

Significance of Co-curricular Activities in Overall Development of Technical Student

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Abstract- This research was conducted to study the importance of co-curricular activities in overall development of technical students. To study this we have selected descriptive research and the result achieved was in favor of CCA's. Students have positive perception towards CCA's and also institutes are implementing CCA's in such a way that it helps in enhancing skills of students. Also we have found out that participation does depend on the final outcome of the participation (reason of participation). The range of the usefulness has widen. Also students are enthusiastic on accepting new CCA's. For all these finding data collection is done on the basis of questionnaires among 60 technical students.

Keywords- Co-curricular activities, Student's development, Importance of Co-curricular activity.

I. INTRODUCTION

Most of the classical and almost all modern educationists admit that education is not just the memorization of certain facts, figures and skills but it is all-round development of the students. So it is logical to think that co-curricular activities are the integral part of educational system.

Co-curricular activities hold a place of great importance in the field of education for the all-round development of students especially technical students. Co-curricular activities are a prerequisite for social, physical and spiritual development.

CCA's are the activities performed by students that do not fall in the realm of the ordinary curriculum of educational institutions. Once these were regarded as extra-curricular activities but due to their recognition for importance, now these are called as co-curricular activities. Many educationists believe that these activities increase social interaction, enhance leadership quality, give a chance of healthy recreation, make students self-disciplined and confident and also facilitate in building CVs and obtain greater competitive advantage in the jobs market as well as appear increasingly attractive.

This small scale study is conceived to tentatively explore the role played by co-curricular activities in development of technical Students.

Since recognized co-curricular activities are conducted under the supervision of technical institutes; it can take place in both regular class time and after college, they provide students with the opportunity to integrate skills acquired with actual experience. Learning's can take the form of site visits, talks, shows, and competitions, etc.

II. SURVEY FINDINGS

- To understand the Need of implementation of Co-curricular activities.
- To examine the Usefulness of Co-curricular activities.
- To understand the Student's perception about co-curricular activities.

III. LITERATURE REVIEW

A. Astin's Involvement Theory-

Astin studied and wrote extensively in the area of student involvement in higher. Astin referred to the academic experience in a broad sense that encompassed both classroom learning and out-of-class experiences.

Astin's theory was predicated on five basic assumptions:

1. Involvement refers to the investment of physical and psychological energy in various objects.
2. Involvement occurs along a continuum.
3. Involvement has both quantitative and qualitative features.
4. The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program.
5. The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement

"Student involvement refers to the quantity and quality of the physical and psychological energy that students invest in the college experience. Such involvement takes many forms, such as absorption in academic work, participation in extracurricular activities, and interaction with faculty and other institutional personnel. According to the theory, the greater the student's involvement in college, the greater will be the amount of student learning and personal development"

A.1 Theory of Involvement-Astin's research regarding the ways in which college impacts undergraduate students frames this study. His Theory of Involvement explains the dynamics of how students change or develop over time, relative to their collective experiences while in college; the elements serving as the basis for Astin's theory center around

1) Inputs, 2) environment, 3) outcomes.

- **Inputs**

This dimension examines the constructs related to student demographics and their prior educational and personal backgrounds.

- **Environment**

This dimension examines the constructs related to the experiences students immerse themselves in during college and the impact those experiences have on their development.

- **Outcome**

This dimension examines the constructs related to the resulting characteristics, knowledge, attitudes, beliefs, and values that emerge in the years after a student completes college.

This study will focus on the second core concept, looking at the environmental and social elements that affect student development and their inclination to be satisfied with college based on these complex interactions.

B. Vincent Tinto Retention Theory:

Tinto argues that the more integrated the student is with the "fabric of the institution," the more likely they are to persist through to degree completion. Without this integration, students feel at odds with the institution. Engagement within the university increases student interaction with staff, faculty, and peers, enhancing a greater sense of belonging and inclusion, and raises awareness of the different supports and services available to students. Involvement within the

institution can thus contribute to student satisfaction and retention.

C. Arthur W. Chickering Theory of Identity: S

Students go through a series of seven stages of development, including developing competence, managing emotions, and moving through autonomy towards independence. This theory suggests that involvement in institutional opportunities can help students realize their identity, and contribute to their growth and development.

D. Need for Cognition and Co-Curricular Involvement:

Expanding the outcome of cognitive growth to include a student's disposition toward learning is important for educators wanting to graduate "intrinsically motivated, self-directed learners". It is not enough for students to have the skills necessary to handle complex problems, they must have the inclination to want to solve them. Cacioppo and Petty labeled this inclination as an individual's need for cognition, defined as their "tendency to engage in and enjoy effortful cognitive activity".

"Need for cognition," as defined by Cacioppo and Petty reflects a person's inclination and motivation to learn. At its most basic level, it represents how much people enjoy thinking about complicated topics and solving problems.

IV. RESEARCH METHODOLOGY

Methodology applied to study the objective in this case is Descriptive. Descriptive research is used for survey and fact finding enquiry. In this we try to find out state of affairs if they exist. State of Affair is the ability of existence of research. For conducting this research we have selected technical students in the geographical area. Through this Rough idea generation is done and also we have successfully discovered the facts like students viewpoint towards CCA's, Why CCA's have become important now-a-days.

The two most commonly types of descriptive research designs are:

- Observation
- Surveys

In this research we have implemented both of these types

A. Data Collection Method:

- a. Primary Data: circulated amongst 60 technical students from engineering department uka tarsadia university
- Questionnaires- 15 questions
- Sample size: 60

B. Research Design: Descriptive Research

C. Sampling technique: Simple Random sampling

V. DATA ANALYSIS

For analysis of primary data we have segregated 15 questions on the basis of our Research objectives:

A. To understand the Need of implementation of Co-curricular activities.

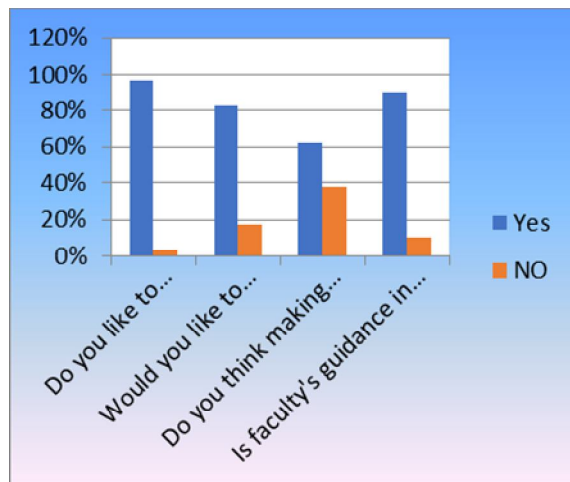


Figure 1.

B. To examine the Usefulness of Co-curricular activities:

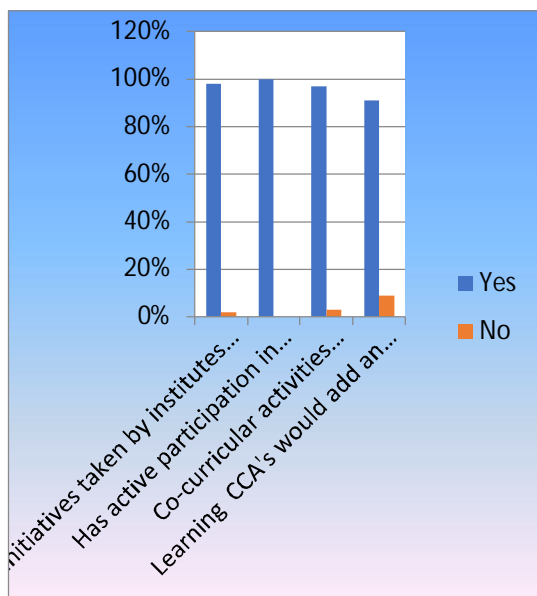


Figure 2.

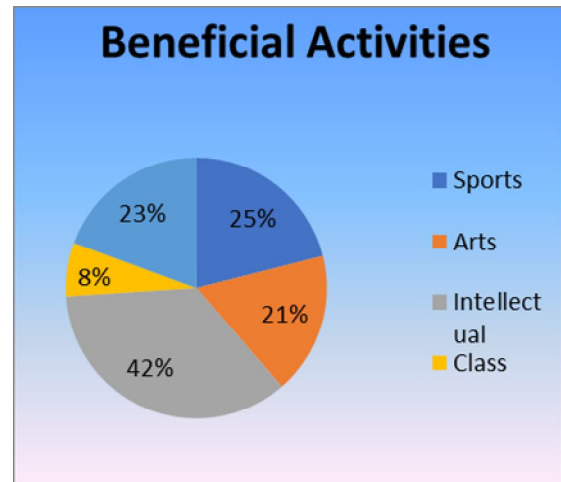


Figure 3.

C. To understand the Student's perception about Co-curricular activities:



Figure 4.

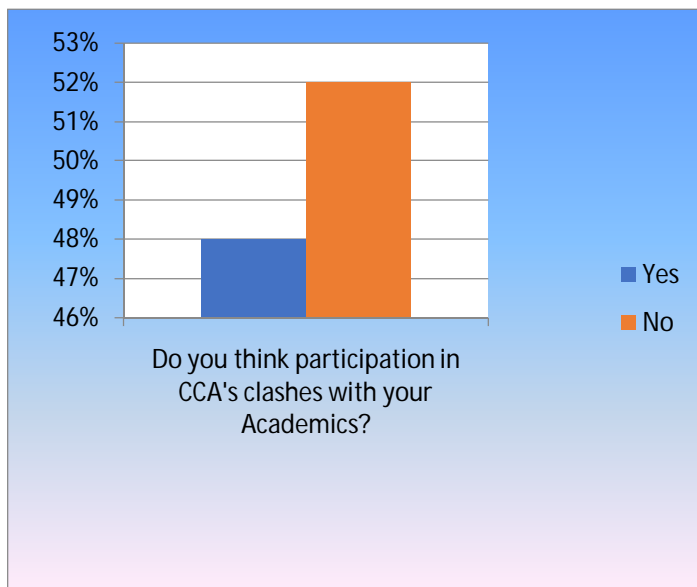


Figure 5.

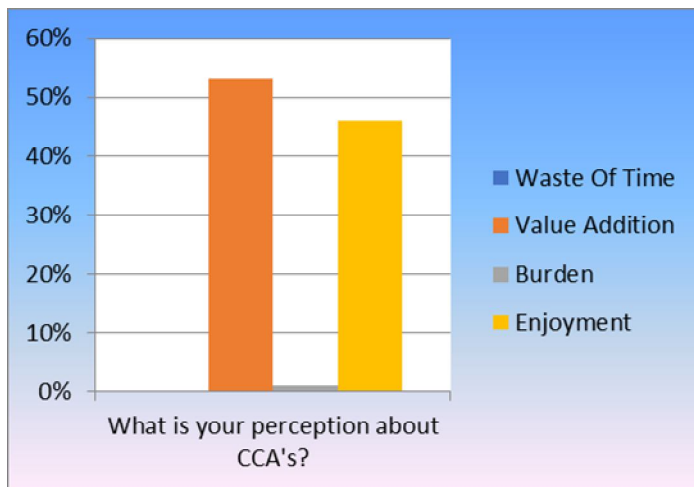


Figure 6.

VI. OBSERVATION

Participation in co-curricular activities is beneficial for Technical students as the various skills like Confidence, Motivation, Team work, Soft skills, General Knowledge, Leadership etc. qualities are being learnt from the CCA's. also when it had been asked that which other activities learnt after being participated in CCA's answered by students with skills like Time Management, how to perform in uncertain events etc. more and more students are attracted to participate in CCA's because of its outcomes like winning, certificates, skill enhancements. Also more students are wants CCA's to make it as a compulsory. But there are students who think it clashes with academics. Students have realized importance of CCA, s this shows that they are receptive about more CCA's implementation.

VII. CONCLUSION

Conclusion from this study is that in today's highly competitive word students and also institutes have recognised the need of CCA's. And developing the student mentally as well as physically creates an ideal learning environment. Physical development of the students may also be an objective of education and if the situation is thus that one i.e. co-curricular activities help in enhancing the other i.e. academic achievement.as well as to make resumes appealable.

VIII. RECOMMENDATION

Recommendation would be on the basis of:

1. Enhanced student learning effectiveness, and
2. Have positive effects on the academic performance.

Institutes can introduce more creative CCs suggested by technical students itself in our research study. This data is collected by questionnaires (question no: 13- suggestion).

Swimming competitions, Music Bands, Student Representative Council, and G.K quiz, G.D every week. Puzzle solving, Practical Seminars, To increase sports activities, Learning classical music instruments and singing, Self-defense club, Team management activates like Treasure hunt, Mock interview tests, Current Affair activities, cooking learning, Save environment club, Drama club, Charity club, Illumine seminar and workshop.

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Table 1.

Questions	Options
1) Do you like to participate in co-curricular activities?	Yes
	no
2) How frequently do you participate?	Sometimes
	Every time
	Once in a While
	Others
3) Do you think initiatives taken by institutes in arranging CCA's for enhancement of your skills is beneficial to you?	Yes
	No
4) What is more important to you?	Winning
	Participation Certificate
	Enhancing of Your Skill
	Just to Have Fun
5) Which activities benefit you the most in enhancing your skills?	Sports
	Arts And Cultures
	Intellectual Activities
	Class Activities
	College Activities
6) Has active participation in CCA's helped you in enhancement of your skills?	Yes
	No
7) Is faculty's guidance in CCA's helpful to you?	Yes
	No

8) Which skills you think have more weightage incorporates learnt from CCA's?	Confidence
	Motivation
	Teamwork
	Soft Skills
	General Knowledge
	Leadership
	All of Above
	Other
9) Do you think CCA's will provide Value addition to your academic achievement?	Yes
	No
10) Would you like to have more co-curricular activities?	Yes
	No
11) Do you think participation in co-curricular activities clashes with your academics?	Yes
	No
12) Do you think learning of CCA's will add extra weightage to your Resume/CV?	Yes
	No
13) Can you suggest any other activities?	Suggestion
14) What is your perception about CCA's?	Waste Of Time
	Value Addition
	Burden
	Enjoyment
15) Do you think making CA's compulsory is essential?	Yes
	No