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THE IMPACT OF CO-CURRICULAR ACTIVITIES ON THE SOCIALIZATION OF STUDENTS IN CHITRAL REGION OF KHYBER PAKHTUNKHWA

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Abstract
This study looks at how Co-Curricular Activities (CCAs) help students to grow in different ways. The research has three main goals: first, to see how CCAs support learning by looking at how they affect thinking skills, how interested students are in class, and how much they want to learn; second, to look at other areas of development like emotions, body skills, and creativity; and third, to check how much these activities help kids make friends and build skills like working with others, team spirit, and confidence in social situations. The nature of study was qualitative, and the information were collected from 06 respondents through indebted interview techniques. The study shows that co-curricular activities are very important for helping young students become well-rounded individuals. These activities are not just a break from regular lessons, but they actually help make learning better and help kids develop important life skills. The article then gives useful advice to teachers and those in charge of education policy on how to include and support these activities in the school schedule in a smart way to get the most out of them.

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INTRODUCTION

Today's world is very competitive and full of stress and worry. Both formal and informal institutions in society are facing confusion. In informal settings, decisions are often made by parents and other

members of the community. These people focus a lot on marks and rankings, which help them gain social status. Teachers in formal schools also care a lot about exam scores, which they use to measure how well students are doing. This focus on marks is also seen in non-formal education through the use of grades. Even though the education system in India tries to help students develop all areas of their lives in a balanced way, it fails to fully use their potential because too much attention is given to marks, percentages, and grades. Recently, it has become clear that marks, grades, and percentages are really just small parts of education. They don't show much about a student's overall growth, which is called scholastic or academic development. There is another important part of development, called non-scholastic or non-academic, which is just as important for a student's overall growth. So, it is now understood that true development of a person should include both scholastic and non-scholastic areas. This type of development includes academic, physical, intellectual, social, moral, and spiritual growth, and it is known as holistic development. The main purpose of education should be to help students grow in all these areas. This can happen if the curriculum includes all these aspects. It can be achieved by properly organizing co-curricular activities in schools and colleges. The role of education is to help shape a person's habits and character, and to develop their skills and abilities, so they can become useful members of society. Education is a key way to shape behavior and character in a complex society. It is a basic need of every society. Schools and colleges act as agents of socialization. The curriculum is a plan that includes the experiences and attitudes that students should learn. It is like a blueprint for what students will learn (Meyer, 1998).

Education is a way to reach its main goals. The curriculum helps in building the ability of individuals to become active and involved adults. Active participation means that students learn real skills and knowledge, which allows them to join the community and also helps them make good decisions about social issues. This part of education is carefully planned and is known as personality development. Schools and colleges are connected to society. They provide people to society based on its needs. Society needs healthy people with qualities like creativity, hard work, and honesty. These qualities need training and practice. Textbooks alone cannot develop these qualities. They also come from co-curricular activities. Co-curricular activities are part of the school or college program. These activities help students develop in many areas of their mind and personality, such as thinking, feeling, social skills, morals, and appreciation for beauty. Creativity, enthusiasm, energy, and positive thinking are parts of personality development and come from co-curricular or extracurricular activities (Miller, 2010). Co-curricular activities are an important part of the curriculum. They help in the balanced development of a person's personality. In the past, activities like games, sports, excursions, picnics, singing, drawing, and painting were not included in the curriculum and were considered extra-curricular. Now, these activities are recognized as important by modern educators. Therefore, they are included in the total education program of schools and colleges and are called co-curricular activities. In this lesson, you will learn about the concept of curricular and co-curricular activities, how to categorize co-curricular activities, and the importance of organizing them in educational institutions (Nabila, 1993).

Holistic development means the growth of a person's intelligence, emotions, social skills, body, creativity, artistic abilities, religious beliefs, and feelings. It is about developing all parts of the brain and all aspects of a person's life. True holistic development of an individual can only happen when both academic and non-academic areas are given equal attention in different types of educational settings. In today's world, where people often face stress and anxiety, this can lead to depression or even worse, loss of life. In such situations, being involved in co-curricular activities becomes very important because these activities help reduce stress and anxiety. Nowadays, the pressure of getting good marks, grades, and rankings is also harming individuals across the world. Co-curricular and extracurricular activities help students deal with this pressure and support their overall development. The modern education system understands that children go to school or college for all-around, balanced

development. It aims to develop the whole personality of the child, and schools and colleges provide opportunities for learning through various experiences. The quality of a school or college depends on the education experiences it offers. These experiences include both what happens inside and outside the classroom (Miller, 2010). In this context, modern education puts a lot of emphasis on co-curricular and extracurricular activities because they add value and make the school or college curriculum more interesting. These activities are important for all boys and girls as they give opportunities for self-expression and participation, which help develop important qualities in learners. Psychologically, these activities are necessary because they help students release their extra energy (Nabila, 1993).

Objective of the Study

This study looks closely at how Co-Curricular Activities (CCAs) help students develop in many ways. The research will look at different parts of CCAs that make learning better, such as improving thinking skills, how interested students are in class, and their drive to learn. At the same time, it will also look at how these activities help with non-academic growth, like building emotional strength, allowing students to express themselves creatively, and keeping them physically fit. A main goal of this study is to understand how much CCAs influence how young learners interact with others, and how taking part in these activities helps them develop better relationships, work well with others, and feel more connected to their classmates.

Literature Review

Co-curricular activities help students get ready for life in the real world. Today, education understands that when a child enters school or college, they bring along different aspects of themselves—like their mind, body, spirit, social skills, and career interests. Because of this, it's important to teach and develop all these areas. These activities are really helpful in shaping good attitudes, habits, interests, and values. Because of their importance, they are now called co-curricular activities, as they are a key part of the school and college learning experience. Setting up these activities needs a lot of careful planning and thoughtful preparation.

History of Co-Curricular Activities

We can clearly observe the concept of co-curricular activities in our ancient writings. For instance, old Indian texts such as the Vedas, Upanishads, Yoga Vashistha, Mahabharata, and Ramayana describe educational systems like Gurukuls and Ashrams. In those times, co-curricular activities were a regular part of life. Students were involved in tasks such as cleaning the Ashram, gathering wood, milking cows, wrestling, archery, dyeing clothes, cooking, singing, playing games, and even participating in warfare. Similar forms of co-curricular activities were also seen in the Spartan civilization of Greece, where warriors trained in warfare, community service, and archery. These kinds of activities were also common in the Roman civilization. Therefore, co-curricular activities are not a modern concept in education. They have a long history and can be traced back to ancient Indian schools, Gurukuls, and religious institutions. All these Indian scriptures mention various forms of extra-curricular activities. In ancient times, simple co-curricular activities such as wrestling, cooking, singing, playing games, and even magic were part of school life. In other parts of the world, co-curricular programs were also present in different ancient civilizations. For example, in Spartan Greece, heroes engaged in warfare, archery, and creative activities. In Roman times, arts and crafts, as well as religious ceremonies, were significant. Even during the dark ages in Europe, extra-curricular activities were an integral part of life. During the reformation period, these activities were supported. The term “extra-curriculum” first appeared in colleges in the 19th century. It played a valuable role in supporting the main curriculum, although at times it also created some confusion. Students often viewed it as a practical lab where they could explore their interests (Mc known, 1952). The earliest extracurricular activities were student literary societies, which began in the previous century at Harvard and Yale. Debate clubs came next, and by the mid-century, Greek letter fraternities and sororities were also part of the extracurricular scene. Students started organizing early athletic programs on American college campuses (Broh, 2002).

Great educational thinkers like Rousseau, Herbert Spencer, and Dewey placed a lot of importance on co-curricular activities in school education. They believed these activities play a very important role in students' lives. Gandhi Ji introduced the idea of 'Basic Education' in 1938, and Dr. Zakir Hussein, the Vice Chancellor of Jamia Millia Islamia, developed the curriculum based on Gandhi's ideas. In this curriculum, co-curricular activities were included in the form of physical, socio-cultural, and craft activities (ibid). The Secondary Education Commission (1952) said that a school is not just a place for learning facts and figures. It is a living community that mainly helps students learn how to live well. While knowledge is important, it should be gained through activities that students are interested in. Only then can it really change who a student is and how they behave. Learning to live well is a broader idea than just knowing things. It includes learning how to behave in society, how to work with others, and developing patience, honesty, and discipline. These qualities can only be developed through social experiences and activities that are part of school life. Today, people in all areas of life value creative, lively, and enthusiastic individuals. So, to prepare students for the future, schools need to balance academic and co-curricular activities equally. This way, the goal of developing students in all areas can be truly achieved. Co-curricular activities are mainly about thinking and learning. But education's main goal is not only to develop the mind. It is to develop the whole person, including their emotions, body, spirit, and moral values. So, co-curricular activities are very important. Camp (1990) said that activities like reading, acting, and helping others are part of co-curricular activities. These were once called extra-curricular, but now they are seen as part of the school curriculum. According to Chudgar et al, (2015), these activities are done after school hours, like extra-curricular activities, but they are not always considered a key part of the school's main work. In short, co-curricular activities have a wide scope. They can help students understand what they learn in class better. They also help with cultural, social, and artistic growth. They are an important part of any good education system. These activities help students learn to be respectful and disciplined. Even though many reports and committees have suggested that co-curricular activities are important, they are not always given enough importance in school or college curricula. Some studies have shown the importance of co-curricular activities. Eccles (1999) looked at the need for physical education for girls in India. Furland (2008) recommended including folk dance in the curriculum to help with physical education. Gisber (1996) talked about the role of crafts in elementary education. Mc Known (1952) found that being involved in co-curricular activities helps students grow personally. He also studied games and sports in secondary schools in Allahabad. He found that lack of interest from students and teachers, teachers' focus on tuition, and financial problems were the main reasons for poor standards in sports. Most of these studies show that co-curricular activities help students develop teamwork and leadership skills.

Methods And Procedure of the Study

The nature of study is descriptive which involves analysis of the existing situation of the role of co-curricular activities in different school. The method pertaining to the descriptive research would be adopted. A set of two different comprehensive interviews for each teacher were prepared for all the collection of data from the various school. Purposive sampling was used for the data collection in the sense to collect the targeted information from the targeted people. The sample size in this respect were 5 interviews taken from the teachers to know the roles of co-curricular activities in different school students. Co-curricular activities are an important part of the overall curriculum and play a significant role in the balanced development of a student's personality. In the past, activities such as games, sports, excursions, picnics, singing, drawing, and painting were not considered as part of the formal curriculum and were often seen as extra-curricular activities. However, over time, educational experts and modern educators have come to realize the value of these activities in the learning process. As a result, these activities are now integrated into the educational programs of schools and colleges, and they are referred to as co-curricular activities. In this lesson, you will learn about the concept of curricular and co-curricular activities, how to categorize co-

curricular activities, and why it is important to organize such activities within educational institutions. The study used interview to collect information from children, and their teachers in government and private schools about the role of co-curricular activities as a means to enforce discipline, improve the skill of students, the impact of co-curricular and their recommendations on positive discipline methods. The sample was selected using a systematic random formula for a stratum of public and private schools. But owing to my limitations, my supervision allowed me to confine my study to four schools.

Result and Discussion

this chapter is concerned with the data conducted to seek information for the justification of a problems. In this section of result the description of interviews were interpreted to highlight the importance of co-curricular activities in different school.

"The researcher visited many schools of Broz of Chitral and collected the data from one of the teachers. The HPST of that school was a very talented man and he revealed that co-curricular activities in primary school student produced the sense of responsibilities and work. He added that along with responsibilities the co-curricular activities also improve the sense of cooperation and coordination among the primary school. He stressed on the agencies of government to initiate such a programme in school to improve the aforesaid capacity among the students."

"The researcher visited an another school in said dated and meet with another SST teacher. The teacher said the co-curricular activities is most important not only for primary school students but for Middle and High. Higher Secondary School students also. He stated the such like activities keep the health of health of sound and fit to survives for the fight of life. He added the when a students have a sound body he will definitely have a sound mind respectively and such a way a student become useful citizen of the state."

"The researcher visited a school in the suburb area and found that co-curricular activities are most important for each educational institution. Because this kind of thinking improve the sense of integrity among the student of primary school. The student enables in such a way the skill to support and help the other. This kind of activities produced the thinking that how to live and highlighted the advantages of living together."

"The researcher visited the nearest school of Seen village of Chitral and meet with the teachers of said school. One of teacher claimed that co-curricular activities having a lot of importance in the life of students especially the primary school students. These types of activities improve the skill of student to become a useful citizen of nation. In these activities a students learn that how to spend their time among other. The student learns the tools from which he earns their livelihood in a legal way is produced due to co-curricular activities".

"The researcher visited the school of Primary school of Shoghor of Chitral to collect data from the teacher. The head of that school opined that co-curricular activities make the students to help with each other's. He added that it creates to help the whole humanities which is soul of progress and betterment. He claimed that growth, progress and prosperity are created due to co-curricular activities among the students of primary school"

Discussion

Co-curricular activities have many features that help students in their classroom learning, either directly or indirectly. These activities support and enhance the teaching and learning process and are very effective in improving student outcomes. They help students understand topics better and make classroom learning more meaningful. Extra-curricular activities focus on developing beauty and spiritual values, which are important parts of education. They also help students become better at speaking, thinking on their feet, acting, singing, and reciting. Therefore, co-curricular activities (CCAs) are an important part of school and college life. The education system is built on these characteristics that are found in all types of courses, no matter the level or subject (Miller, 2010). Co-curricular activities make students more active, energetic, and help them reach their full potential. They improve knowledge in many areas, which benefits students, schools, and colleges. These activities are great for building a strong future, both professionally and socially, and they help develop leadership qualities. They also help students learn how to work with others, organize things, and take charge. Extra-curricular activities help students grow in personality and develop mentally and socially. Schools and colleges use these activities to help students use their energy and potential in a healthy way. These activities are

especially important for students who are very active or have a lot of energy. To achieve a well-rounded development of students, the curriculum should include co-curricular or extra-curricular activities. These activities help achieve the goals of education. In real life, students can express their thoughts freely through activities like debates and extempore speaking. These discussions also help form new ideas and teach important values. Playing games and sports keeps students physically and mentally healthy. They also learn how to handle winning or losing. Sometimes, classroom learning can feel boring and routine. Co-curricular activities add fun and positive experiences to a student's life. Therefore, co-curricular activities are very beneficial for students in school, college, and university. These activities are meant to support the academic program and help create well-rounded graduates who are physically, emotionally, spiritually, and intellectually developed through various experiences that help build talent.

Conclusions and Recommendations

Education is more than just getting a degree. It involves the overall development of a person, making sure students grow physically, mentally, emotionally, spiritually, socially, and morally. To reach this goal of complete development, co-curricular activities need to be properly carried out in schools and colleges following the right principles. These activities should help students build life skills, and only then can the true purpose of education be achieved. Parents, teachers, and school leaders should understand the importance of this and make sure these activities are included in all educational setups through all education-related organizations. Co-curricular activities were once called extra-curricular activities in the traditional education system during British rule in India. Today, modern educators see these activities as an essential part of learning, so they are now called co-curricular. Activities like games, sports, art, music, dance, and hobbies give students a chance to express themselves and help them grow into well-rounded individuals. Earlier, the curriculum focused mainly on academic subjects, but now it includes activities that help with physical, social, literary, artistic, cultural, craft, civic, leisure, patriotic, and moral development. These activities are very important from an educational standpoint because they help improve all areas of a student's personality. Based on these findings, the study suggests that junior colleges should have a policy requiring students to take part in at least one co-curricular or extracurricular activity. The curriculum should clearly state that these activities are important parts of education and should not be seen as extra work but as activities that help students improve in non-academic ways. Also, there should be enough resources provided so that students can fully benefit from these activities.

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