A STUDY ON PROVISION OF CO-CURRICULAR ACTIVITIES IN PRIMARY SCHOOLS OF PACHARIA VILLAGE

Sangita Haloi

Research Scholar, Department of Education, Gauhati University, Assam, India

Email: sangitahaloi123@gmail.com

ABSTRACT:

The children in the primary school are in the age group of 5-11 years, i.e., the childhood stage. In this stage the children are mentally matured enough to receive formal education. They start signs of their intellectual need, capacity and interest. Primary education often in primary school is typically the first stage of compulsory education, coming between early childhood education and secondary education.

Co-curricular activities are as old as education itself though their sphere was not so vast it is today. With the changing concept of education, people’s attitude towards co-curricular activities are also changing. According to the modern Educationist, the aim of education is not only intellectual development but the wholesome development of personality, i.e., Physical, mental, ethical, social, aesthetic, emotional and cultural. To achieve this aim of co-curricular activities are a mist. That why the term extra-curricular is becoming absurd. They are now regarded as a part of regular curriculum for the complete development of the child. In fact curriculum and co-curricular activities are now considered complementary to each other, both deserving equal weight and emphasis in the total programme of the school.

The study was an attempt to find out the facilities of co-curricular activities in primary school of Pacharia village. The investigator also tried to examine the satisfaction level of teachers and students regarding co-curricular activities.

Keywords: Education, Primary school, Co-curricular activities, Teacher, Student, Satisfaction

I. INTRODUCTION

Education is a life oriented integral formation of students. It enables them to develop all their God given potentialities and make the person physically fit, intellectually well trained, morally persons of conscience. Through education a child acquires right value and sound principles, learns to be socially service mind and sociable. So, Education is the training and integration of one’s physical, intellectual, emotional, moral, social, spiritual and aesthetic potentialities and capacities.

Education is necessary in the life of a child with the knowledge of 3Rs’ i.e., reading, writing and arithmetic. Education helps to liberate both the mind and the body of person. It has to make more off a human being and in a positive enhancing relationship with himself, his neighbour and his environment. At the same time for enhancing all round development co-curricular activities are integral part of child’s education.

Co-curricular activities are a part of curriculum of the instructions. It is a programme or out of class activity supervised and or financed by the school, which provides curriculum related learning and character building experience.

1.1 Primary Education:

Primary education is the first stage of formal education and is typically the beginning of systematic study, are cannot ignore the primary education of children under any circumstances. Any beautiful house on poor foundation is going to fall like house of cards under the slightest stress primary education is the lower level of learning that usually comes after pre-primary education.
The children in the primary school are in the age group of 5-11 years, i.e. the childhood stage. In this stage the children are mentally matured enough to receive formal education. They start signs of their intellectual need, capacity and interest. Primary education often in primary school is typically the first stage of compulsory education, coming between early childhood education and secondary education.

The major goals of primary education are achieving basic literacy and numeracy among all pupils, as well as establishing foundation in science, mathematics, geography, history and other social sciences. Typically primary education provided in schools, where the child will play in steadily advancing classes until they complete it and move on to high school on secondary school. The teacher may be assisted to varying degrees by specialist teacher in certain subject areas, after music or physical education. Traditionally, in the present education system, co-curricular activities are considered to be an integral part of primary education. It includes all the outer study like-games, sports, music, fine arts, dancing etc, which help in physical, mental as well as all round development of the students.

1.2 Co-curricular activities:

Co-curricular activities are as old as education itself though their sphere was not so vast it is today. With the changing concept of education, people’s attitude towards co-curricular activities are also changing. According to the modern Educationist, the aim of education is not only intellectual development but the wholesome development of personality, i.e. Physical, mental, ethical, social, aesthetic, emotional and cultural. To achieve this aim of co-curricular activities are a mist. That why the term extra-curricular is becoming absurd. They are now regarded as a part of regular curriculum for the complete development of the child. In fact curriculum and co-curricular activities are now considered complementary to each other, both deserving equal weight and emphasis in the total programme of the school.

Pointing out the significance of their activities, the Secondary Education Commission has rightly remarked that “they are as integral part of the activities of a school as its curricular work and their proper organization needs just as must are and for thought. If they are properly conducted they can help in the development of very valuable altitudes and qualities.”

In broad sense, co-curricular activities means those activities which are carried on in an educational institution side by side with routine curricular activities. These activities are carried on outside the school time table without disturbing the regular routine. It also helps in the development of the personality of the students.

The basic aim of education is to develop the native potentialities of a child. Education should therefore help in the development of his personal qualities and social virtues. This can be possible only if they are provided with an ideal environment in the schools and co-curricular activities are of great help here. The activities help the students to express themselves. They also help to develop a child physically, mentally, spiritually, socially and vocationally.

Types of co-curricular activities:

- Activities for physical development
- Activities for academic development
- Activities for leisure
- Social service activities
- Literacy activities

Purpose of including these activities in primary school programme:

The main purposes of including co-curricular activities in the school programme are-

- To make proper use of leisure time
- To give the younger generation training for citizenship
➢ To teach the students responsibility
➢ To remove the dullness of school life and make it interesting
➢ To inculcate democratic values in the students
➢ To provide scope for the outlet of special aptitudes
➢ To prepare the students for social life
➢ To make the students self reliant, self-disciplined, tolerant and sympathetic

1.3 Objectives of the study:
A. To find out the facilities of co-curricular activities in primary schools of Pacharia village.
B. To examine the satisfaction level of teachers and students regarding co-curricular activities.

1.4 Hypotheses:
H₀₁ There exist facilities of co-curricular activities in primary school.
H₀₂ The teachers and students were satisfied.

1.5 Area of the study:
The name of the area from where the investigator had collected data for the study was – primary schools, Pacharia village which is situated under Sualkuchi block, district Kamrup, Assam, India.

Institutions: All primary schools in Pacharia village.

Historical background of Pacharia:
Pacharia is a great village, historically famous and it is a very large village in Assam. LachitBarphukan, the Ahom king and Moghals fought there. The name of the war was Alabhai war.

1.6 About Pacharia village:
Pacharia is a village located in the Kamrup district of Assam state in India. The latitude 26.2339255 and longitude 91.6285381 is the geo-co-ordinate of Pacharia. Dispur is the state capital for Pacharia village.

Official languages of Pacharia:
The native language of Pacharia is mainly Assamese. People speak Assamese language for communication. Pacharia’s nearest town is Sualkuchi, located at distance of 9.2 K.m.

Total information about Pacharia:

<table>
<thead>
<tr>
<th>Total Population</th>
<th>1943</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of house</td>
<td>430</td>
</tr>
<tr>
<td>Female population</td>
<td>46.6%</td>
</tr>
<tr>
<td>Village Literacy rate</td>
<td>85.7%</td>
</tr>
<tr>
<td>Female literacy rate</td>
<td>38.2%</td>
</tr>
<tr>
<td>Area</td>
<td>16. sq. km.</td>
</tr>
</tbody>
</table>

1.7 Significance of the study:
The significance of the study was to find out the present status of co-curricular activities in primary schools of Pacharia village, Kamrup. Through the study, the investigator tried to find out the facilities of co-curricular activities of all the primary schools, which include mental development, physical development, linguistic development as well as development of creativity of the students of the particular area. The investigator was also examined the satisfaction level of teachers and students. All the courses are very important in primary education as well as the all round development of the students. In the village Pacharia, all the primary schools have proper
facilities of co-curricular activities, which controlled by the Government. Government also provides all the facilities of co-curricular activities to those primary schools.

1.8 Delimitation of the study:

- The study is only delimited to Pacharia village, Kamrup district, Assam.
- The study is only covered the primary schools.

II. REVIEW OF RELATED LITERATURE:

- **Bill Weber, Kanas State University (2008)** had studied on “Students Involve ment in Co-curricular Activities and Success on the Kansas Mathematics and Reading Assessments.” The study examined the key research question relate to student involvement in co-curricular activities and success on the Kansas Mathematics and Reading Assessments.

- **Arshalan Ahmad et. al. (2020)** conducted a study on “Co-curricular activities: A case study on perspectives of Winning Secondary School students”. The study revealed that the participants of games and sports described their intentions to remain fit and sharp, improve body texture, speed, muscle’s strength, avoid negative activities, spend a luxurious lifestyle, and increase their value in public.

III. RESEARCH METHODOLOGY AND DESIGN OF THE STUDY:

3.01 Method: The investigator has adopted Descriptive Survey Method for the study.

3.02 Population and Sample: All the primary schools of Pacharia village were considered as the population of the study.

Out of all students 30 students were considered as the sample of the study.

3.03 sampling procedure: The investigator had used simple random sampling for the selection of sample.

3.04 Tools and techniques:

- Self structured questionnaire
- Interview

3.05 Statistical tools:

- Percentile Analysis

IV. ANALYSIS AND INTERPRETATION OF DATA:

Through the study, the investigator tried to find out the facilities of co-curricular activities, satisfaction level of teacher in primary school of Pacharia village.

Co-curricular activities are the most integral part of education. It help the students for their all round development. The investigator tried to find out all the facilities that getting from the govt. for co-curricular activities.

Primary schools of Pacharia village:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of school</th>
<th>Total no. of students</th>
<th>Total teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PachariaBapujiLps Primary School</td>
<td>39</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>PachariaRamsaraswatiLPS</td>
<td>48</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>PachariaSishuBidyalayam</td>
<td>28</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>1261 No. DhingerBarijan LPS</td>
<td>65</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>NizPachariaAdarsha LPS</td>
<td>53</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>ShankardevSishi Vidya Niketan</td>
<td>125</td>
<td>15</td>
</tr>
<tr>
<td>7</td>
<td>80 No. Dhingerbari LPS</td>
<td>54</td>
<td>2</td>
</tr>
</tbody>
</table>
The investigator conducted the study for co-curricular activities by examining the teachers and students of these schools.

4.01 Analysis:

Table 1: Showing co-curricular facilities in schools:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Names of Co-curricular activities</th>
<th>Types of activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Games</td>
<td>Basket ball, Puzzle ball, Hide and seek, Kabaddi, Cricket, Carom</td>
</tr>
<tr>
<td>2</td>
<td>Dance and song</td>
<td>Assamese, Hindi</td>
</tr>
<tr>
<td>3</td>
<td>Cultural and social</td>
<td>Annual function, Teachers’ day, Children’s day, Holi, Diwali, Bihu, Puja, Picnic, Independence day, Environmental day</td>
</tr>
</tbody>
</table>

In table no. 1, different co-curricular activities have been mentioned which are offered to the children of primary school, Pacharia village.

Table no. 2: Showing Teacher’s views related to co-curricular activities:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Items</th>
<th>Total % of ‘yes’ response</th>
<th>Total % of ‘no’ response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Responses regarding institution provide facilities for co-curricular activities</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Responses of participating in extra co-curricular activities</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Responses regarding availability of all the materials and arrangement to the students for games and sports</td>
<td>58%</td>
<td>42%</td>
</tr>
<tr>
<td>4</td>
<td>Responses having interested in co-curricular activities</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Responses regarding provision of cultural and social activities in institutions</td>
<td>98%</td>
<td>2%</td>
</tr>
<tr>
<td>6</td>
<td>Responses regarding opportunities to participate in the cultural and social activities</td>
<td>88%</td>
<td>12%</td>
</tr>
<tr>
<td>7</td>
<td>Responses regarding utilization of leisure time</td>
<td>94%</td>
<td>6%</td>
</tr>
</tbody>
</table>

4.02 Interpretation of data:

1 100% of teachers responded positively regarding the facility of co-curricular activities.

2 To the response of item no. 2, 100% teachers said positive.

3 Regarding the material and arrangement of games and sports 58% replied positively and 42% had replied negatively.

4 100% of teachers responded that they were interested in extracurricular activities.

5 98% of teachers replied that they organize cultural and social activities, instead of that 2% of them had denied that.

6 The data showed that 88% of teachers responded positively regarding the opportunities given to the students for participating in cultural and social activities, but 12% of them gave a negative response on it.
7 To the answer of item no. 7 regarding utilization of leisure time, 94% teachers responded positively, rest of other denied that.

V. FINDINGS AND CONCLUSIONS:

5.01 Findings of the study:
   a) From the study it had found that that most of the students (76.6%) had given a positive replied that they have got proper facilities of co-curricular activities. They were seen to be satisfied.
   b) Less than half of students (43.3%) have interested in co-curricular activities.
   c) Most of the students (73.33%) said that the provision of outdoor and indoor game is good i.e. they were satisfied with the facilities.
   d) Majority of students (66.67%) have said that in the classroom the teacher teach music and how to draw picture.
   e) Out of 30 students 20 student i.e. 70% gave opinion that they have no problem in this school.
   f) Out of 30 students, 20 students i.e. 66.67% are interested in NCC courses.
   g) Majority of 70% gave opinion that they have the proper provision of activities for effective use of leisure time.
   h) 100% students said that in the school there are various types of play material for them.
   i) For physical and mental development of the children, there were provision of music and dance in school.
   j) Health check-up, cultural programme and annual sports day are being organized in the schools.
   k) There are proper drinking and toilet facilities in the school.
   l) There is also shortage of teachers in the schools.
   m) There is lack of teacher common room in this school.
   n) Thus the investigator has given a clear picture of co-curricular activities in primary schools of Pacharia village.

5.02 Conclusions:
Co-curricular activities are very essential part of teaching-learning process. It constitutes the dynamic part of school life and plays an important role in physical, mental, moral and social development of children. Thus, these activities contribute towards children’s personality development. Co-curricular activities help in the development of total personality of the child by drawing out latest talents of the children of varying temperaments and aptitudes. It also supplements academic work, socialize the pupil in social milieu of school, society and perform the real function of education.

Thus, co-curricular activities play an important role in the field of education. But the success of these activities depends to a great extent on judicious organization to make their activities effective. The head master and other teachers should give interested in the organization of their activities. These activities shouldn’t be regarded as extra, but integral part of the curriculum for the complete education of children. This paper was an attempt to see the provision of co-curricular activities in the respective area as well as the satisfaction level of teachers and students regarding the facilities. A good schedule of co-curricular activities in the school is essential in order to well balanced personalities capable of successful social participation.

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