

A Study Of The Role Of Co-Curricular Activities To Solve The Problems Faced By EWS Students In Private Schools.

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Abstract

“Co curricular activities were mainly organized after school teaching hours and so were called the extra- curricular but they were not an integral and important part of the activities of the school as its curricular work” (Aggarwal, 2000).

The recognized activities by the college or school and which are not included in academic curriculum but acknowledged as important part of the life. These co-curricular activities include student newspaper, school bands, and sports including others. These activities can also be called as “Extra-Curricular” i.e. activities performed apart from the fixed study course. The activities apart from usual duties of the job such as festivals celebrations, social services, sports and games competition, excursions, dramatic plays, magazines, etc. are include under the co-curricular activities. These extra-curricular activities help to develop the various domains of personality and mind such as moral development, social development, emotional development, aesthetic development and intellectual development. Some of the facets of personality development are positive thinking, creativity and being energetic. In the present study researcher is interested to investigate, does CCA program helpful for EWS students and to solve their problems related to classroom adjustment, to express low confidence, communication problems, learning problem, in socialization, etc and researcher is interested to investigate what kinds of problems EWS students are facing while learning in private school? There are many problems faced by EWS students in private school. The investigator found some problems of EWS students by the responses of students and teachers in interview schedule and questionnaire. There are many problems faced by EWS students in private school. Teachers responses related to the problems of EWS students like that; EWS students have lack of proper facilities, EWS students have no proper cooperation from parents, Lack of cooperation from teachers, They have low confidence, Inferiority complex, Lack of awareness, Lack of motivation, language barrier. This indicates that facilities lack of cooperation from parents and teachers are the main problems faced by students in participation in CCA. CCA solve interaction and maladjustment problem of EWS students. CCA helps to overcome socio economic problems and helps to overcome linguistic barrier and helps in socialization of EWS students. CCA solve the educational problems and improve the level of learning of EWS students.

Introduction

CO-CURRICULAR ACTIVITIES (CCA)

“Activities sponsored or recognized by a school or college which are not part of the academic curriculum but are acknowledged to be an essential part of the life of an educational institution.

Co -Curricular activities include sports, school bands, student newspaper etc. They may also be classed as 'Extracurricular' i.e. activities carried on outside the regular course of study; activities outside the usual duties of a job, as extra class activities"- according to *The International Dictionary of Education* (1977).

Role of co- curricular activities among students

For achieving the all-round growth of student the regular curriculum must be merged with extra-curricular or co-curricular activities. The extra-curricular activities assist in the realization of objectives and aims of the education. Also, these may help the students to be able to express the ideas spontaneously and without restrictions due to active involvement in extempore and debate. The discussions help in inculcating values and creating ideas. Further, the participation in sports and games enable them to be physically and mentally sound. Due to participation in the games, the students learn as to how to perform during either winning or losing an event. Every now and then the classroom teaching turns into routine and monotonous. At this time, co-curricular activities can be joyous and pleasant experience for the students. Consequently the extra-curricular activities have several benefits in the student's school and university life. Sometimes the schools, teachers, parents or students may ask questions as how these co-curricular activities will help in educating the students. A synergy between the extra-curricular activities and school education exists and very concept of extra-curricular activities sincerely builds up the base of curriculum. Also on one of the main achievement of the extra-activities is that they help the student to share the feelings and strengthen their friendship. In the co-curricular activities, the creative ideas and works are considered as more important, as it helps in the development of ideas and skills of the children. The adolescence phase is the time of restlessness and chaos, and the energy of students must be used in creativity building before they utilized their energy in the unproductive work. The extra activities motivate the children for learning and also make their regular education more enjoying (Dikshit, 2010).

ECONOMICALLY WEAKER SECTION STUDENTS (EWS)

The persons and families with income lower than a certain point is considered under the Economically Weaker Sections (EWS. Family having total income of upto one lakh rupees per year are comes under economically weaker section. **Under Section 2 (e)**, The Right of Children to Free and Compulsory Education Act 2009, a "child belonging to weaker section" implies the child belongs to those parent or guardian with annual income below the specified minimum limit by the appropriate Government. As per section 12 of the right of children to free and compulsory education act 2009, all private schools (whether added or not) are obliged to reserve a minimum of 25% of seats for socially disadvantaged and EWS. The 25% reservation for the EWS in public school was notified on 1st April 2010.

REVIEW OF RELATED LITERATURE

Paul (2012) studied the role of extra-curricular activities affecting the extent of academic achievement of secondary level school students. The result showed a significant positive association between academic achievement and co-curricular activities of the students. The study by Amy, F. Feldman & Jennifer, L. Matjasko (2011) determined the part of school-based extra-curricular activities in the teenage development and reviewed the school-based participation in activities. It focused on the delinquency, substance use, patterns participation, psychological adjustment, sexual activity and other outcomes of the adolescence group. **Benjamin, S. Socks. ASA (2011)** studied the figures from the national educational longitudinal study for testing the outcome of participation in extra-curricular activities on seventy four students of high school achievement and attending public school in the metropolitan city. The study also explores the potential intermediating way which links this participation to academic achievement. The data revealed that the participating in certain extra-activities increases the scholastic achievement. The author **Amanda (2011)** analysed the relationship between participation and self-perceptions in extra-curricular physical activities in secondary school adolescents. **Mark (2009)** studied the involvement of students in co-curricular activities and showed that the more the quality of student's involvement, the more improved was adjustment of the student in the school/college. The association between adjustment and involvement was facilitated by social support, perceived stress, and self-esteem.

Astroth and Haynes (2002) done a survey on the behaviour of 2,500 students and use of their extra time and found that only 17% of the students reported no participation in their extra time in out-of-school activities. Participants involving in co-curricular activities were less expected to ride with a drunk driver, steal, smoke cigarettes, shoplift or damage properties. Also the students involved in co-curricular activities are have more tendencies to develop leadership, social competence, self-confidence and feels accepted by adults. **Betis and Adams (2003)** showed in their investigation that a number of patterns for participating and performing in co-curricular activities are present. The study revealed the statistical details related to extra-curricular activities achievements, delinquency, psychological adjustment, substance use, and moderators and mediators of co-curricular activity participation in case of adolescent development. **Hiffazur (1995)** conducted the study to find out the problems of adjustment related to classroom situation and social interaction with peer group. He found that most of the students did not understand the instruction medium and thus they had an inferiority complex and felt hesitation in questioning and answering the teacher. Rural background students found major differences with their peer groups, in term of their thoughts and their ideas. **Thanvi (1992)** the study showed that welfare program could change the social, economic cultural and political condition of only thirty three percent youth of the weaker section of the Indian society. Since social change is a slow process, even this 33% achievement could encourage others to change for the better.

RESEARCH QUESTION

Is there any role of CCA to solve the EWS students' problem while learning in private schools?

OBJECTIVES OF THE STUDY

The following will be the objective of the study:

1. To explore the kinds of problems faced by EWS students while learning in private schools.
2. To study the role of CCA to solve the problems faced by EWS students while learning in private school.

METHODOLOGY

Population

All population comprises of private schools of South Delhi at Elementary level.

Sample of the study

The sample consisted of 40 students and 12 teachers of 04 private elementary schools of South Delhi. Only four private elementary schools were selected from South Delhi. After selecting four private schools of South East Delhi investigator selected 10 students from each of the sampled schools. The investigator selected 3 teachers from each of sampled schools.

TOOLS & TECHNIQUES

1. **Interview Schedule** for teachers.
2. **Interview Schedule** for students.

DELIMITATIONS OF THE STUDY

This study is delimited to south Delhi 4 elementary level private schools.

ANALYSIS OF THE DATA

Analysis of the data was done as per the objectives of the study. Since the study was qualitative in nature and was carried out keeping in view the objectives of the study.

MAJOR FINDINGS OF THE STUDY

On the basis of analysis and interpretation of the data gathered from interview schedule of the teacher and the EWS students, the main finding and the Conclusions are given according to objectives.

Objective1: To Explore the Kinds of Problems Faced by EWS Students while Learning In Private Schools

There are many problems faced by EWS students in private school. The investigator found some problems of EWS students by the responses of students and teachers in interview schedule.

- ❖ Most of the students face the confrontation or disagreement while interacting with their peers. So, they feel shyness to respond in their class. So they show maladjustment.
- ❖ In all types of these activities, EWS students' participation is lower in comparison to others.
- ❖ EWS students face many problems in participation in CCA, so merely EWS students not participates these types of activity.
- ❖ There are another separate section of EWS students in many private school
- ❖ Many teachers called various cheap type another name of EWS students.
- ❖ There are many problems faced by EWS students in private school. They have lack of proper facilities, no proper cooperation from parents, lack of cooperation from teachers and they have low confidence, inferiority complex, lack of awareness, lack of motivation, language barrier etc. This indicates that lack of cooperation from parents and teachers are the main problems faced by students in participation in CCA.

OBJECTIVE 2**TO STUDY THE ROLE OF CCA TO SOLVE THE PROBLEMS FACED BY EWS STUDENTS WHILE LEARNING IN PRIVATE SCHOOL.**

The responses elicited from teachers and students interviews are as follows:

- ❖ The investigator found that 70% of the respondent responded agreed that CCA helps in learning, whereas 30% of them responded negatively. So it is ascertained that CCA helps in learning.

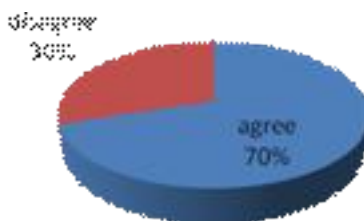


Figure 1: Showing the percentage of CCA help in learning.

- ❖ 75% of the respondents agreed that CCA increase their confidence level, whereas 20% said that it does not increase their confidence after their participation in CCA and 5% no response.

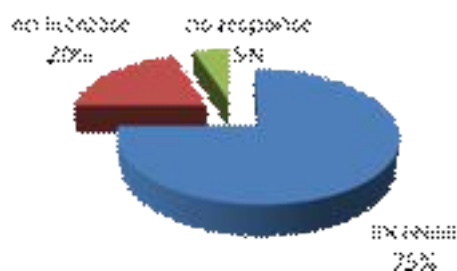


Figure 2: Showing the percentage of confidence level.

- ❖ CCA helps in overcoming socio-economic barrier by interaction with pupils of different linguistic background, cultural activities, Cooperation, collaboration etc.
- ❖ 65% of the students accepted that CCA helps in improving their language, whereas 25% said that CCA does not help in improving language and 10% no responses.
- ❖ 70% of the teachers responded that there seems a difference between participants and non-participant EWS students. 20% of the respondent responded that there is no difference between participant and non-participant EWS students whereas 10% of the teachers have no opinion.

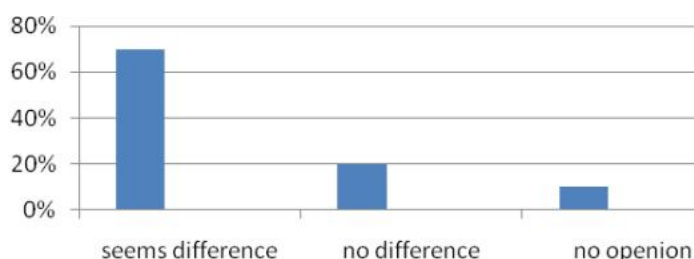


Figure 3: Showing the percentage of difference between participants and non-participant.

- ❖ 66.66% of the teacher responded that participation of CCA increases the academic achievement of EWS students whereas 25% of the teacher responded that participation in CCA does not increase academic achievement of EWS students 8.33% of the teacher had no opinion.
- ❖ 68% of the teachers responded that EWS students participation in CCA increase the adjustment level, whereas 21% of the teachers responded that EWS students participation in CCA does not increase the adjustment level of EWS students and 11% of the teachers gave no responses.

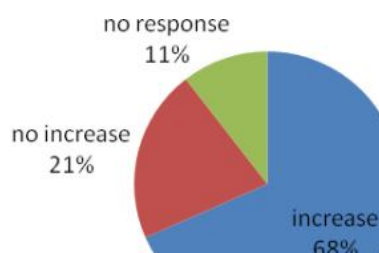


Figure 4: Showing the percentage of adjustment level.

- ❖ Out of the total sample 75% of the teachers responded that CCA is successful in resolving EWS student's problem and 17% of the teacher responded that they do not find any change after participation whereas 8% of the teacher had no opinion.
- ❖ CCA solve interaction and maladjustment problem of EWS students..CCA helps to overcome socio economic problems and helps to overcome linguistic barrier and helps in socialization of EWS students.
- ❖ The environment of the school and co curricular activities plays its own role. The cultural activities, group work, interaction programme, physical activities, social activities, aesthetic activities, debate and discussion, essay and story writing competition etc. Solve the educational problems of the EWS students.
- ❖ The role of the teachers was found to be very important in encouraging, motivating and giving positive reinforcement to the EWS students to participate in CCA.
- ❖ Some teachers organise group discussions, debates, presentations, quiz, etc to evoke competitive spirit among students. They think that these activities, Help them to interact with their peers and to understand the difficult concepts more easily.
- ❖ Participating in CCA, EWS students of private schools were better emotionally adjusted in comparison to non- participating EWS students.
- ❖ There are major differences between participant and non participant EWS students in the academic achievement. Participant EWS students show higher achievement level.
- ❖ CCA help in to improve the level of learning of EWS students.

The responses elicited from teachers interviews are as follows:

In order know the teachers' views about participants and non-participant EWS students in CCA, the researcher interviewed 12 teachers from 4 schools and the responses of the teacher were:-It gives confidence to EWS students, reduces socio-economic barriers amongst students, students achievement level rises, overcomes linguistic barriers, provides an opportunity for all round development, builds personality, develops leadership qualities, brings emotional stability and morality, promotes conservation and transfer of culture, Help in bringing out hidden talent, develops brotherhood and feeling of we.

CONCLUSION

Thus it can be concluded that the children belonging to economically weaker section, are facing a large number of problems in private schools because of their economically weak background. They suffer from inferiority complex and have language problems due to their social background. The literacy level of their parents, family income and other facilities available at home definitely affect their performance adversely. Some parents took interest in the studies of their children, but they could not help them due to their low education level or being busy in their occupation. Most of the students like Hindi subject because of their inability to understand the other subject in English language. They also faced difficulties in getting help from there, as they are not very open with them. CCA gives confidence to EWS students, it reduces socio-economic barriers amongst students. CCA rises students achievement level and overcomes linguistic barriers. It provides an opportunity for all round development, to build personality, develops leadership qualities, help in bringing out hidden talent and develops brotherhood and feeling of we. CCA Promotes conservation and transfer of culture, brings emotional stability and morality. There are lack of skills, lack of awareness, and show less adjustment in Non-participant EWS students. Adjustment in emotional, educational and social aspect has been looked at as participation in CCA have been known to enhance adjustment in them. CCA helps in solve interaction and maladjustment problem of EWS students. The confidence level improved by CCA. CCA helps in overcome socio economic problems and helps in overcome linguistic barrier and helps in socialization of EWS students. Teacher responded that CCA develop a sense of collaboration and co-operation between the students and they worked in a group and communicate and help each other. Only some students consulted their friends for their problems. After participating in CCA, there are majority of those students who interested in being with their friends. The responses of some teachers were that the role of CCA is very important in encouraging, motivating and giving positive reinforcement to the students. CCA provides a platform for students like seminar, symposium, moral and emotional activities and camp. These activities encourage and motivate the students and also appreciate of EWS students. Mostly schools organised group discussion, presentation, quiz etc. to evoke competition spirit among students. They think that these activities are very important for the overall development of the students. They also felt that these activities helped them to interact with their peers and to interact with each other. CCA reduces the mental stress, also helps in learning. Because CCA provides a good platform for all-round development of students that is why it is an essential part of activities in private schools.

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