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ROLE OF CO-CURRICULAR ACTIVITIES IN HUMAN RESOURCE DEVELOPMENT OF SECONDARY SCHOOLS – A STUDY.



ABSTRACT: -

Human Resource Development means development of resources that lie dormant in the child. Education has been considered as the main instrument for human resource development as it shapes human beings, who are different from one another in abilities, attitudes, aptitudes, interests, outlook etc. to meet the challenges in different fields. The socio-economic development of a country depends on the proper development of its human resources. For proper development of human resources, it is important to provide wide spectrum of knowledge and experiences to the students besides classroom teaching. The varied type of knowledge and experiences, a child can acquire, through different activities in educational institution which are termed as co-curricular activities. The co-curricular activities are very important as these activities provide opportunities to the students for developing their individual characteristics, abilities and self confidence. Sense of discipline, tolerance, sociability, emotional maturity, problem solving ability, promotion of democratic values etc. may be promoted through such activities.

The co-curricular activities are important for all the stages of education, particularly for secondary stage. Because in the secondary stage every student is

Ms. Bhabani Baishya

Assistant Professor, Education Deptt.
Dakshin Kamrup College, Mirza.

matured in different sides of his personal development. Therefore, there should be provision of different types of co-curricular activities in educational institutions. In this paper an attempt has been made to study the role of co-curricular activities in Human Resource Development of secondary schools.

KEYWORDS: Co-curricular Activities, Human Resource Development, Secondary Schools.

INTRODUCTION :

“The greatest natural resource of our country is its people”

-B.R. Purkait

An individual is regarded as a source of power or resource because of his latent capacities to make contribution towards economic growth of his country. Throughout the globe, economists are of the opinion that human is a kind of resource like any other natural resources. The economic growth of a country depends primarily upon its human as well as natural resources. Hence, it is very necessary that proper utilization of this human resources should be attained through education and training. In this connection the opinion given by Planning Commission (7th Five Year Plan, 1985-1990) may be mentioned, “Human resource development has necessarily to be assigned a key role in development strategy particularly in a country with large people”. In the opinion of the Commission, properly educated and trained individuals can contribute greatly towards attaining goals of all national plans and programmes for economic growth.

Education is the process which develops the dormant qualities in an individual-physical, mental, intellectual and moral. It is a process which provides

enjoyment to lift man to the higher levels of understanding and which nurtures him for aesthetic being, for truth, beauty and goodness.

Education can play a very vital role in human resource development of a country. The Ministry of Education of our country is, therefore, renamed as Ministry of Human Resource Development. The National Educational Policy of 1986 has given utmost emphasis on development of human resources through various educational programmes. Besides classroom teaching, co-curricular activities are now considered as an integral part of school programme for proper human resource development. These activities help to develop the child's personality, the feeling of respect for authority, zeal for social progress, the desire for work, draw out inherent qualities and also socialize the pupils with rich social activities etc.

SIGNIFICANCE OF THE STUDY:

Human resource development means development of resources that lie dormant in the child. Education has been considered as the main instrument for human resource development as it shapes human beings, who are different from one another in abilities, aptitudes, interests, outlook etc. to meet the challenges in different fields. The socio-economic development of a country depends on the proper development of its human resources. For proper development of human resources, it is important to provide wide spectrum of knowledge and experiences to the students besides classroom teaching. The varied type of knowledge and experiences that a child can acquire through different activities in educational institution are termed as co-curricular activities. The co-curricular activities are very important as these activities provide opportunities to the students for developing their individual characteristics, abilities and self confidence. Sense of discipline, tolerance, sociability, emotional maturity, problem solving ability, promotion of democratic values etc. may be promoted through such activities.

Education in India comprise of two distinct stages – the stage of school education and the stage of higher education. School education can be divided into two stages – primary and secondary. Secondary education forms the central link in the chain of education as it is the intermediate link between the primary and higher education. It generally covers the period of adolescence, the most vital stage of an individual's life that brings colourful changes in all directions. At this stage every student is matured in different sides of his personal development. The students have their different capacities. Some have the capacity to play well, some have the artistic capacity etc. Therefore, there should be provision of different types of co-curricular activities in educational institutions which help to develop different capacities of the students and thereby help to develop the human resource properly.

MEANING OF THE TERM:

Co-curricular activities: It means those activities which are 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.

Human Resource Development: Human Resource Development is a people-oriented concept which can be applied both for the national level and organizational level. HRD is concerned with "a series of organized activities conducted within a specified time and designed to produce behavioural changes through training activities",

Secondary School: Secondary school is an educational institution where education is provided after primary education. It includes both high school classes and higher secondary classes. In this study, only high school teachers and students are selected.

OBJECTIVES:

The objectives of the present study are as follows:

- + To study the facilities available for co-curricular activities in the schools.
- + To study the participation of students in co-curricular activities.
- + To study how far the students have been benefitted by participating in co-curricular activities.

- ✦ To study the role of co-curricular activities in human resource development.

DELIMITATION:

1. The present study is limited to provincialised and private secondary schools of Rampur Development Block of Kamrup(Rural) district.
2. This study focuses on secondary stage students of class IX and class X only. So the findings cannot be generalized to other stages of education.

METHODOLOGY:

The present study is mainly concerned with the present conditions, situations, events and practices. So in this study Descriptive Survey method has been used by the investigator.

Population and Sample:

There are 19 provincialised and 22 private secondary schools in Rampur Development Block. The students studying in class IX and class X of these schools constituted the population for the present research investigation. This is an empirical study and the investigator purposively selected 6 high schools (3 provincialised and 3 private). From these schools, 60 students has been selected as sample by using random sampling technique on the basis of equal allocation i.e. 30 from provincialised schools (15 boys and 15 girls) and 30 from private schools (15 boys and 15 girls) from Rampur Development Block. Again 2 teachers from each sample schools are also selected as sample for collecting necessary information for the study.

Tools:

Tools used for data collection of the study are:

- i. Self made Questionnaire.
- ii. Self made Information Schedule.
- iii. Interview.

RESULTS AND DISCUSSION:

The data have been collected from 12 teachers and 60 students of 6 high schools of Rampur Development Block of Kamrup (Rural) district. On the basis of the views and opinions of the selected respondents, following important finding are found.

1. Facilities available for co-curricular activities in the schools:

On the basis of the information, it is found

- i. All the schools have play ground and the facilities for physical activities like football, volleyball, cricket, badminton, shotpoot ball etc.
- ii. Minimum facilities for cultural activities like musical instruments i.e. harmonium and tobla are available in all the schools, but modern facilities are not available. 66.67% schools have music teacher.
- iii. 83.33% schools have provision of NCC, Scout and Guide etc. Only 50% schools have auditorium hall and rest manage their classroom as auditorium though it is not adequate to conduct different programme.
- iv. All the schools publish school magazine through which literary capacity of the student is developed.
- v. In class routine there is provision of one physical training class in every week in all the schools.
- vi. Quiz competition is organized time to time but there is no provision of organizing debate, discussion, extempore speech etc. which are very important for mental development of students.
- vii. School week is organized yearly in which students participate in different activities.

2. Students' participation in co-curricular activities:

Students' participation in co-curricular activities is found out with the help of a five point Likert type questionnaire with 18 statements. The following table clearly reflects the participation of sample students in

different co-curricular activities.

| Category | Boys | Girls | Total |
|------------|--------|--------|--------|
| Very Good | 16.67% | 10.00% | 13.33% |
| Good | 20.00% | 20.00% | 20.00% |
| Average | 43.33% | 33.34% | 38.33% |
| Poor | 10.00% | 23.33% | 16.67% |
| Negligible | 10.00% | 13.33% | 11.67% |

It is revealed from the table that most of the students (38.33%) participation in co-curricular activities is in the average category. Boys’ participation is better as compared to girls. Almost 25% students’ participation is below average.

Again it is found from the study that students participate in different school level competition. But in district level competition, their participation is not satisfactory.

3. Beneficiaries of students by participating in co-curricular activities:

In this regard views have been taken both from teachers and students. On the basis of their view, it is observed that –

- i.Co-curricular activities provide healthy outlets for surplus and repressed energy and help in normal growth and development of the study.
- ii.By engaging in social activities the students acquire the art of living.
- iii.Co-curricular activities provide the opportunity for worthy use of leisure time and give pleasure.
- iv.Students learn to follow the rules and regulations of various games and sports that help them to be sincere and discipline in future life.
- v.Co-curricular activities develop the individual interests and talents of the students.

4.Role of Co-curricular activities in human resource development:

Students have their different capacities like physical, emotional, social, mental etc. Co-curricular activities help to recognize those capacities and utilize them in a proper way for the development of the individual as well as the society. Some students may be academically weak but very good in co-scholastic activities. An unemployed or unutilized person cannot be regarded as human resource in the real sense of term. To be a human resource, one must be engaged in some creative as well as productive work that helps in economic development of a nation. Co-curricular activities help the students in getting employment opportunity for future life. These activities help the students not only in employment but also in leading a better social life.

SUGGESTIVE MEASURES:

1. Provision should be made for auditorium hall and indoor stadium facility where all kinds of game and sports can be organized in all the season.
2. Along with quiz competition, debate, discussion, extempore speech etc. should be organized time to time.
3. Girls should be encouraged to participate in different Co-curricular activities.
4. Students should be motivated to participate in district level, state level competition by giving incentives.
5. For better result Co-curricular activities should be properly organized.
6. Apart from traditional facilities modern infrastructure facilities should be provided for smooth running of Co-curricular activities.

CONCLUSION:

Education is not merely concerned with a mastery of the 3 R’s. It is concerned with the integrated

development of the personality of an individual – his physical, mental, emotional, social, cultural and aesthetic aspects. The crying need of the hour is the “education for democracy and hence education must aim at producing those individuals who can intelligently and amicably participate in the various activities of life”. Learning to know, learning to do, learning to be and learning to live together are the main characteristics of education in the present day context. For proper human resource development emphasis should be given on these characteristics and for this co-curricular activities are very important.

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Ms. Bhabani Baishya

Assistant Professor, Education Deptt. Dakshin Kamrup College, Mirza.

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