0	00
Outdoor Games & Sports	19	Lack of play ground	0	00	0	00
	20	Lack of facilities available	0	00	0	00
	21	No instructor	0	00	0	00
Competition	22	No debate	0	00	0	00
	23	No essay	0	00	0	00
	24	No quiz	0	00	0	00
	25	No drawing & painting	0	00	2	20

Table 2: Organization of different Co-curricular Activities

Table-2 shows that 50% urban schools lacking seminar hall and 30% not able to organize seminar due to lack of time. In the case of rural schools it is 80% and 60% respectively. In urban schools 90% schools does not able to organize field trip due to lack of fund and for rural schools it is 60%. Again the teachers from both urban and rural schools did not have any problem for organizing pujas and science exhibition. 30% urban schools and 40% rural schools do not have Red Cross Society. 60% urban schools and 50% rural schools have no NCC participants. All the urban schools have play articles for indoor games while 30% rural schools lacking these. Both the urban and rural schools have play ground for outdoor games. 100% urban and rural schools opined that they have no problem to organize different types of competitions except 20% rural schools, who have the problem to organize drawing & painting.

(A) Physical facilities					(B) Co-curricular activities				
school	No. of specifications	Mean	S.D.	t value	School	No. of Possible reasons	Mean	S.D.	t value
Urban	N _U =19	16.105	11.3	1.08	Urban	N _U =29	1.36	3.6	0.836
Rural	N _R =19	13.526	8.9		Rural	N _R =29	2.28	4.2	

Table 3: t values for urban and rural schools

To test hypothesis H₀₁, part (A) physical facilities of table -3 shows that the obtained t value 1.08 < 2.03 which is the t value of degrees of freedom df=36 at 0.05 significance level. Hence the null hypothesis H₀₁ is accepted.

To test hypothesis H₀₂, part (B) Co-curricular Activities of table- 3 shows that the obtained t value 0.836 < 2.01 which is the t value of degrees of freedom df= 48 at 0.05 significance level. Hence the null hypothesis H₀₁ is accepted.

7. Suggestions

On the basis of findings, a few suggestions are as follows-

- Government should provide fund to build seminar hall to each and every school.
- Government should provide sufficient physical facilities to each and every school.
- Government should provide sufficient financial support for organizing Drama & Red Cross Society.
- Government should take proper step to provide sufficient playing articles to each & every school.
- Encouraging the students to become a cadet in NCC at school level.

- At the beginning of the session the head of the school should make proper planning for the organization of different activities.

8. References

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