

# A Review of Co-Curricular Engagements in Secondary School

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**Abstract:** *Co-curricular activities address the diverse developmental requirements of students, including their moral values and attitudes, skills, and creativity. In addition to enriching their life experience, students can acquire the ability to communicate and collaborate with others through their involvement in co-curricular activities. By allowing students to organize co-curricular activities, they will acquire firsthand experience in program planning and leadership, thereby enabling them to identify and cultivate their potential. The objective of this article was to evaluate the current state of co-curricular activity implementation in secondary institutions. The purpose of this investigation was to evaluate the current state of co-curricular activity implementation in secondary schools and to propose potential solutions to the challenges that secondary schools encountered during the implementation process. This article may provide a valuable perspective on the extent to which secondary institutions can incorporate co-curricular activities. It may also generate an awareness of co-curricular activities in secondary institutions, which demonstrates the strengths and weaknesses of the co-curricular program that has been implemented.*

**Keywords:** Holistic Development, Skill Enhancement, Engagement and Motivation, Character Building

## I. INTRODUCTION

Holistic development is essentially the cultivation of the intellectual, emotional, social, physical, artistic, creative, and religious values and emotions of all individuals. It is essentially the maturation of the entire brain's beliefs and emotions. The comprehensive or holistic development of an individual is contingent upon the balanced development of scholastic or academic as well as non-scholastic or non-academic aspects in the formal, informal, and non-formal educational setting of society. Specifically, in the contemporary era, individuals are required to endure periods of excessive anxiety and tension, which can result in a variety of disorders, including depression and even death. In such instances, the individual's participation in co-curricular activities becomes increasingly important. The individual is prevented from experiencing a variety of anxieties and stressors through the co-curricular use of these activities. Currently, the burdens of "stunts in education," such as grades, marks, and divisions, are also threatening the development and well-being of individuals in all societies worldwide. The co-curricular activities assist the student in overcoming the tension of exploits and empower the individual to develop holistically. The modern educational system acknowledges that children attend educational institutions to foster a comprehensive and harmonious development. The school's objective is to foster the complete development of the child, which is achieved through the provision of experiential learning opportunities. In reality, the character of the school is contingent upon and assessed by the educational experience that is offered through the school's study programs, which may contribute to a child's long, happy, and normal life. These include curricular, co-curricular, and co-curricular educational experiences that are available both inside and outside the classroom. Modern education places a particular emphasis on the necessity of co-curricular activities in this context, as they have been acknowledged as a means of enriching and revitalizing the school curriculum. These activities are a critical component of the educational experience that is essential for all boys and girls. In addition, this activity offers learners the chance to engage in self-expression and participation, which emphasizes a variety of critical qualities. These activities are regarded as indispensable from a psychological perspective, as they facilitate the release of students' superfluous energies.

### **Co-Curricular Activities Meaning**

Co-curricular activities are non-academic curriculum components that contribute to the development of the personality of both students and children. The child's emotional, physical, spiritual, and moral development is dependent on co-curricular activities, which serve as a complement and supplement.

The significance of co-curricular activities is centered on their unique features and characteristics. Curriculum is not the sole determinant of a child's holistic development. In order to foster the holistic development of children and to cultivate their diverse personalities, classroom instruction should be supplemented by extracurricular activities. These extracurricular activities have an impact on all aspects of life, including cognitive (intellectual), emotional, social, moral, cultural, and aesthetic. Co-curricular activities are more concentrated on cognitive aspects, which contribute to intellectual development. A few of the ethics of co-curricular activities include competitiveness, excellence, quality achievements, creativity, and enthusiasm. Co-curricular activities, which are non-academic in nature, offer students the opportunity to explore a variety of professional disciplines, including fashion, music, painting, art, performing, photography, and printing. This is why students require co-curricular activities, as they contribute to the development of numerous skills. The significance of co-curricular activities has significantly increased in contemporary society. The Curriculum Frameworks of numerous countries have extensively recognized the significance of co-curricular activities in the school curriculum. The National Curriculum Framework (NCF) of India also exhibits the same phenomenon.

### **Co-Curricular Activities Definition**

The definitions of co-curricular activities as defined by prominent modern educational philosophers and others are as follows: According to the International Dictionary of Education (1977), "activities sponsored or recognized by a 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." Sports, school ensembles, and the student newspaper are all examples of co-curricular activities. They may also be classified as "co-curricular," which refers to activities that are conducted outside of the standard course of study. These activities are considered extracurricular and are conducted outside of the typical responsibilities of a job.

Aggarwal (2000) asserts that "Co-curricular activities were primarily organized after school hours, and the Co-curricular was also organized; however, they are not an essential component of the school's activities, as they are not part of the curricular work."

According to Bhatia (1996), co-curricular activities are those that are conducted to enhance the learning experience in the classroom and to foster the development of the child's personality, both within and outside of the classroom.

### **Need For Co-Curricular Activities**

In order to achieve the goals and objectives of life, it is essential to engage in co-curricular activities. Students engage in a variety of cultural programs during co-curricular activities, which aid in their self-assessment, self-identification, and socialization. The development of a well-rounded personality is facilitated by the involvement in drama and recreation. Individuals become conversant with the customs, cultures, and activities of other regions as a result of co-curricular activities, including excursions, tours, and field visits. Unity and cooperation are fostered in society as a result of the inculcation of sentiments of harmony. Community service necessitates students to interact with numerous individuals and cultivate their adaptability. The sense of belongingness is fostered by the act of performing as a team, as children are required to participate in numerous co-curricular activities.

### **Importance and Benefits of Co-curricular Activities**

1. Students are encouraged to engage in co-curricular activities that promote speaking, narrating, recitation, performing, and singing.
2. The overall functioning of education is facilitated by activities such as participation in game debates, music, and drama.
3. It allows students to freely articulate themselves through debates.
4. Games and sports contribute to the child's physical fitness and energy levels.
5. Contributes to the cultivation of a spirit of wholesome competition.

6. These activities instruct students on the organization and presentation of an activity, the development of skills, and the coordination and cooperation in various situations, all of which contribute to the development of leadership qualities.
7. It offers the child the opportunity to engage with organizers, fellow participants, instructors, and individuals outside of the school during cultural activities, which facilitates socialization, self-identification, and self-assessment.
8. Instill the principle of respecting the opinions and emotions of others.
9. It enhances your ability to make informed decisions.
10. It fosters a sense of inclusion.
11. CCA serve as an incentive for learning.
12. The values of physical, psychological, ethical, academic, civic, social, aesthetic, cultural, recreational, and disciplinary development are fostered by CCA.

#### **Role of a Teacher in Organizing Curricular Activities**

1. In order to ensure that the various activities are conducted in a systematic manner throughout the year, the teacher must be an effective planner.
2. The teacher should be responsible for providing the child with an increasing number of opportunities to participate in co-curricular activities.
3. The teacher should fulfill the role of an innovator by implementing innovative programs.
4. The teacher must be an effective organizer in order to ensure that the students receive the most out of the experience.
5. He should also assume the roles of director, recorder, evaluator, manager, decision maker, counsel, motivator, communicator, and coordinator to ensure that the student and child can benefit from the subtler details of co-curricular activities.

#### **Problems in Organizing Co-Curricular Activities**

In the majority of Indian institutions, these activities are conducted after the school day has concluded. Some students, despite their considerable interest, are unable to participate in such activities after school hours due to a lack of transportation. In the majority of institutions, these programs are centered around the instructor. These activities are not affordable for impoverished students at private institutions. Sometimes, students' funds designated for this purpose are misappropriated. An attitude of partiality should not be fostered by the teacher. In particular, the co-curricular period should be reserved for the instruction of that specific activity. In the majority of schools, extracurricular activities are overseen by class instructors who are not particularly enthusiastic about them. The teacher compels certain students to engage in an activity in which they have no interest. Attendance records are not maintained accurately during the period, and expenditure accounts are not maintained. Bright opportunities are exclusively granted to financially secure, attractive, and diligent children. A diverse array of activities will result in significant expenditures and confusion. The status of co-curricular activities in contemporary educational institutions is quite dismal. Some institutions operate exclusively after the examinations. They do not prioritize co-curricular activities; they are only mentioned in the publications. They are not subject to any special treatment. An exceedingly small number of educational institutions prioritize these activities exclusively. There is no doubt that the number of institutions that offer these activities in a well-balanced manner is restricted. Emotional issues, such as depression or low self-esteem, may be the cause of children who are miserable or lack companions, despite their refusal to participate in any co-curricular activities. Professional assistance, including counseling, may be required. Occasionally, a pupil is unable to manage independently due to a lack of self-esteem or other problematic issues. In the event that a child exhibits excessively aggressive behavior or is despondent, parents may need to seek professional psychological assistance for children who are experiencing low self-esteem. People in a developing country such as India, which has a large population, poverty, a substandard healthcare system, and illiteracy, are still oblivious of the significance of co-curricular activities. Therefore, it is the researcher's primary responsibility to raise awareness of co-curricular activities and the challenges that arise

during their organization. Effective planning, development, and implementation of cocurricular activities at the secondary school level are essential for the comprehensive development of students.

## **II. CONCLUSION**

Co-curricular activities are not solely intended to provide students with a moment of relaxation; they also significantly contribute to their overall mental and physical growth. Children should be encouraged to engage in extracurricular activities by their parents and schools. Additionally, it is imperative that schools implement mandatory extracurricular activities, which allow students to pursue their interests. Schools must take initiatives to promote the overall development of students, as students typically excel in their engaging subjects and activities.

The implementation of co-curricular activities in education has a variety of benefits and drawbacks. Consequently, it is imperative that all stakeholders take the implementation process more seriously and design it with care. It is crucial that the co-curricular implementation in education is able to accomplish its objectives and effectively produce a generation of virtuous and highly educated individuals.

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