A Case study of the Status of Co-curricular Activities in Higher Education

A Dissertation

Submitted in Partial Fulfilment of the Requirement for the Degree
of the Master of Education
(2018-2020)

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CERTIFICATE

This is to certify that **Ms. CHANDNI BHAVSAR** has conducted her dissertation entitled "**A case study of the status of Co-curricular activities in higher education**", under my guidance and supervision for the partial fulfillment of the degree of Master of Education (M.Ed.) at Centre of Advanced Study in Education (CASE), Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara. I found it fit for submission and evaluation.

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DECLARATION

I, **CHANDNI BHAVSAR**, do hereby declare that the Dissertation entitled "**A case study of the status of Co-curricular activities in higher education**"conducted and submitted to The Maharaja Sayajirao University of Baroda, is my original work, and I also declare that no chapter of this dissertation is taken from any earlier work done either by me or any other person.

Place: Vadodara   **Ms. CHANDNI BHAVSAR**
Date: 20th April, 2020

ACKNOWLEDGEMENT

I owe my gratitude to my guide **DR. R. L. Madhavi**, who has helped me throughout my dissertation and I am highly indebted to my guide for her guidance, generous support and constant encouragement that accompanies the successful accomplishment of the task of dissertation for the partial fulfilment Master degree in Education.

Special note to acknowledgement the encouragement, support and guidance from Prof**. R.C. Patel, Head,** Centre of Advance Study in Education and Dean Faculty of Education and Psychology for granting me the permission to carry out research work.

I extend my sincere thanks to all my M.Ed. colleagues for their support and encouragement during the study.

I would like to express my gratefulness to Office Staff and University Authorities for helping me at various stages of my research work.

Last but not least I remain ever thankful to my family members who have been the source of my inspiration and always encourage me for the higher studies. Finally, I express my thanks to one and all that have helped me in accomplishing my research work.

Thank you one and all.

Vadodara   **Chandni bhavsar**
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CHAPTER I

CONCEPTUAL FRAMEWORK

1.0 Introduction

A Chinese proverb very aptly states, **"Teach me, and I will forget. Show me, and I might remember. Involve me, and I will be never forget."**

When we think about the word **education,** we often think of the formal education that happens in primary and secondary schools and in high schools and colleges. However, this is not the only form of education. There are many examples of non-formal education. These might include a variety of courses for different professions, training of new personnel, career development learning for existing personnel or more broadly, the education of the populations through public campaigns. Education is the interplay of intelligence and character. It is not restricted to homework and marks, classroom and lectures. It also builds one's personality and changes capabilities into abilities. Students of today need to find a balance between what they need and what they want in order to survive the demands of the 21st century.

"The secret of education lies in respecting the pupil." (McKown, 1962). This is another way of saying that we must build upon what the student is or has; and it is 'education' that strives to discover these characteristics and capitalize them to shape their identity. This implies a process of investing our time and efforts in the discovery and cultivation of those qualities which promise the most in good citizenship.

Pt. Jawaharlal Nehru pointed out that education has mainly two aspects, the 'Cultural aspect' which makes a person grow and the 'Productive aspect' which makes a person do things, both being essential for an individual to live in the society.

According to **Gandhiji**, "True Education is all-round development of the students, best attained through action." Education through vocational training is the most important aspect of his philosophy of education. He also emphasised on basic craft such as agriculture, spinning, weaving, card board, wood and metal work, carpentry, gardening leather work etc. for development of a balanced personality.

The philosophy of **Pragmatism** "emphasizes the practical application of ideas by acting on them to actually test them in human experiences".

In order to achieve the aims of education, all great educationists from Plato (429-348), Aristotle (384-322), Martin Luther of Germany (1483- 1546), John Calvin of Switzerland (1509-1564), Richard Mulcaster of England (1531- 1611), Francis Bacon (1561-1626), 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. Such activities are known as Co-curricular Activities**.**

1.1 Co-curricular Activities (CCAs)

CCAs are those which are undertaken side by side with the curricular activities. A co-curricular activity essentially takes place outside a typical pen and pencil classroom experiences. It gives the students an opportunity to develop particular skills and exhibit their non-academic abilities. Such as music, art or drama classes, participating in sports team, debates, student council, math clubs, chess clubs, talent shows, spelling bees, writing competitions, mock trials and school newspapers.

The definitions of co-curricular activities by leading modern educational thinkers and others are:

The term co-curricular refers to "activities, programs, and learning experiences that complement, in some way, what students are learning in school – i.e., experiences that are connected to or mirror the academic curriculum." (Stirling A, 2015)

Co-Curricular activities defined as: "The activities undertaken to strengthen the classroom learning as well as other activities both inside and outside the classroom to develop the personality of the child." (Chalageri R , 2018)

"Various social and other types of activities like literary, dramatic, social services etc. which attracted the attention of the child were considered as extracurricular activities. Extracurricular activities have been renamed by educationists as co-curricular, which implies that all these activities are a part of school curriculum." (Jha A, 2004)

From above definition, it can be inferred that CCAs are the integral part of educational system. It helps to develop various facets of the personality development of the students. These are the very important part and parcel of educational institutions to develop the students' personality, habits, and interests as well as to strengthen the classroom learning. Non-academic activity in the form of co-curricular provides support to students to endeavour into professional fields like fashion, music, painting, art, acting, photography, printing and many more. An opportunity to take part in various co-curricular activities would enable the students to discover these hidden treasures. This develops skills of a student in different fields which will help to grow and enrich, in order to tackle the real-life challenges offered by the world.

1.2 Co-curricular Activities: A Historical Perspective

Scriptures of ancient India — Yoga Vashistha, Upanishads, Mahabharata, etc inform us that in the ancient Gurukuls and Ashrams of the Vedic Rishis and Gurus about 5-6 thousand years back, students were required to be actively involved in a large number of co-curricular activities like cleaning and decorating the Gurukul or the Ashram, bringing wood for the Guru, serving the Guru, taking the cows to pastures, milking the cows, training animals, wrestling, archery, dying clothes, begging alms, making various articles from locally available materials, cooking, singing, playing, warfare activities etc.

Until the seventeenth century, in education institutions such as pathshalas, maktabas, madrasas, and temple schools and monastry schools, students were not only involved in religious, intellectual and vocational activities, but they were also involved in all kinds of co-curricular activities like organizing ceremonies and festivals, helping the community in fairs, social, cultural and economic activities, and in all kinds of arts, crafts, music, dance and other creative and re-creative activities including use of sword, spears, horse riding, attending to animals etc. However, in independent India, gradually the focus on co-curricular activities is not that much organized and focused on developing skills. It is more limited to school activities and almost neglected rather say unidentified aspect of higher education. Several committees and commissions on education have stressed on this neglected aspect time and again.

In the post-independence period, intellectuals of our country have examined from time to time the state of education at the school level. Valuable documents like the reports of the

Secondary Education Commission (1952-53) and Education Commission (1964-66) and National Policy on Education (1986) have stressed for the need to make co-curricular activities as part of the regular curriculum.

With regard to co-curricular activities the Education Commission (1964-66) states "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". The Commission further states, "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 school should organize a variety of such program so that every child may be able to take up something suited to his/her tastes and interests."

The National Policy on Education (1986) stressed the importance of Art Education an integral part of co-curricular activities up to the secondary stage as sensitization of the learners so that they may learn to respond to the beauty in line, colour, form, movement and knowledge and understanding of the cultural heritage. Health and Physical Education was visualized as vital part of education which emphasis on the total health of the learner and the community by promoting desirable attitudes, 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, social service, etc. The document emphasized the importance of co-curricular activities for the all round development of the individuals.

1.3 Higher Education

According to a report by the University Grants Commission (UGC, 2003), titled Higher Education in India – Issues, Concerns and New Directions, the higher education system in India has grown in a remarkable way, particularly in the post-independence period, to become one of the largest systems of its kind in the world. Higher education deals with the tertiary level of education. Undergraduate colleges, Post-graduate College, Universities and Centres of advanced studies are coming under scope of higher education. It has special value in the emerging knowledge society. It contributes directly as well as indirectly to the wealth of a nation. One of the important aims of higher education is the training for leadership in

professional and public life. It is the function of universities to train men and women for wise leadership.

Higher education can be tough. Maybe students are busy getting ahead, or maybe they are busy just trying to keep up. It is understandable that they need to focus on academics. But the truth is, if they are always working, they could be missing out on something equally as important. Here, co-curricular comes into the plays, as it facilitates the development of various domains of mind and personality such as intellectual, emotional, social and aesthetic development. CCAs fuel their learning by stimulating creative thought, improving their social and organizational skills, developing their interests and talent and offering them the chance to switch off and do something they really enjoy.

1.4 Importance of Co-curricular Activities in Higher Education

While talking about Higher Education the first thing that emerges in our mind is—a learning home for the students focusing mostly on academics related issues, but it is to be noted that only an academic learning might cause incomplete education. Focusing on regular core studies is important, but a student should get involved and participate in various activities to acquire more knowledge outside of texts. The Universities have to perform multiple roles, like creating new knowledge, acquiring new capabilities and producing an intelligent human resource pool through challenging teaching, research and extension activities so as to balance both the need and the demand.

Here, CCA comes into the plays, as it facilitates the development of various domains of mind and personality such as intellectual, emotional, social and aesthetic development. These activities are subjected to various amenities related to academic as well as non-academic. CCAs are the true and practical experiences received by students. To a greater extent, the theoretical knowledge gets strengthened when a relevant CCA is organized related to the content taught in the classroom**.** For example, *BBA Baazigar* is a business game organized by the BBA Students' Association, BBA Programme of The Maharaja Sayajirao University of Baroda. It gives young entrepreneurs the opportunity to showcase their talents and provided them with a platform to conduct their business in a healthy competitive environment. It harnesses the talents of today and helps them manifest that energy in the market. A

simulation of the real business world, Baazigar certainly helps to turn one's passion into a profession.

Another example is the CCA conducting in the Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda. The activities are organized and conducted by the student teachers. The department of Education conducts the activities and competitions like debate, quiz, card making, rangoli making, patriotic song competition etc on regular basis. The department also knows for its Tuesday's seminar, research forum and workshop. Taking part in these activities will helps the student teachers to develop soft skills that a teacher must possess -like leadership, time management, decision making, cohesiveness etc.

Co-curricular participation involves the most effective conditions for learning, by linking the students' experiences in the CCA to intended learning outcomes and balancing all four learning modes of experience, reflection, conceptualization and experimentation. Whereas such activities offer no grades or academic credit yet they provide a better understanding of the supplementary and complementary education for students. Intellectual aspects of personality are solely accomplished by classroom, while aesthetic development, character building, spiritual growth, physical growth, moral values, creativity etc. are supported by CCAs.

The most crucial entity a student ever needs is 'soft skills', it plays a vital role in the career of students as well as during college tenure. A soft skill includes writing, confidence building, anchoring, presentation, vocabulary, debating and other communication-related activities. Frankness and clarity in language and personality is supported by these activities. It also helps students in increasing their coordination skills, speech fluency and adjustment at both the school as well as college levels. It gives better fitness to students and inculcates a sense of sportsmanship, competitive spirit, leadership, meticulousness, cooperation and team spirit. The hidden motive behind all this is to develop self-confidence and to learn to trust the team.

CCAs do include interesting events like debate and group discussion, workshops, seminar, conference presentation, social interactions, dramatics, forum events, art groups, and also library work. Astonishingly activities like narrating, singing, recitation and acting activities are involved in this category too.

Therefore, the participation in the CCAs help to provide the nation, skilled human power at all levels, having breadth of knowledge and confidence to effectively confront the social and economic realities. CCAs are more focused upon cognitive aspects thereby help in intellectual development. They are a prerequisite for social, physical and spiritual development Competitiveness, excellence, quality achievements; creativeness and enthusiasm are few of the ethics of CCAs

1.5 Benefits of Co-curricular Activities

Co-curricular activities are also important for students at all levels of education because of the following positive aspects.

1.5.1. Improved Academic Performance: Students who participate in CCAs have a marked improvement in the grades. This can be attributed to skills they learn such as better time management to accommodate their hobbies and class activities, better organizational skills and a boost in their self-esteem. Skills learnt in clubs such as debate can be applied in the classroom too, as the students learn how to express themselves better.

1.5.2. Development of Social skill and relationship nurturing: Students who participate in CCAs can easily adjust in a group environment. They use the advantage of the team effort to achieve goal.

1.5.3. Improve time management skills: Students who participate in CCAs have a greater understanding of time management. They learn to prioritize their work and in short time they manage to complete the task they are committed to.

1.5.4. Exposure to a vast range of activities: Students who participate in CCAs are able to see a new horizon with a number of creative possibilities. A vast range of activities helps them to understand their own abilities and potentials.

1.5.5. Self-esteem development: Having a spontaneous affection for a particular subject can help a child to develop a 'more than average skill' in an activity, which will pave a path for superior learning. He will have a high self-esteem of himself even if he lacks in academic background.

1.5.6. Long-term commitment: Students who participate in CCAs are able to have a deeper sense of long-term commitment to a work and dedicate their time and effort to that task until it gets done.

1.5.7. Broadening of learning horizon: This includes activities like field trips, excursion and tours which help to get enlightened about the other societies and their work, customs and culture. This increases social awareness and will make diverse perspective more understandable.

1.5.8. Recognition of Participation in CCA: For students, engaging in CCAs boosts their chances of gaining admission into universities. Most universities nowadays check what the student offers apart from their academics, and that is where CCAs come in. Some students have gotten scholarships into prestigious universities due to sports such as athletics and football.

1.6 Need of Co-Curricular Activities in Higher Education

CCAs are utmost needed to fulfil the aims and objectives of life. In CCAs, students participate in various cultural programmes, which help them in socialization, self-identification and self-assessment. The participation in drama and play enables them in developing balanced personality. Students get acquainted with culture, customs, and activities of other places due to CCAs such as field trips, tours and excursion. It inculcates the feelings of harmony, thus develop unity and togetherness in the society. In community work, students require to meet with many people and develop the capability of adjustment. Since, in many CCAs, children have to perform in groups, and performing as a team develops the sense of belongingness.

The Radhakrishnan Commission on University Education had set up goals for development of higher education. While articulating these goals, the Commission put it in following words: "The most important and urgent reform needed in education is to transform it, to endeavour to relate it to the life, needs and aspirations of the people and thereby make it the powerful instrument of social, economic and cultural transformation necessary for the realization of the national goals. For this purpose, education should be developed so as to

increase productivity, achieve social and national integration, accelerate the process of modernization and cultivate social, moral and spiritual values"

The International Commission on Education for the Twenty-first Century (1993) under the chairmanship of Jacques Delores proposed in its report "Learning — The Treasure Within", that the four main pillars of education are: learning to know, learning to do, learning to be and learning to live together. It implies that education must stress on the all-round development of individuals to make them effective members of the ever changing society.

The draft of the National Education Policy (NPE, 2019) also suggest that all Higher Education Institutes (HEIs) will have mechanisms and opportunities for funding for topic-centred clubs and activities organised by students (with the help of faculty and other experts as needed), such as clubs and events dedicated to science, mathematics, poetry, language, literature, debate, music, table tennis, etc. Over time, such activities could be incorporated into the curriculum once appropriate faculty expertise and campus student demand is developed. All institutions will offer facilities, classes, and clubs for students to participate in activities related to sports and to visual and performing arts. There will be funds set aside for the development and maintenance of such facilities and programmes, including 'artist-in residence' programmes at all HEIs.

As per above commission and draft following are some aspects of need of CCAs in higher education.

1.6.1 Cultural Integration

Many students can experience aloofness when they first arrive in their new place of study. Getting involved in co-curricular activities can help students overcome this sensation and allow them to intimately understand the culture of their new place which the typical classroom environment may not provide. For example, joining a student group can help the student to meet a new group of people and potentially build lasting friendships with people who can teach them about cultural customs and norms that they might not learn by only attending classes.

1.6.2 Social Skills

It can often be a challenge for the students to build relationships when moving to a new place. Getting involved in activities outside of college can help these students to meet new people with whom they share interests and improve their social skills as a result. Extracurricular activities also help students to expand their network.

1.6.3 Building Resume

Participating in CCAs is a superb resume builder. They can add more personality to a resume and improve the quality of the student's overall job application. For example, if a student was heavily involved in their college debate team and held a leadership position, an employer might be more inclined to request an interview with the debate team student who showed initiative rather than other students who had no CCAs to show on their resume.

1.6.4 Earning Career Experience

It is common for employers to expect students who already have work experience when they graduate, so having a part-time job, an internship or work-study experience to show will increase chances of getting an entry-level position out of school. For example, a student who is applying for an entry-level job in bioengineering will be more likely to receive a job offer if they participated in an Optional Practical Training (OPT) program for bioengineering that effectively prepared them for the duties of the position.

As the researcher intends to conduct study in one of the faculties of the Maharaja Sayajirao University of Baroda, Vadodara, the brief description of the university and faculty of Family and Community Sciences is provided here.

1.7 The Maharaja Sayajirao University of Baroda

India's internationally renowned The Maharaja Sayajirao University (MSU) of Baroda (1949) has blossomed from the Baroda College (1881) which is one of the oldest centres of learning in western India. The Maharaja Sayajirao's grandson Sir Pratapsinghrao Gaekwad who founded the Maharaja Sayajirao University and settled the trust as desired by his grandfather.

This Trust known as Sir Sayajirao Diamond Jubilee and Memorial Trust exists today also and caters to the educational and other needs of the people of the former state of Baroda. MSU is the only state University with a residential, unitary character having English as sole medium of instruction with more than 1200 well-qualified faculty members and 1500 administrative staff to facilitate the learning of more than 35000 students having cosmopolitan life on campus.

1.8 The Faculty of Family and Community Sciences

The Former Baroda State Government created on the 17th December 1948 a Women's Education Trust Fund to establish a Home Science College in Baroda. The Trustees handed over this Educational Fund to the newly established Maharaja Sayajirao University for constructing a building for the Faculty of Home Science. On 3rd July, 1950 established the Faculty of Home Science. Evolving from its humble beginnings, the faculty has made conscious efforts towards redefining and broadening its view in response to the rapidly changing national and global scenario. There has been introduction of several new courses, modification of the syllabus and curriculum as per the changing demands of the society and industry. Rechristened as the 'Faculty of Family and Community Sciences' at the turn of the millennium, it has today evolved into a premier institute encompassing dynamic fields of studies offering various programmes at the undergraduate (Honors) and postgraduate levels along with various certificate courses, PG Diplomas and a doctoral degree. Some of the defining features of the Faculty of Family and Community Sciences are its professional culture, vibrant teaching learning ethos, engagement with issues of social relevance, teamwork and intrinsic motivation to excel. Students are encouraged to become effective resourceful and forward-thinking professionals in different fields. They are encouraged towards independent learning and research under the constant guidance of able and qualified teachers. At the end of the program students emerge out as multifaceted personalities with a clear perspective and abilities to undertake their role as professionals in their chosen fields of study. A variety of career options are available spanning the domains of teaching, research, consultancies and involvement in non- government and government organizations, both national and international. A Degree in Faculty of Family and Community Sciences also opens up new avenues for further professional development in various fields such as Social Work, Hotel Management, Interior Design, Food Industries, Public Health and Dietetics, Textile and Fashion Industries, Communication, Journalism and Education, Government,

Non-Government and Corporate Social Responsibility (CSR) of Public Sector. Grounded in the philosophy of ensuring individual, family and social well-being, the programme offers a judicious mix of basic and applied disciplines. The faculty comprises five major fields of specialization and a General Level Program.

1.8.1 Clothing and Textiles

Department of Clothing and Textiles has an integration of theoretical and practical instructional methods aimed at equipping the students with necessary proficiencies for a wide variety of careers. The department has over the years undergone changes in curriculum to keep pace with the changing times. This has helped the department to work towards fulfilling its aim of Education for Progress. The department was established in 1957 with a B.Sc. program. Four years later a Post-Graduate programme was introduced followed by a Doctoral and an M.Phil. Programme. The goals of the departments are (i) To impart both theoretical and practical knowledge to develop necessary skills in the area of Clothing and Textiles. (ii) To provide broad range of teaching, training and applied research programs in Clothing, Textiles, Fashion and related disciplines. (iii) To develop links with the Fashion, Garment and Textile industry and provide trained manpower in each of these areas. (vi) To provide assistance through educational programmes to artisans, craftsmen, manufacturers and also provide skill-oriented programmes for self employment. (v) To inculcate in students the concept of communication and working in groups through group projects, assignments, discussion etc. and develop their individuality.

1.8.2 Extension and Communication

The Department of Extension and Communication (EC) was started in the year 1953 under the nomenclature Home Science Extension and Communication. The rapid explosion and progress of tele-communications and media technologies in recent years and their socio-cultural impact have brought about profound changes in almost every sphere of human activity, and education is no exception. This led to the changes in the academic structure of the department. As a result, the curriculum in the department has been revised so as to make it more relevant to the today's information society. Now, it focuses on two major components "Extension" and "Communication". Thus, the nomenclature of the department is changed to Extension and Communication.

The department offers courses that include experience and training in the theories and practices of the modern communication process with special reference to Extension. The courses are designed to develop in students the communication skills to lay a foundation for development of a superior teacher personality, as well as development practitioners. The courses are offered to initiate the students into conceptualizing and developing various communication methods and materials for formal and non-formal educational set-ups. The focus on extension programmes-planning, implementation and evaluation, make the students eligible for employment in community development programmes with government and non-government organisations.

1.8.3 Family and Community Resource Management

The department of Family and Community Resource Management, formerly known as Home Management, is one of the pioneers in India offering specialization at undergraduate, post graduate and doctorate level. The department launched a specialization programme, leading to B.Sc. degree in the academic year 1953-54. Master's degree programme was initiated in the year 1962-63. During the academic year 1978-79, the department launched its Doctorate degree programme. The Master's degree programme received a boost in the year 1992-93 by offering to areas of specialization namely: (i) Resource Management and Family Economics and (ii) Housing, Interiors and Household Equipment. Special efforts were made to enhance the scope for academic development and commercial application hence the later was developed into a more focused specialization, and was reframed as "Interior Design" specialization. The need to create vocation based programme at Bachelor's level necessitated enhancement in professional skills and competencies amongst the students. In the year 2003-04 the department, thus, introduced two streams in its UG programme titled as (i) Interior Design and (ii) Hospitality Management.

The department offers various Teaching learning experiences in achieving quality and excellence through conducting seminars, Experiments, Field/site visits, Model making, Project work, Simulated field situation, Preparation of working drawing, Educational tours, Participation in conferences/seminars/workshops, Internships and Village placements.

1.8.4 Foods and Nutrition

The department established in 1950, it offers a comprehensive program for Bachelor's, Master's and Doctoral degrees in three thrust areas of Foods and Nutrition namely Dietetics, Public Health Nutrition and Food Science and Quality Control. It also runs a Nutrition Counselling Centre once a week (Saturday 1-4pm) and offers medical nutrition therapy to patients with specific disease condition and conducts nutrition assessment of patients free of cost.

The teaching and research in the 3 thrust areas of Foods and Nutrition namely dietetics, public health nutrition and food science and quality control aim at (i) to conduct clinical nutrition trials to create evidence for mainstreaming nutrition interventions in different health care settings including hospitals, geriatric clinics/old age home role of various traditional herbs/plants/foods for their use as functional foods in prevention & management of health & diseases (ii) to conduct training programmes for promoting hygienic food service, food safety in food service organizations, entrepreneurship skills nutrition sensitive agriculture/horticulture and food processing. (iii) to develop nutrition health promotion models for workplaces, schools/academic institutions, geriatric care centres.

1.8.5 Human Development and Family Studies

The Department of Human Development and Family Studies (HDFS) was founded in 1949 and is India's pioneering institution in this discipline. The HDFS program focuses on the interdisciplinary developmental study of individuals and families across life span. More specifically it aims at developing teaching, research, program planning, training, evaluation and consultation. The uniqueness of the department is characterized by a tradition that focuses on collective ethos, free sharing, and team work, scope for autonomy and innovations and critical inward reflection with a strong concern and commitment for striving towards maintaining high academic standards.

The department program comprises a judicious balance of theoretical knowledge and field applications. Students engage in service learning through fieldwork in various settings which involves working with individuals across the life span – infants to older persons. In addition,

through innovative outreach efforts, the department extends knowledge to policy makers, professionals, and social development organizations.

1.9 Rationale of the study

Co-curricular activity is an integral part of education. It develops social interaction and healthy recreation in the atmosphere of formal education. The concept of co-curricular activities genuinely strengthens the base of curriculum. These activities furnish many values among students.

When we talk about co-curricular activities, the first idea comes in mind is school set up. Students actively participate in such activities during their school life. The student teacher also prepared to conduct CCA in teacher training programme in order to organise such activities which help them in their professional career. They act as a planner, leader, director and an advisor to organise such activities. The idea of conducting CCA in other disciplines of higher education is not as demarcated as in education discipline. This may be due to the association of professionals with school education as future employment place. Here CCA is given importance as part of curriculum and is organized as a separate aspect of the teacher training programme. Other disciplines organize these activities according to the need of the subject of study.

With the impact of scientific and technological innovation, global interdependence and demographic changes to our economy, employers need graduates who possess both content knowledge and willingness to engage in activities that continue their skill development. They are looking for employees who are competent with the job responsibilities and adaptable to the changing work environment.

Higher education institutions in abroad involve students in CCA organization in an active manner. In fact student's selection to the programme is based on their involvement in Extra and Co-curricular activities in schools. CCA forms an integral part of their curriculum. Students' skills in this area are used to canvas about university credentials on many platforms.

Such kind of atmosphere is new to Indian situations. But the upcoming privatization of higher education needs such kind of exposure to get familiar with study environment. Employment also needs skills along with knowledge to get gainful employment. Looking into the changing scenario, there is a dire need of channelizing CCA programmes of different subjects and disciplines at higher education level. To suggest any idea it is better to know the status of the CCA in higher education at present times.

So the investigator proposed the present study in order to know the status of co-curricular activities, perceptions of students and problems faced by teachers.

1.10 Statement of the problem

A case study of the status of Co-curricular activities in higher education.

1.11 Research Questions

1. Which are the activities conducted in higher education as part of CCA?
2. To what extent these activities are achieving the curricular objectives?

1.12 Objectives of the study

1. To study the status of co-curricular activities in higher education.
2. To study the role of teachers in conducting different activities in higher education.
3. To understand the problems in conducting the co-curricular activities.
4. To study the reaction of students regarding usefulness of CCA.

1.13 Explanation of the term

1. **Status –** For the proposed study the term status used to identify the different co-curricular activities conducted in higher education.
2. **Co- Curricular Activities (CCA)** – For the proposed study co-curricular activities comprised of all the activities that are being conducted in higher education departments related to their curriculum. e.g. Exhibition, seminar, field work, debates.
3. **Higher Education**- Higher education includes different academic departments of a university.

1.14 Delimitation of the study

The present study is delimited to the Faculty of Family and Community Sciences, Social Work and Faculty of Technology and Engineering of The Maharaja Sayajirao University of Baroda, Vadodara. Basing on the feasibility one faculty will be selected for the collection of data.

CHAPTER - II

REVIEW OF RELATED LITERATURE

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REVIEW OF RELATED LITERATURE

2.0 Introduction

This section deals with the reviews of the related studies. An investigator should be aware of the researches done in the same field and the fields related to her study. This helps in achieving a clear outlook and a deeper insight into the research work in a specific area. It also helps to identify the gaps in research by revealing the status of the study and the number of work done in that particular field. Here investigator has reviewed related literature for the purpose of the present study and an attempt has been made to present briefly the studies conducted on co-curricular activities.

2.1 Studies conducted in India

Kumar, G. N (2012) studied "The influence of parental factors in perceiving the psychological values of co-curricular activities and in improving their personality traits". The sample of the study comprised 1000 higher secondary school students. The results obtained were (1) The education and the status of the parents is not a significant factor for the perception of psychological values of co-curricular activities. (2) The selected personality traits like Self-esteem, Independence and Self-disclosure were not influenced by the status of their parents. (3) Students who participate in the co-curriculum activities have shown a significant positive correlation with the four personality dimensions which includes self-esteem, independence, self-acceptance and self disclosure.

Mann (2013) studied "The Attitude of students towards co-curricular activities: A comparative study between government and private schools." The study included two types of responses of students – (1) Importance of Co-curricular Activities (2) Participation in Co-curricular Activities. The sample of the study comprised 40 students from 4 co- educational schools which included two government and two private schools. 10 students were selected from each school randomly. The findings of the study were: 1) Students of private schools (90%) and government schools (85%) agreed that co-curricular activities are important for all round development. 2) They revealed that participation in co-curricular activities does not affect their studies in negative manner. On the contrary, they help in distressing them and

make their school experience joyful. (3) Almost all students in both type of schools revealed that their teachers encourage them to participate in different co-curricular activities.

Dhanmeher (2014) submitted a dissertation on "Impact of Co-curricular activities on the Non-Academic Development of Junior College Students". The objectives were (1) To study the different aspects of Co Curricular Activities and Non Academic Development. (2) To study the impact of Co Curricular Activities on the Non Academic Development of Students. (Non Academic Development includes Adaption, Self Confidence, Honesty, Sympathetic Attitude, Social Obligation, Sense of Responsibility, Time Management and Leadership Qualities). Sample was 500 Junior College Students out of which 416 Junior College Students data was valid and reliable for the Study. The findings of the study were: (1)There is a positive attitude of Students towards Co Curricular Activities as it reduces Drop outs and absentees in Junior Colleges.(2) Co Curricular Activities help Students to channelize their hidden potential and make them to improve in socialization which result into good future citizen of the country.(3) Co Curricular Activities enrich different domains in Students like social, academic, intellectual, cultural, democratic, civic and aesthetic.(4) Co Curricular Activities support Students practically as well as professionally to built their better future career plan related with Co Curricular Activities interest.

Gill (2015) presented paper on "A Study of Co-Curricular Activities in Relation to Adjustment among Adolescents." The major objectives of study were: (1) To understand the adjustment levels of school going students (2) To find the Co-curricular activities performed by school students on the basis of gender and locality. The study was conducted on 200 students of school of Ludhiana district. Out of the selected students 100 were rural and 100 were urban. Out of 100 rural students, 50 were male and 50 were female. Similarly, out of 100 urban students, 50 were male and 50 female. The finding suggested that both male and female students were equally participated in co-curricular activities. Rural students show higher level of adjustment than urban students. Female students are more adjusted than male students. Male as well as female students with high level of co-curricular activities are more adjusted than students with low co-curricular activities.

Das (2016) conducted a study entitled "Role of co-curricular activities in bringing all-round development to the students of High school stage". The major objectives were: (1) To investigate whether the Co-curricular activities are organized in the High School or not. (2)

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To investigate about the types of Co-curricular activities organized (3) To study about the role of Co-curricular activities in bringing all-round development to the students. The investigator has taken four private and four Government High Schools from the Guwahati city and the teachers and students of those High School have selected as samples. From each school, four teachers and thirty students have selected as samples for collecting the required data. The finding of the study were: (1) Co-curricular Activities plays a great role in bringing All-round development among the students (2) These activities guide the students how to organize and present an activity, how to co-operate and co-ordinate in different situations, thus helps in leadership qualities. (3) It also helps to make the students perfect in decision-making and provide motivation for learning.

Singh (2017) presented paper on "A comparative study on perception of students towards co-curricular activities organized by schools of North Delhi: a critical study". The major objectives of study were: to find perception of students towards co-curricular activities organized in government and private schools. The investigator has taken 40 students from 4 co-educational schools two Government and two Private schools of North Delhi. 10 students were selected from each school randomly. The findings were (1) Majority of students in both type of school agree that co-curricular activity develop positive attitude and confidence in the student. (2) About 80% students of government school and 90% students of private school mentioned that these activities are important for value inculcation. (3) Almost all the students of private school (95%) and of government school (80%) agreed that co-curricular activities are important for all round development. (4) Students of private schools are more in favour of the statement that co-curricular activities are a prestige symbol for schools and these activities give more recognition to the students who participate as compared to government schools. (5) Majority of the students of government and private school revealed that participation in co-curricular activities does not affect their studies in negative manner; on the contrary they help in distressing them and make their school experience joyful. (6) As per students of government school their participation in co-curricular activities is more for enjoyment and monotonous study schedule. On the other hand students of private school stated that they participate in these activities for recognition, teacher's attention, learning, and schools prestige besides the factor of enjoyment and fun.

2.2 Studies conducted in Abroad

Crider (1977) studied, "The status of extracurricular activities in the Secondary School: Focus on their management in the Public High Schools of the Southern Association of colleges and schools". The purpose of the study was to reveal practices which school administrators may follow to improve the management of extra-curricular activities in the schools which they administer. The sample for the study was 800 schools. The findings of the study were: (1) Extra-curricular activities were accepted and important part of the schools. (2) The administrators reported that activities program adequately met student's needs (3) In most schools the principal was the chief administrator of the activities program. (4) For management of extracurricular activities centralized accounting procedures were used in the schools.

Gibbons (2006) examined "The link between involvement in extracurricular activities and academic success". The samples for the study were 504 youth in grades 5 and 7. The results indicated that students in grades 5 and 7 were involved in club and sport activities both inside and outside of school have good academic achievement. Moreover, too much or too little involvement in out-of- school activities is related negatively to a student's academic success; however, a moderate amount of involvement appears to be positive.

Chan, L. N. (2011) studied, "Can Co-curricular Activities Enhance the Learning Effectiveness of Students?" An application to the sub-degree students in Hong Kong. The purposes of this study were to examine whether participation in co-curricular activities could (1) enhance student learning effectiveness, and (2) have positive effects on the academic performance of students. A total of 575 students from the Associate Degree Foundation Program and the Associate Degree Program participated in this study. The finding of the study was (1) participation in co-curricular activities could not enhance student learning effectiveness. (2) There was no positive effect of participation in co-curricular activities on student academic performance. The study also suggested that many students did not think to participate in co-curricular activities because they were too preoccupied to achieve good academic results in the first 2-3 terms of study.

Marais (2011) studied, "The Significance of Student Teachers' Involvement in Co-Curricular Activities". The aims of the research under review were to determine student

teachers' perceptions of (1) the value of co-curricular activities for learners (2) the value of student teachers' participation in co-curricular activities for their own professional development. The sample of the study was 51 participants. The finding of the study was (1) It improves the learner's self-esteem and self confident. (2) It teaches perseverance and helps them to find their own strengths. (3) As student teachers work collaboratively it follows that co-curricular activities are naturally conducive to applying social constructivist principles to transfer knowledge into teaching and learning activities during and after specific activities, especially as the activities are performed by groups to achieve well-defined goals.(4) Being involved in co-curricular activities provides challenges to engage with learners apart from the academic curriculum, to know and understand them outside the formal teaching situation and to focus on their co-curricular abilities and talents.

Nicoli, G. T. (2011) examined "The impact of co-curricular involvement on college students' need for cognition". The research questions were (1) what are the effects of co-curricular involvement on students' need for cognition? (2) Does the effect of co-curricular involvement on need for cognition differ based on the amount of involvement? (3) Are the effects of co-curricular involvements on students' need for cognition the same for all students or do they differ by student's sex, race, and type of institution they attend? The institutional sample included three research universities, three regional (non-doctoral granting), and 11 liberal arts colleges from 60 institutions. The findings were (1) the need for cognition, co-curricular involvement is not statistically significant. (2) Co-curricular involvement, no matter what the amount, does not have a statistically reliable effect on the change in the need for cognition. (3) The conditional effect of statistical significance was based on race and not based on sex or institutional type. For non-white students, co-curricular involvement had a small significant and positive net effect on the need for cognition. For white students, co-curricular involvement had no effect on the need for cognition

Abrea (2015) studied "Status of Co-Curricular and Extra Class Activities of Student Organizations from Selected Tertiary Institutions in the Philippines." The main objectives of this study are to describe the features of the recognized students' organization and to assess its co-curricular and extra class activities in selected teacher education institution. It also aimed to determine the contribution of these activities to student development and to find out the strengths and weaknesses of these activities. Lastly, it aimed to propose a management guide for co-curricular and extra class activities for selected tertiary institutions. Respondents

of the study were 16 administrators, 96 faculty members and 494 student officers from nine selected colleges in the province. The findings were: (1) There was extensive participation of students in co-curricular and extra class activities. (2) The student activities greatly contribute to the development of the college students. (3) There were strengths and weaknesses observed by the respondents on student activities undertaken by student organizations. (4) The proposed management guide includes specific suggested activities intended for administrator, faculty advisers and student leaders to enhance the effectiveness of recognized student organizations.

Ghazanfar, S. (2015) studied, "Benefits of co-curricular activities: a study at PMAS Arid Agriculture University, Rawalpindi. The purpose of this study was to find out benefits of co-curricular activities. Sample of 50 students of different department were selected through convenient sampling. The finding of the study were (1) 52% respondents agree, 46% respondents strongly agreed and only 2% disagree that the seminar, conferences and drama competitions helps in academics. (2) 46% people disagreed that co-curricular activities negatively affect attendance and annual results, 22% agreed this view, 22% strongly disagree, only 10% strongly agree. (3) 56% of respondents strongly agree that participation in co-curricular activities like physical activities are beneficial for health of the students. 36% agree, 6% disagree and only 2% strongly disagreed. (4) 58% respondents agree that students learn to socialize and interact through these activities, 36% strongly agree, only 4% disagreed and only 2% strongly disagreed. (5) 56% respondents agree that Co-curricular activities develop a sense of competitive spirit, co-operation, punctuality, and team-spirit as well as to provide a backdrop for the development of their creative talents.32% strongly agree; only 8% disagree the statement.

Yusof, N. (2017) studied "Teachers' Attitudes towards the use of Extracurricular Activities in Enhancing Students' Speaking Skills". The purpose of the study was (1) to see general attitudes of teachers towards the use of extra-curricular activities for improving students' speaking skills (2) Does teachers' workload have a negative effect on their actual practice of extra- curricular activities for enhancing speaking skills of high school students? Data for the study were collected from questionnaires distributed to 40 high school teachers and semi-structured interviews with three of them. The findings of the study were (1) the majority of the participants (97.9%) have got positive attitudes towards the use of extra- curricular activities for improving pupils' communicative skills. (2) The majority of the participants

(97.5%) think that extracurricular activities can help to improve pupils' communicative skills. (3) Most of the participants (97.5%) have got workload that hinders them from preparing for more extracurricular activities.

Chaudhry (2018) studied "Relationship between Co-curricular Activities and Exam Performance: Mediating Role of Attendance". The main objectives of this study were to examine the role of co-curricular activities and exam performance of students at different levels of class attendance in Pakistan. Secondary data (co-curricular participation data, attendance of 10th class and grades in 10th class board exams) of 636 students through multistage purposive sampling was collected from thirty high schools of Lahore. The findings of the study showed that (1) co-curricular activities have positive impact on student's exam performance. (2) Participation in co-curricular activities improves class attendance of students which then play an important role in achieving high grades in exams. (3) Students who were involved in co-curricular or non-class room activities had better grades or exam performance from those students who were not part of these activities. (4) Female students had higher average exam grades then male students.

Farman, Z (2018) studied "Co-Curricular activities and its impact on the academic performance of students at university level". The objectives of the study were (1) to find out the participation of male and female students in Co-Curricular activities. (2) to find out the impact of co-curricular activities on the student's academic performance. 320 students (160 male and 160 female) from twelve departments of University of Haripur, Pakistan were taken as sample of the study. It was concluded that (1) students who participated in co-curricular activities either in sports or literary activities have high academic performance and high Grade Point Average (GPA) as compared to those who did not participate. (2) Girls did not participate in the sports as compared to boys due to lack of facilities and encouragement for female participation in sports.

2.3 Implications of the studies

The investigator found that there were many studies conducted in the area of co-curricular activities in the school set up. Majority of the studies indicated that co-curricular activities are important for all round development of students. It makes their school experience joyful **(Mann, 2013)**.Students have positive attitude towards such activities and they channelize

their hidden potential. Co-curricular activities enrich different domains of students like social, academic, intellectual, cultural, democratic, civic and aesthetic. Students can build their future career by knowing their interest and abilities through participating in activities **(Dhanmeher, 2014)**. The rural school students are more adjustable compared to urban school students **(Gill, 2015)**. It helps student teachers to apply social constructivist approaches to transfer knowledge into teaching and learning activities **(Marais, 2011)**. Many students did not think to participate in co-curricular activities because they were too preoccupied to achieve good academic results in the first 2-3 terms of study **(Leung, Ng, Chan, 2011)**. The need for cognition, co-curricular involvement is not statistically significant **(Nicoli, G. T. 2011)**. 97.5% participants think that extracurricular activities can help to improve pupils' communicative skills **(Yusof, N. 2017)**. Girls did not participate in the sports as compared to boys due to lack of facilities and encouragement for female participation in sports **(Farman, Z 2018)**

Thus from the review of related literature it is evident that students get benefited by participating in co-curricular activities. But co-curricular activities are found to be restricted to school education only. Not many studies are done about status of co-curricular activities in higher education. While reviews from abroad show that CCA is also an important aspect of teaching learning at tertiary education. So the investigator proposes to study status of CCA at higher education in order to know the different types of activities in various disciplines in higher education.

CHAPTER – III

PLAN AND PROCEDURE

CHAPTER III

PLAN AND PROCEDURE

3.0 Introduction

This chapter presents the plan and procedure adopted by the investigator to realize the objectives of the present study. It refers to the methodology one adopts while conducting a research study. The present study is a status survey. The present chapter includes sample, design of the study, tools and techniques used for data collection, procedure of data collection and the procedure of data analysis.

3.1 Research Methodology

Methodology is one of the most important aspects in any research work. It gives one an idea about how the study would be conducted. The methodology of any research work needs proper attention and care for its planning and execution. If inappropriate methodology is used, or if appropriate methodology is used poorly, the results of the study could be misleading. Thus, it is essential to have a rigorous methodology to improve the quality and authenticity of and research study. The present study followed descriptive research methodology. A Case study of **The Faculty of Family and Community Sciences** is done. It included research design, sampling, tool used, data collection and data analysis.

3.1.1 Research Design

The study is descriptive in nature. Investigator distributed questionnaire to teachers and used reaction scale for students to collect data. The design of the present study can be presented as follows.

3.1.2 Tools of data collection

Tools are very important for collecting data in any research work. In this study, questionnaire and reaction scale have used as data gathering tools. The Questionnaire used for the teachers and Reaction Scale for the students.

1. Questionnaire: To achieve the objectives 1, 2 and 3, questionnaire distributed to concerned teachers of the faculty. The questionnaire included Name of the Teacher, Designation, and Department, name of the activities, time and duration of the

activities, role of the teachers, financial requirements, planning and organising of the activities and problem faced by teachers in conducting CCAs.

2. Reaction Scale: To understand the perception of students about different CCAs conducted in the various departments of the Faculty, the reaction scale was prepared based on following points Name of the Students, Department, Course name, gender and contained 25 statements to know their reaction for CCAs.

3.1.3 Data Collection

For the purpose of collecting data for the present study, the investigator personally visited The Faculty of Family and Community Sciences. In each day the investigator personally approached the Head of the department along with permission letter duly endorsed by University authority and explaining the purpose of the study. After getting permission, the investigator administered the tool and collected the data.

The entire survey was conducted in two phases, the details are given below.

Phase I: Questionnaire for the concerned teachers

At the time of administration of the tool, the investigator at the outset had oriented the teachers about the purpose of the study and procedure for answering it. In the 1st phase the investigator met the concerned teachers of respective departments and distributed questionnaire for data collection. As per the time given by the teachers, the investigator collected questionnaire from them.

Phase II: Reaction Scale for students

After collecting questionnaire from all the concerned teachers of the faculty the next phase was reaction scale for students. The students were asked to put **(√)** on the category they believed (**Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree**) in the space provided along with each item in the reaction scale. The present study covers all five departments of the faculty.

The Head of the Departments, concerned teachers and students of all the departments extended their full support and cooperation during data collection for the present study. The students were found very cooperative

3.1.4 Data Analysis

Data collected using questionnaire was content analyzed and their findings were presented in the Chapter 4. The reaction scale was analyzed by calculating percentage of reaction for each statement.

CHAPTER - IV

INTERPRETATION OF DATA

CHAPTER IV

INTERPRETATION OF DATA

4.0 Introduction

The present chapter deals with the analysis and interpretation of collected data. Any raw data have very less meaning unless and until it is simplified. It needs to be analyzed first and then interpreted. For this identification of appropriate analysis techniques is extremely important. An analysis helps the data to be reduced to understandable and interpretable form. Its basic purpose is to summarize the completed observations in such a manner that they yield answers to the research problems and the purpose of interpretation was to search for broader meaning of these answers. Thus, data analysis and interpretation becomes an important aspect of the research.

The data analysis for the present study is done qualitatively with the help of content analysis and quantitatively with the help of percentage as statistical techniques which comes under Descriptive statistics. The present chapter is concerned with the analysis and interpretations of data collected through questionnaire and reaction scale.

4.1 Objective wise Data Analysis and Interpretation

The investigator collected information through questionnaire. Questionnaire was distributed to concerned teachers to know the status of CCAs in The Faculty of Family and Community Sciences.

4.2 Objective 1: To study the status of co-curricular activities in higher education

The first objective of the present study analysed through content analysis. To study the status of CCAs in The Faculty of Family and Community Sciences, the investigator distributed open-ended questionnaire to the teachers of each departments of the faculty in order to know the name of different activities, its time and duration, in which year and at which level of the course the CCAs are conducting. Various findings related to objective 1 are as follows.

4.2.1 Clothing and Textiles: The department offers two specialisations (Fashion Design & Clothing and Textiles) at Bachelor Level and one specialisation (Clothing and Textiles) at Master Level. The department are conducting CCAs at Bachelor Level in 3rd year and at Master Level in 1st year in all specialization. The list of activities is as below.

Table 1 Name of Co-curricular Activities in Department of
Clothing and Textiles

No.	Name of activities	Duration of activity in (days/ weeks/ months)	Time of activity	At Bachelor/Master Level
1.	Fashion Show	1 day	After college hour	3rd year (Bachelor)
2.	Educational Tour	2-3 days	Whole day	3rd year (Bachelor)
3.	Hastkari and Kalakriti (Sale of products made by the students)	1 day	During college hour	1st year (Master)
4.	Field work	6 hours/week	During college hours	1st year (Master)
5.	Internship	21 days	After college hour	1st year (Master)
6.	Exhibitions cum sale	2 days/semester	During college hour	3rd year (Bachelor)
7.	Seminars	1 day/week	During college hour	1st year (Master)

According to the table there are 07 activities planned during and after college hours with 1 to 21 days duration. The topics are covering various aspects of the programme at Bachelor and Master Level. All activities were planned as an outcome of the curriculum by subject teachers as well Head of the Department. The activities were organised by the both students and the teachers. The financial requirements were fulfilled through department's fund, department alumni and sometimes students got the sponsorship for some events. All the activities were graded.

4.2.2 Extension and Communication: The department offers one specialisation (Extension and Communication) at Bachelor Level and at Master Level. The department are conducting CCAs at Bachelor Level in 3rd year and at Master Level in 1st year in all specialization. The list of activities is as below.

Table 2 Name of Co-curricular Activities in Department of Extension and Communication

No.	Name of activities	Duration of activity in (days/ weeks/ months)	Time of activity	At Bachelor/Master Level
1.	Product Exhibitions	1 day	During college hours	3rd year (Bachelor Level)
2.	Showcase of Urban outreach activities	1 day	During college hours	3rd year (Bachelor Level)
3.	Talent showcasing event	1 day	During college hours	3rd year (Bachelor Level)
4.	Entrepreneurship	1 day	During college hours	3rd year (Bachelor Level)
5.	Educational Tour	2 days	During college hours	1st year (Master Level)
6.	Conference	1-3 days	During college hours	1st year (Master Level)
7.	Seminar	1-3 days	During college hours	1st year (Master Level)
8.	Workshop	1-3 days	During college hours	1st year (Master Level)
9.	Exhibitions	1 day	During college hours	1st year (Master Level)
10.	Career guidance & Counselling	10 days	During college hours	1st year (Master Level)
11.	Educational Trip	2 days	During college hours	1st year (Master Level)
12.	Internship	10 days	During college hours	1st year (Master Level)

According to the table there are 12 activities planned during college hours with 1 to 10 days duration. The topics are covering various aspects of the programme at Bachelor and Master Level. All the activities were conducted and planned in the department under the supervision of respective subject teachers. All the teachers shared the responsibility with student's support and sometimes experts were also called for delivering information. The financial requirements were fulfilled with stakeholders; sometimes department provides funds and sometimes self finance. It was depend on the activities conducted. Some of the activity like Exhibition was graded.

4.2.3 Family and Community Resource Management: The department offers two specialisation (Hospitality Management and Interior Design) at Bachelor Level and two specialisations (Family Economics & Resource Management and Interior Design) at Master Level. The department are conducting CCAs at Bachelor Level in 3rd year and at Master Level in 1st year in all specialisations. The list of activities is as below.

Table 3 Name of Co-curricular Activities in Department of
Family and Community Resource Management

No.	Name of activities	Duration of activity in (days/ weeks/ months)	Time of activity	At Bachelor/Master Level
1.	Market Survey	3-5 days	During college hours	3rd year (Bachelor Level) 1st year (Master Level)
2.	Visit to sites	1 day	During college hours	3rd year (Bachelor Level) 1st year (Master Level)
3.	Education Trips	1 day	Whole day	3rd year (Bachelor Level) 1st year (Master Level)

4.	Field Visits	1 day	During college hours	3rd year (Bachelor Level) 1st year (Master Level)
5.	Open House	1 day	During college hours	3rd year (Bachelor Level) 1st year (Master Level)
6.	Exhibitions	1 day	During college hours	3rd year (Bachelor Level) 1st year (Master Level)
7.	Quiz competition	1 day	During college hours	3rd year (Bachelor Level) 1st year (Master Level)
8.	Internship	30 days	During college hours	3rd year (Bachelor Level) 1st year (Master Level)
9.	Pot making & Bottle Decorating	1 day	During college hours	1st year (Master Level)

According to the table there are 09 activities planned during and after college hours with 1 to 30 days duration. The topics are covering various aspects of the programme at Bachelor and Master Level. Activities were planned in the initial days of the semester & executed on the particular days allotted in time-table. Concern teachers took approval from Head of Department, then taken consent from teachers, students and made plan. All concern teachers took responsibilities and duties were assigned to teachers and students for all activities. The department got 'Extension Grant' which was utilised for the expenditure. So the bills of the expenditure were submitted to department accountant. Sometimes department and students bare the expenses. All the activities were graded.

4.2.4 Food and Nutrition: The department offers four specializations (Foods and Nutrition, Dietetics, Public Health Nutrition, and Food Service and Quality Control) at Bachelor Level and two specializations (Dietetics and Public Health Nutrition) at Master Level. The departments are conducting CCAs at Bachelors Level in 3rd year and at Master Level in 1st year in all specialization. The list of activities is as below.

Table 4 Name of Co-curricular Activities in Department of
Food and Nutrition

No.	Name of activities	Duration of activity in (days/ weeks/ months)	Time of activity	At Bachelor/Master Level
1.	World Breast feeding week	7 days	During & after college hours	3rd year (Bachelor Level) 1st year (Master Level)
2.	National Nutrition week	7 days	During & after college hours	3rd year (Bachelor Level) 1st year (Master Level)
3.	World Food day	1 day	During & after college hours	3rd year (Bachelor Level) 1st year (Master Level)
4.	National dietetics day	1 day	During & after college hours	3rd year (Bachelor Level) 1st year (Master Level)

5.	Workshop	1-3 days	During college hours	3rd year (Bachelor Level) 1st year (Master Level)
6.	Open House	1 day	During college hours	3rd year (Bachelor Level) 1st year (Master Level)
7.	Field Visits	1-2 days	During college hours	3rd year (Bachelor) 1st year (Master)

According to the table there are 7 activities planned during college hours with 1 to 7 days duration. The topics are covering various aspects of the programme at Bachelor and Master Level. All the activities and duties were fixed. Programme planned at Department Level and work distributed among teaching faculty & students. Senior teachers plan, junior teachers supervise and students execute. Responsibility shared by respective teachers and dean of students. Department gets special grants from UGC, which were utilised for such activities. Moreover sponsorship and from Alumni association and other affiliated organisations provided funds. Some of the activities were graded.

4.2.5 Human Development and Family Studies: The department offers one specialization (Human Development and Family Studies) at Bachelor Level and two specializations (Child Development & Education for Sustainable Development and Life Span Development) at Master Level. The departments are conducting CCAs at Bachelors Level in 2nd & 3rd year and at Master Level in 1st year in all specialization. The list of activities is as below.

Table 5 Name of Co-curricular Activities in Department of
Human Development and Family Studies

No.	Name of activities	Duration of activity in (days/ weeks/ months)	Time of activity	At Bachelor/Master Level
1.	Field work	2 days per week	During college hours	2nd year (Bachelor Level) 1st year (Master Level)
2.	Workshop for Community and Children's Right	3 days per week	During college hours	3rd year (Bachelor Level) 1st year (Master Level)
3.	Events	1 day	During college hours	1st year (Master Level)
4.	Orientation	2 days	During college hours	2nd year (Bachelor Level)
5.	Debate	1 day	During College hours	1st year (Master Level)
6.	Awareness Programme	1 day	During college hours	3rd year (Bachelor Level)
7.	Exhibition	1 day	During college hours	3rd year (Bachelor Level)
8.	Internship	15 days	During college hours	1st year (Master Level)

According to the table there are 08 activities planned during college hours with 1 to 15 days duration. The topics are covering various aspects of the programme at Bachelor and Master Level. Activities were planned, organised and implemented under the supervision and guidance of fieldwork teacher. Some activities were supported by students itself where they need to incur expenses of materials and some part of expenditure was supported by department. All the activities were graded.

4.3 Objective 2: To study the role of teachers in conducting different activities in higher education.

The second objective of the present study analysed through content analysis. To study the role of teachers in conducting different activities in The Faculty of Family and Community Sciences, the investigator distributed open-ended questionnaire to the teachers of each departments of the faculty in order to know their roles.

- In the department of Clothing and Textiles, various activities were planned by the teachers and the head of the department. So they were playing the role of planner. After planning, the activities were organised by both teachers and the students. During organisation of the activity, teachers also guide the students, motivate them to participate and instruct them for the smooth functioning of the activities.

- In the department of Extension and Communication, the subject teachers played the role of supervisor. The teachers also shared responsibilities along with students for organising such activities.

- Teachers of Family and Community Resource Management department performed the role of planner, organiser, advisor and implementer. Activities were planned in the initial days of the semester & executed on the particular days allotted in time-table. Concern teachers took approval from Head of Department, then taken consent from teachers, students and made plan. All concern teachers took responsibilities and duties were assigned to teachers and students for all activities.

- In the department of Food and Nutrition, all the activities and duties were fixed. Senior teachers of the department planned the activities and junior teachers supervised the activities which conducted by students. So, the responsibility shared by teachers and students.

- In department of Human Development and Family Studies, the field teachers planned, organised and implemented the activities. Under the supervision and guidance of fieldwork teacher, students conducted all activities.

In the Faculty of Family and Community Sciences, Teachers were playing role of Guide, Instructor, Facilitator, Motivator, Planner, Organiser and Implementer.

4.4 Objective 3: To understand the problems in conducting the co-curricular activities

The third objective of the present study analysed through content analysis. The investigator collected information through questionnaire. The main problem faced by teachers was as follows.

- Finance was the major problem faced by teachers because getting sponsorship to plan event on a bigger platform was a real problem. Sometimes students bared the expenses.

- The problem faced by teachers were time constrain. They have to managed activities as well as classes, so it was little difficult to manage both the things together. Sometimes extra time and efforts needs to be devoted. However time frame of University's work schedule and NGO's schedule did not match. So to arrange activities during college hours was the major problem faced by teachers.

- Another problem faced by teachers was less availability of resources like proper place, equipment and manpower to organise activities and events.

- The dedication and commitment of each student was less. Some group of students were more active and work enthusiastically while other students contributed very little. Moreover, students took it as casual and did not take it as a part of academic work.

- It required time for students to develop interest in the new subject. Their inner creative thoughts come out gradually. In such a case involving students in activities were became challenging.

- Due to the more distance of field place, students lost their interest in the activities. They unwillingly participated in the activities which was one of the problems faced by teachers.

- To implement any programme and activities, permission was required. In such a situation permission from head of the department, parents for outside activities and partnering agencies NGO was another problem faced by teachers.

- Moreover good space, mismanagement and absenteeism of the students created problems in conducting CCAs in the faculty.

- The teachers found lack of co-ordination among students and committee and sometimes students were not very active so the teacher had to bear the extra load while planning & implementing such activities.

- The main concern for the teachers was safety for girl students. So providing safe environment to students in any CCAs outside the college was major problem for the teachers.

- The teachers of Human Development and Family Studies Department mostly faced no hurdles and challenges in conducting CCAs. According to them students were highly motivated to do any activities. They managed all events and activities with full of enthusiasm. Teacher also got help from their colleague and students for conducting any activities.

4.5 Objective 4: To study the reaction of students regarding usefulness of CCA

The fourth objective of the present study analysed through percentage analysis. To study the reaction of students, the investigator prepared reaction scale for students. The students were asked to put (√) on the category they believed (Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree) in the space provided along with each item in the reaction scale.

- 47% of students strongly agreed and 48% of students agreed that CCA is an important component in higher education. 5% students stand neutral.

- 29%   students strongly agreed and 51% students agreed that CCA based activities enhanced their content comprehension. However, 20% of students stand neutral.

- 47% students strongly agreed and 47% students agreed that CCA has scope of enhancing their social skills. However 5% students stand neutral and 1% disagreed.

- 13% students strongly agreed and 31% students agreed that CCA requires more time and effect their exam preparation. However 17% disagreed and 39% stand neutral.

- 24% students strongly agreed and 50% students agreed that CCA has improved their language skills. 20% stands neutral and 6% disagreed on this statement.

- 30% students strongly agreed and 45% students agreed that CCA has improved leadership qualities in them while 23% stands neutral and 2% students disagreed on this statement.

- 28% students strongly agreed and 55% students agreed that CCA has enhanced their group coordination. While 15% stands neutral and 2% disagreed.

- 25% students strongly agreed and 45% students agreed that some students may not participate actively in the group and 27% stands neutral and 3% students disagreed.

- 43% students strongly agreed that CCA gives them opportunity to get exposure to new concepts and practical experience while 38% students agreed, 6% disagreed and 13% students stand neutral.

- 28% students strongly agreed and 51% students agreed that CCA has enhanced their organizational skills. 19% stands neutral and 2% students disagreed.

- 27% students strongly agreed and 61% students agreed that CCA has contributed in their confidence building. 12 % stands neutral.

- Only 18 % students strongly agreed and 51% students agreed that CCA provides scope for employment in future. While 29% stands neutral and 2% students strongly disagreed on this statement.

- 21% students strongly agreed that CCA breaks the monotony of formal teaching while 41% students agreed, 26% stands neutral and 12% students disagreed.

- 23% students strongly agreed that lack of resources and funds reduces interest of the students to participate in CCA, 44% students agreed, 7% disagreed, 2% strongly disagreed and 24% stands neutral.

- 19% students strongly agreed and 67% students agreed that CCA has created a positive impact in students learning. However 13% stands neutral and 1% disagreed.

- 21% students strongly agreed and 58% students agreed that CCA motivates them to participate in all activities. 19% stands neutral and 2% disagreed.

- 17% students strongly agreed and 24% students agreed that students take part in the CCA because it is graded. However, 39% stands neutral, 17% disagreed and 3% strongly agreed.

- Only 9 % students strongly agreed, 27% students agreed, 19% students disagree and 1% students strongly disagreed that CCA helps in reducing dropout rates and absenteeism among students while 44 % students stands neutral.

- 19 % students strongly agreed and 48% students agreed that teachers always guide and motivate students to participate in CCA. 24% stands neutral, 8% disagreed and 1% strongly disagreed.

- 15% students strongly agreed and 34% students agreed that students do not take active participation in CCA because all activities are not graded. However, 34% stands for neutral, 15% disagreed and 2% strongly disagreed.

- 27% students strongly agreed and 55% students agreed that inner creative thoughts of the students come out gradually through CCA while 17% stands neutral and 1% students disagreed.

- 17% students strongly agreed and 41% students agreed that students consider CCA as fun and enjoyment all the time. However, 33% stands neutral and 9% students disagreed on this statement.

- Only 9% students strongly agreed that CCA involve additional financial burden for them while 25% students agreed, 45% stands neutral, 19% students disagreed and 2% students strongly disagreed on this statement.

- 8% students strongly agreed and 35% students agreed that it is difficult to maintain coordination and cooperation among students during the activity. 42% stands neutral, 12% students disagreed and 3% students strongly disagreed.

- 38% students strongly agreed and 52% students agreed that every year different activity needs to be planned for CCA. However, 10 % stands neutral.

4.6 Interpretation of the findings

From the study it was found that each department of the faculty of family and community sciences organize different activities to support the curriculum requirement. The finding is going parallel with the finding of **Dhanmeher (2014).** The study undertaken by him on "Impact of Co-curricular activities on the Non-Academic Development of Junior College Students" has found that CCAs help students to channelize their hidden potential and make them to improve in socialization which result into good future citizen of the country. CCAs support students practically as well as professionally to built their better future career plan related with Co Curricular Activities interest. In the present study 47% students strongly agreed, 47% students agreed, 5% stands neutral and 1% students disagree that CCA has scope of enhancing their social skills. While 51% students agreed and only 18% students strongly agreed that CCA provides scope for employment in future, and 29% stands neutral.

The findings of the present study suggest that 48% students agreed that teachers always guide and motivate students to participate in CCA while 19% students strongly agreed, 24% stands neutral and 8% students disagree. However the study of **Mann (2013)** on "The Attitude of students towards co-curricular activities: A comparative study between government and private schools" found that almost all students in both type of schools revealed that their teachers encourage them to participate in different co-curricular activities. They revealed that participation in co-curricular activities does not affect their studies in negative manner. While in the present study, 13% students strongly agreed and 31% students agreed that CCA requires more time and effect their exam preparation and 17% disagreed and 39% stand neutral on this statement.

In the present study, teachers played the role of planner and organiser. They shared the responsibilities with the students. They motivate the students to participate in various activities conducted in the faculty. They also supervised the work done by students in order to implement any activities. This finding is going parallel with **Yusof , N. (2017)** on "Teachers' Attitudes towards the use of Extracurricular Activities in Enhancing Students' Speaking Skills". The study revealed that the majority of the participants (97.9%) have got positive attitudes towards the use of extra- curricular activities for improving pupils' communicative skills. However it also found that most of the participants (97.5%) have got workload that hinders them from preparing for more extracurricular activities.

The study of **Ghazanfar, S. (2015)** on "Benefits of co-curricular activities: a study at PMAS Arid Agriculture University, Rawalpindi suggest that 46% people disagreed that co-curricular activities negatively affect attendance and annual results, 22% agreed this view, 22% strongly disagree, only 10% strongly agree. While in the present study, Only 9 % students strongly agreed, 27% students agreed, 19% students disagree and 1% students strongly disagreed that CCA helps in reducing dropout rates and absenteeism among students while 44 % students stands neutral.

The present study revealed that 61% students agreed on the statement that CCA has contributed in their confidence building, while 27% students strongly agreed, 11% stands neutral and 1% student disagree. Moreover 51% students agreed, 28% students strongly agreed, 2% students disagree and 19% student stands neutral on the statement that CCA has enhanced their organizational skill. These findings supported the study conducted by **Marais (2011)** on The Significance of Student Teachers' Involvement in Co-Curricular Activities" The findings shown that CCA improves the learner's self-esteem and self confident. Being involved in co-curricular activities provides them outside the formal teaching situation and to focus on their co-curricular abilities and talents. While in the present study only 41% students agreed, 21% students strongly agreed and 26% students stand neutral on the statement that CCA breaks the monotony of formal teaching and 11% students disagreed and 1% students strongly disagree.

Majority of the students from the faculty of family and community sciences agreed that CCAs are useful for their professional growth during and after the studies. They help them to develop necessary skills, confidence and courage to deal with society which is the necessary capacity to gain employment through their programmes. The analysis and interpretation of data revealed that CCAs contribute significantly to the development of students at higher education also.

CHAPTER – V

SUMMARY, FINDINGS AND CONCLUSION

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5.0 Introduction

When we think about the word **education,** we often think of the formal education that happens in primary and secondary schools and in high schools and colleges. However, this is not the only form of education. There are many examples of non-formal education. These might include a variety of courses for different professions, training of new personnel, career development learning for existing personnel or more broadly, the education of the populations through public campaigns. Education is the interplay of intelligence and character. It is not restricted to homework and marks, classroom and lectures. It also builds one's personality and changes capabilities into abilities. Students of today need to find a balance between what they need and what they want in order to survive the demands of the 21st century.

Pt. Jawaharlal Nehru pointed out that education has mainly two aspects, the 'Cultural aspect' which makes a person grow and the 'Productive aspect' which makes a person do things, both being essential for an individual to live in the society.

According to **Gandhiji**, "True Education is all-round development of the students, best attained through action." Education through vocational training is the most important aspect of his philosophy of education.

The philosophy of **Pragmatism** "emphasizes the practical application of ideas by acting on them to actually test them in human experiences".

In order to achieve the aims of education, all great educationists from Plato (429-348), Aristotle (384-322), Martin Luther of Germany (1483- 1546), John Calvin of Switzerland (1509-1564), Richard Mulcaster of England (1531- 1611), Francis Bacon (1561-1626), 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. Such activities are known as Co-curricular Activities**.**

5.1 Co-curricular Activities (CCAs)

CCAs are those which are undertaken side by side with the curricular activities. A CCA essentially takes place outside a typical pen and pencil classroom experiences. It gives the students an opportunity to develop particular skills and exhibit their non-academic abilities. CCAs like participating in sports team, debates, student council, math clubs, chess clubs, talent shows, spelling bees, writing competitions, mock trials and school newspapers etc.

The definitions of co-curricular activities by leading modern educational thinkers and others are:

The term co-curricular refers to "activities, programs, and learning experiences that complement, in some way, what students are learning in school – i.e., experiences that are connected to or mirror the academic curriculum." (Stirling A, 2015)

Co-Curricular activities defined as: "The activities undertaken to strengthen the classroom learning as well as other activities both inside and outside the classroom to develop the personality of the child." (Chalageri R , 2018)

From above definition, it can be inferred that CCAs are the integral part of educational system. It helps to develop various facets of the personality development of the students. An opportunity to take part in various CCAs would enable the students to discover these hidden treasures. This develops skills of a student in different fields which will help to grow and enrich, in order to tackle the real-life challenges offered by the world.

5.2 Co-curricular Activities: A Historical Perspective

Scriptures of ancient India — Yoga Vashistha, Upanishads, Mahabharata, etc inform us that in the ancient Gurukuls and Ashrams of the Vedic Rishis and Gurus about 5-6 thousand years back, students were required to be actively involved in a large number of CCAs like cleaning and decorating the Gurukul or the Ashram, bringing wood for the Guru, serving the Guru, taking the cows to pastures, milking the cows, training animals, wrestling, archery, dying clothes, begging alms, making various articles from locally available materials, cooking, singing, playing, warfare activities etc.

Until the seventeenth century, in education institutions such as pathshalas, maktabas, madrasas, and temple schools and monastry schools, students were not only involved in religious, intellectual and vocational activities, but they were also involved in all kinds of CCAs like organizing ceremonies and festivals, helping the community in fairs, social, cultural and economic activities, and in all kinds of arts, crafts, music, dance and other creative and re-creative activities including use of sword, spears, horse riding, attending to animals etc. However, in independent India, gradually the focus on CCAs is not that much organized and focused on developing skills. It is more limited to school activities and almost neglected rather say unidentified aspect of higher education. Several committees and commissions on education have stressed on this neglected aspect time and again.

In the post-independence period, intellectuals of our country have examined from time to time the state of education at the school level. Valuable documents like the reports of the Secondary Education Commission (1952-53) and Education Commission (1964-66) and National Policy on Education (1986) have stressed for the need to make CCAs as part of the regular curriculum.

With regard to CCAs the Education Commission (1964-66) states "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 school should organize a variety of such program so that every child may be able to take up something suited to his/her tastes and interests."

The National Policy on Education (1986) stressed the importance of Art Education an integral part of CCAs up to the secondary stage as sensitization of the learners so that they may learn to respond to the beauty in line, colour, form, movement and knowledge and understanding of the cultural heritage. Health and Physical Education was visualized as vital part of education which emphasis on the total health of the learner and the community by promoting desirable attitudes, 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, social service, etc. The document emphasized the importance of CCAs for the all round development of the individuals.

5.3 Higher Education

According to a report by the University Grants Commission (UGC, 2003), titled Higher Education in India – Issues, Concerns and New Directions, the higher education system in India has grown in a remarkable way, particularly in the post-independence period, to become one of the largest systems of its kind in the world. Higher education deals with the tertiary level of education. Undergraduate colleges, Post-graduate College, Universities and Centres of advanced studies are coming under scope of higher education. It has special value in the emerging knowledge society. It contributes directly as well as indirectly to the wealth of a nation. One of the important aims of higher education is the training for leadership in professional and public life. It is the function of universities to train men and women for wise leadership.

Higher education can be tough. Maybe students are busy getting ahead, or maybe they are busy just trying to keep up. It is understandable that they need to focus on academics. But the truth is, if they are always working, they could be missing out on something equally as important. Here, co-curricular comes into the plays, as it facilitates the development of various domains of mind and personality such as intellectual, emotional, social and aesthetic development. CCAs fuel their learning by stimulating creative thought, improving their social and organizational skills, developing their interests and talent and offering them the chance to switch off and do something they really enjoy.

5.4 Importance of Co-curricular Activities in Higher Education

While talking about Higher Education the first thing that emerges in our mind is—a learning home for the students focusing mostly on academics related issues, but it is to be noted that only an academic learning might cause incomplete education. Focusing on regular core studies is important, but a student should get involved and participate in various activities to acquire more knowledge outside of texts. The Universities have to perform multiple roles, like creating new knowledge, acquiring new capabilities and producing an intelligent human resource pool through challenging teaching, research and extension activities so as to balance both the need and the demand.

Here, CCA comes into the plays, as it facilitates the development of various domains of mind and personality such as intellectual, emotional, social and aesthetic development. These activities are subjected to various amenities related to academic as well as non-academic. CCAs are the true and practical experiences received by students. To a greater extent, the theoretical knowledge gets strengthened when a relevant CCA is organized related to the content taught in the classroom. Co-curricular participation involves the most effective conditions for learning, by linking the students' experiences in the CCA to intended learning outcomes and balancing all four learning modes of experience, reflection, conceptualization and experimentation.

The most crucial entity a student ever needs is 'soft skills', it plays a vital role in the career of students as well as during college tenure. A soft skill includes writing, confidence building, anchoring, presentation, vocabulary, debating and other communication-related activities. Frankness and clarity in language and personality is supported by these activities. It also helps students in increasing their coordination skills, speech fluency and adjustment at both the school as well as college levels. It gives better fitness to students and inculcates a sense of sportsmanship, competitive spirit, leadership, meticulousness, cooperation and team spirit. The hidden motive behind all this is to develop self-confidence and to learn to trust the team.

Therefore, the participation in the CCAs help to provide the nation, skilled human power at all levels, having breadth of knowledge and confidence to effectively confront the social and economic realities. CCAs are more focused upon cognitive aspects thereby help in intellectual development. They are a prerequisite for social, physical and spiritual development. Competitiveness, excellence, quality achievements, creativeness and enthusiasm are few of the ethics of CCAs

5.5 Implication of the reviews for present study

The investigator found that there were many studies conducted in the area of co-curricular activities in the school set up. Majority of the studies indicated that co-curricular activities are important for all round development of students. It makes their school experience joyful (Mann, 2013).Students have positive attitude towards such activities and they channelize their hidden potential. Co-curricular activities enrich different domains of students like social, academic, intellectual, cultural, democratic, civic and aesthetic. Students can build their

future career by knowing their interest and abilities through participating in activities (Dhanmeher, 2014). The rural school students are more adjustable compared to urban school students (Gill, 2015). It helps student teachers to apply social constructivist approaches to transfer knowledge into teaching and learning activities (Marais, 2011). Many students did not think to participate in co-curricular activities because they were too preoccupied to achieve good academic results in the first 2-3 terms of study (Leung, Ng, Chan, 2011). The need for cognition, co-curricular involvement is not statistically significant (Nicoli, G. T. 2011). 97.5% participants think that extracurricular activities can help to improve pupils' communicative skills (Yusof, N. 2017). Girls did not participate in the sports as compared to boys due to lack of facilities and encouragement for female participation in sports (Farman, Z 2018)

Thus from the review of related literature it is evident that students get benefited by participating in co-curricular activities. But co-curricular activities are found to be restricted to school education only. Not many studies are done about status of co-curricular activities in higher education. While reviews from abroad show that CCA is also an important aspect of teaching learning at tertiary education. So the investigator proposes to study status of CCA at higher education in order to know the different types of activities in various disciplines in higher education.

5.6 Rationale of the Study

Co-curricular activity is an integral part of education. It develops social interaction and healthy recreation in the atmosphere of formal education. The concept of co-curricular activities genuinely strengthens the base of curriculum. These activities furnish many values among students.

When we talk about co-curricular activities, the first idea comes in mind is school set up. Students actively participate in such activities during their school life. The student teacher also prepared to conduct CCA in teacher training programme in order to organise such activities which help them in their professional career. They act as a planner, leader, director and an advisor to organise such activities. The idea of conducting CCA in other disciplines of higher education is not as demarcated as in education discipline. This may be due to the association of professionals with school education as future employment place. Here CCA is given importance as part of curriculum and is organized as a separate aspect of the teacher

training programme. Other disciplines organize these activities according to the need of the subject of study.

With the impact of scientific and technological innovation, global interdependence and demographic changes to our economy, employers need graduates who possess both content knowledge and willingness to engage in activities that continue their skill development. They are looking for employees who are competent with the job responsibilities and adaptable to the changing work environment.

Higher education institutions in abroad involve students in CCA organization in an active manner. In fact student's selection to the programme is based on their involvement in Extra and Co-curricular activities in schools. CCA forms an integral part of their curriculum. Students' skills in this area are used to canvas about university credentials on many platforms.

Such kind of atmosphere is new to Indian situations. But the upcoming privatization of higher education needs such kind of exposure to get familiar with study environment. Employment also needs skills along with knowledge to get gainful employment. Looking into the changing scenario, there is a dire need of channelizing CCA programmes of different subjects and disciplines at higher education level. To suggest any idea it is better to know the status of the CCA in higher education at present times.

So the investigator proposed the present study in order to know the status of co-curricular activities, perceptions of students and problems faced by teachers.

5.7 Statement of the Problem

A case study of the status of Co-curricular activities in higher education.

5.8 Objectives of the Study

1. To study the status of co-curricular activities in higher education.
2. To study the role of teachers in conducting different activities in higher education.
3. To understand the problems in conducting the co-curricular activities.
4. To study the reaction of students regarding usefulness of CCA.

5.9 Delimitations of the Study

The present study is delimited to the Faculty of Family and Community Sciences, Social Work and Faculty of Technology and Engineering of The Maharaja Sayajirao University of Baroda, Vadodara. Basing on the feasibility one faculty will be selected for the collection of data.

5.10 Explanation of the Terms

1. **Status –** For the proposed study the term status used to identify the different co-curricular activities conducted in higher education.

2. **Co- Curricular Activities (CCA) –** For the proposed study co-curricular activities comprised of all the activities that are being conducted in higher education departments related to their curriculum. e.g. Exhibition, seminar, field work, debates.

3. **Higher Education**- Higher education includes different academic departments of a university.

5.11 Methodology of the Present Study

Methodology is one of the most important aspects in any research work. It gives one an idea about how the study would be conducted. The methodology of any research work needs proper attention and care for its planning and execution. If inappropriate methodology is used, or if appropriate methodology is used poorly, the results of the study could be misleading. Thus, it is essential to have a rigorous methodology to improve the quality and authenticity of research study. The present study will follow descriptive research methodology. A Case study of **The Faculty of Family and Community Sciences** will be done. It includes research design, sampling, tool used, data collection and data analysis.

5.11.1 Design of the Study

The study is descriptive in nature. Investigator distributed questionnaire to teachers and used reaction scale for students for the present study. The design of the present study can be presented as follows.

5.11.2 Tools of the Study

Tools are very important for collecting data in any research work. In this study, Questionnaire and Reaction Scale had used as data gathering tools. The Questionnaire had used for the teachers and Reaction Scale for the students.

5.11.3 Data Collection

For the purpose of collecting data for the present study, the investigator personally gone to The Faculty of Family and Community Sciences. In each day the investigator personally approached the Head of the department along with permission letter duly endorsed by University authority and explaining the purpose of the study. After getting permission, the investigator administered the tool and collected the data.

The entire survey was conducted in two phases, the details are given below.

Phase I: Interview of the concerned teachers

At the time of administration of the tool, the investigator at the outset had oriented the teachers about the purpose of the study and procedure for answering it. In the 1st phase the investigator met the concerned teachers of respective departments and distributed questionnaire for data collection. As per the time given by the teachers, the investigator collected questionnaire from them.

Phase II: Reaction Scale for students

After collecting questionnaire from all the concerned teachers of the faculty the next phase was reaction scale for students. The students were asked to put **(√)** on the category they believed **(Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree)** in the space provided along with each item in the reaction scale. The present study covers all five departments of the faculty.

5.11.4 Data Analysis

Data collected using questionnaire was content analyzed and the reaction scale was analyzed by calculating percentage of reaction for each statement.

5.12 Major Findings of the Present Study

- The study revealed that The Faculty of Family and Community Sciences conducted various activities in all departments.

- The topics are covering various aspects of the programme at Bachelor and Master Level.

- The name of activities were Fashion show, Educational Tour, Workshop, Seminar, Internship, Field Work, Product Exhibitions, Talent showcasing event, Market Survey, Open House, Pot making & Bottle Decorating, World Breast feeding week, National Nutrition week, World Food day, National dietetics day, Orientation, Debate, Awareness Programme and Conference.

- All activities were conducted during and after college hours with 1 to 30 days. The activities were organised by the both students and the teachers.

- The financial requirements were fulfilled through department's fund, department alumni and sometimes students got the sponsorship for some events.

- Some activities were graded and some were not.

- Teachers were playing role of Guide, Instructor, Facilitator, Motivator, Planner, Organiser and Implementer.

- Teachers also guide the students, motivate them to participate and instruct them for the smooth functioning of the activities.

- However some of the problems faced by teachers in conducting various activities like finance, time constrain, less availability of resources, disinterest of the students, mismanagement and absenteeism of the students.

- The findings also revealed that majority of the students agreed that CCA is an important component in higher education.

- Co-curricular activity enhanced their content comprehension. It improved their language skills, social skill, and organisation skill and also improved leadership qualities in them.

- Students considered CCA as fun and enjoyment all the time and majority of the students agreed that every year different activity needs to be planned for CCA.

5.13 Discussion of the Findings

From the findings it was clear that CCA occupied an important part in professional courses offered in faculty of family and community science. Majority of the courses offer practical approach for learning and various kinds of activities are being conducted for the holistic development of the students. From the Head of the Faculty to the Head of the Departments, teachers and students are involved to organise subject based CCAs. Teachers are closely working with the students to achieve the goals of the programme. They believed that CCAs enrich the teaching-learning process and makes the teachers and students aware of recent requirements and help them to deal with it. They agreed that such activities reduce stage fear and generate platform to showcase the talent of students. Though some constrain like finance, lake of resources, time schedule, disinterest of students, teachers tried to motivate students to participate in CCAs and provide creative ideas to conduct various activities. In spite of problems existing students feel that CCA are helpful in developing them professionally. They learn some skills like co-ordinating, co-operation, team working, leadership, and management etc. that help them to manager professional life in future.

In a scenario where CCAs are not given much thought out role in the teaching learning process, particularly at higher education level, the present study provided a basic knowledge about status of CCAs in higher education. This study however is providing little information that too related to professional courses of one faculty of the university. What is the role of CCAs for developing abilities of students studying in basic degree courses? What is the present status of CCAs in such courses? There are many questions to be answered regarding the status of CCAs in higher education. This study touched the tip of the iceberg. Many studies need to be planned to understand the actual role of CCA in development of student at higher education.

5.14 Implication of the present study

The study has implications for the following contexts

- To policy planners to take necessary representation of CCA in Higher Education.
- To the Faculty to make CCAs compulsory to students for participation in at least one CCA.

- To head of the departments to provide necessary environment and resources for smooth functioning of the CCAs.
- To head of the departments to provide appreciation certificate to motivate students.
- To teachers of higher education to focus on CCA to make teaching learning holistic.
- To teachers to involve students at each and every level, from planning to execution & evaluation stage for CCAs.
- To teachers to provide CCAs of student's choice and interest.
- To students to encourage them to actively participate in various CCAs.
- To students to make them aware about benefits they can achieve by participating in these activities.

5.15 Suggestions for further research

The following are some of the suggestions for further research in this area.

1. Same study can be conducted in other faculties of MSU.
2. The comparative study can be done as CCAs and socio-emotional learning of the students at higher education.
3. This study can be expanded to other universities of Gujarat.
4. The study of perception of teachers in higher education regarding CCAs can be conducted.
5. The study of the perception of students in higher education regarding CCAs in the context of demographic factor.

5.16 Conclusion

From the above discussion, analysis of data and findings, it can be concluded that the study is a useful one to achieve its objectives and purpose. CCAs play and effective role in bringing all-round development to the students of Higher Education. These activities facilitate in the development of various domains of mind and personality, such as Intellectual, Emotional, Moral, and Aesthetic Development. These activities provide the oneness of socialization, self-identification and self-assessment. It also help to guide students to organize and present an activity, to develop skills, to Co-operate and Co-ordinate in different situations, thus help in leadership qualities. The CCAs develop the values like Physical, Psychological, Moral, Socials, and Aesthetic, Cultural etc. among the students. The study shows that in the Higher Education, these activities play a vital role in student's life.

If we look into present scenario, in all walks of life, in careers options lively creative, enthusiastic and energetic positive thinkers are preferred. CCAs are just as important as academics. They both complement each other to develop a well-rounded student with more social skills than one who only concentrates on their books.

Therefore, to prepare the student's future, for their successful career, educational institution needs to give equal weight age and strike a right balance between academic and co-curricular activities. Only then the aim of all-round development of the child can be achieved.

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APPENDICES

Questionnaire for Teachers

I am Chandni Bhavsar, student of Master of Education, Department of Education, The Maharaja Sayajirao University of Baroda, doing dissertation on "A case study of the status of co-curricular activities in higher education."

Co-curricular refers to activities, programs and learning experiences that complement and supplement the academic curriculum which students are learning in colleges. Generally speaking, CCAs are an extension of the formal learning experiences in a course or academic program. For example workshop, open house, exhibitions and field visit.

I invite you to participate in the research study by providing your responses through questionnaire. All information will be kept confidential and all responses will be used for research purpose only.

Thank you for sparing your valuable time. Please feel free to contact for any query.

(Chandni Bhavsar)
Ph No. +91 99255 86729

Name of the Teacher:-_____

Designation:-_____

Department:-_____

Subject Taught:-_____

1. Is your department conducting any co-curricular activities during academic year? If 'yes' please provide name of activities in respect of Bachelor, Masters, P.G. and Self Finance Courses.

2. How these activities are planned for an academic year?

Number of activity/s -	Duration of activity in (days/ weeks/ months)	Time of activity (during college hours/ after college hours)

3. How these programmes are planned, organized and conducted? Who will take responsibility for these programmes?

4. What is the role of teachers for organizing such activities?

   1. Guide,
   2. Instructor,
   3. Facilitator,
   4. Motivator or
   5. Any other

5. How the financial requirements are fulfilled for such activities?

6. In which year of UG / PG / Self Fin. these activities are organised?

7. Are these graded activities? (All/ some)

8. What is your opinion for organising CCA at higher education level?

9. What are the challenges faced by you to organise these activities?

10. Any suggestion for involving students in CCA at higher education level?

Reaction Scale for Students

This reaction scale is designed to know your perception about the Co-curricular activities (CCA) carried out by your department in The Faculty of Family and Community Sciences. Your responses will be completely autonomous, confidential and will be used for research purpose only.

Personal Information-

1. *Name of the student*: _____

2. *Department*: _____

3. In which year of the course (**Under Graduate, Post Graduate, PG Dip., and Self Finance**) are you studying? _____

4. *Gender*: Male (   )   Female (   )

Read each statement and decide how strongly the statement applies to you. Tick (√) which option applies to you.

Sr. No.	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	CCA is an important component in Higher Education.					
2.	CCA activity based on curricular topic has enhanced my comprehension of the content.					
3.	CCA has scope of enhancing social skills in the students.					
4.	CCA requires more time and effect my exam preparation.					
5.	CCA has improved my language skills.					
6.	CCA has improved leadership qualities in me.					
7.	CCA has enhanced my group coordination.					
8.	During CCA, some of the students may not participate actively in the group.					
9.	CCA gives an opportunity to get exposure to new concepts and practical experience.					

Sr. No.	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10.	CCA has enhanced my organizational skills.					
11.	CCA has contributed in my confidence building.					
12.	CCA provides scope for employment in future.					
13.	CCA breaks the monotony of formal teaching.					
14.	Lack of resources/funds may reduce interest of the students to participate in CCA.					
15.	CCA has created a positive impact in students learning.					
16.	CCA motivates students to participate in all activities.					
17.	Students take part in the CCA because it is graded.					
18.	CCA helps in reducing dropout rates and absenteeism among students.					
19.	Teachers always guide and motivate students to participate in CCA.					
20.	Students do not take active participation in CCA because all activities are not graded.					
21.	Inner creative thoughts of the students come out gradually through CCA.					
22.	Students consider CCA as fun and enjoyment all the time.					
23.	CCA involve additional financial burden for students					
24.	It is difficult to maintain coordination and cooperation among students during the activity					
25.	Every year different activity needs to be planned for CCA					