



A Comparative Study on Co-Curricular Activities Undertaken by Special and Inclusive School

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Abstract

The present study was based on a comparison conducted on 60 principals of both special and inclusive school. The aim of the study was to find out and compare co-curricular activities (physical development, fine art & performing art, craft & hand craft) conducted in both the setting. It is found from the analysis that, there was no significant difference between the co-curricular activities undertaken by special and inclusive schools ($t=0.07$, $p=0.94$), fine art & performing ($t=0.0045$, $p=0.99$), and craft & hand craft ($t=0.51$, $p=0.60$) no significant difference was found in the co-curricular activities .

Key Term: Co-Curricular Activities, Special Education, Inclusive Education

Introduction:

Education can be thought of as the transmission of the values and accumulated knowledge of a society. In this sense, it is equivalent to what social scientists term socialization or enculturation. Children—whether conceived among New Guinea tribes people, the Renaissance Florentines, or the middle classes of Manhattan—are born without culture. Education is designed to guide them in learning a culture, molding their behaviour in the ways of adulthood, and directing them toward their eventual role in society. In the most primitive cultures, there is often little formal learning—little of what one would ordinarily call school or classes or teachers. Instead, the entire environment and all activities are frequently viewed as school and classes, and many or all adults act as teachers.

As societies grow more complex, however, the quantity of knowledge to be passed on from one generation to the next becomes more than any one person can know, and, hence, there must evolve more selective and efficient means of cultural transmission. The outcome is formal education—the school and the specialist called the teacher.

As society becomes ever more complex and schools become ever more institutionalized, educational experience becomes less directly related to daily life, less a matter of showing and learning in the context of the workaday world, and more abstracted from practice, more a matter of distilling, telling, and learning things out of context. This concentration of learning in a formal atmosphere allows children to learn far more of their culture than they are able to do by merely observing and imitating. As society gradually attaches more and more importance to education, it also tries to formulate the overall objectives, content, organization, and strategies of education. Literature becomes laden with advice on the rearing of the younger generation. In short, there develop philosophies and theories of education.

Need of the Study:

The Secondary Education Commission (1952-53) - The Secondary Education Commission proposes that co-curricular activities provide opportunities for special children to develop their individual qualities, abilities, and confidence, as well as develop collaborative qualities of discipline and leadership. Those co-curricular activities are very essential for all round development of the child, making the child physically, mentally, emotionally, healthy. Therefore, there is a need to study more on this subject.

The field of studies mostly related to co-curricular activities conducted in schools, teachers' attitude towards these activities, physical development, importance of these actions in inclusion, etc., which are mostly related to normal children. Studies relating to children with disabilities have been found to be very low. The researcher knows that there is a need for a study related to the co-curricular activities in the field of special education.

Therefore, proper resources are provided for conducting these activities. It is important to study the availability of facilities.

Declaration of the Topic: A Comparative Study on Co-Curricular Activities Undertaken by Special and Inclusive School

Objectives:

1. To compare physical development of Students on the basis of school setting.
2. To compare fine art & performing art on the basis of school setting.
3. To Compare craft & handcraft performance on the basis of school setting.

Hypothesis:

1. There is no significant difference between special & inclusive schools on the basis of physical activity.
2. There is no significant difference between special & inclusive schools on the basis of fine art & performing art.
3. There is no significant difference between the special & inclusive schools on the basis of craft & handcraft performance .

Limitation of the Study:

1. This study includes only those schools where hearing impaired children are studying.
2. This study includes special and inclusive schools at primary level.
3. Limited Districts taken under consideration of Uttar Pradesh.

Research Design: The current study is a comparative research .

Selection of Sample:

Principal of primary level special and inclusive schools of U.P. has been selected to conduct a comparative study of the co-curricular activities undertaken by special and inclusive schools.

Method of Sample Selection:

The purposive Sampling technique has been used for sample selection.

Sample Size: The current study has selected principal of 30 special schools, and 30 inclusive schools.

Tool: Self developed questionnaire papered by the researcher as per requirement of the study.

Data Collection:

The researcher collected data from principals of special schools and inclusive schools through a self-developed questionnaire for a comparative study of the co-curricular activities undertaken by special and inclusive schools.

Data Analysis: the researcher used mean, SD and t-test

Result and Discussion:

Objective-1: To compare physical development of Students on the basis of school setting.

Table 1: descriptive data of table

Variable	Number of Sample	Minimum marks	Maximum Marks	Total Marks	Mean	standard deviation
Special School	30	16	28	34	23.2	2.23
Inclusive School	30	17	27	34	22.06	2.53

Result: The observation of the table shows that out of the total 34 marks, the minimum marks obtained by the special schools are 16 and the maximum marks is 28 while the minimum marks obtained by the inclusive schools are 17 and the maximum is 27. The mean score of 30 special schools is 23.2 and the standard deviation is 2.23, and the mean figure of 30 inclusive schools is 22.06 and the standard deviation is 2.53.

Table 2: Variance check that F-test table

Variable	Number of Sample	Variance	Df	f-value	p-value
Special School	30	4.99	58	1.28	p>0.05
Inclusion School	30	6.40			

Result: The observation of the table shows that the variance of the marks of the particular school is 4.99 and the number of inclusive schools is 6.40 by variance. The researcher assessed the f-value by variances of both groups. It is evident from the table that f-value 1.28 is less than the critical value of 0.05 level f at 58 degrees of freedom. This indicates that the variance is the same and the T-test will be removed on the same variance. The value of p-value is greater than 0.05.

Hypothesis:

There is no significant difference between special & inclusive schools on the basis of physical activity.

Table3: Differential assessment table in physical activities undertaken by both groups.

Variable	Number of Sample	D.f	t-Value	p-value
Special School	30	58	0.07	0.94
Inclusive School	30			

Result: The table overview shows that the t-value is 0.07 which is less than the critical value of 0.05 level t at 58 degrees of freedom, and p-value 0.94 which is more than table value 0.05. This shows that there is no significant difference between the co-curricular activities of physical development undertaken by special and inclusive schools.

That is, hypothesis 1 is valid.

Objective 2: To compare fine art & performing art on the basis of school setting.

Table4: descriptive data of table

Variable	Number Sample	Minimum marks	Maximum Marks	Total Marks	Mean	standard deviation
Special School	30	16	24	28	19.7	1.91
Inclusive School	30	14	22	28	18.2	2.02

Result: The observation of the table shows that out of the total 28 marks, the minimum marks obtained by the special schools are 16 and the maximum marks is 24 while the minimum marks obtained by the inclusive schools are 14 and the maximum is 24. The mean score of 30 special schools is 19.7 and the standard deviation is 1.91, and the mean figure of 30 inclusive schools is 18.2 and the standard deviation is 2.02.

Table5: Variance check that F-test table

Variable	Number Sample	Variance	Df	f-value	p-value
Special School	30	3.66	58	1.11	p>0.05
Inclusive School	30	4.09			

Result: The observation of the table shows that the variance of the marks of the particular school is 3.66 and the number of inclusive schools is 4.09 by variance. The researcher assessed the f-value by variances of both groups. It is evident from the table that f-value 1.11 is less than the critical value of 0.05 level f at 58 degrees of freedom. This indicates that the variance is the same and the T-test will be removed on the same variance. The value of p-value is greater than 0.05.

Hypothesis2: There is no significant difference between special & inclusive schools on the basis of fine art & performing art.

Table6: A difference in the activities of art & performing art education development undertaken by both groups.

Variable	Number of Sample	Df	t-Value	p-value
Special School	30	58	0.0045	0.99
Inclusive School	30			

Result: The table overview shows that the t-value is 0.0045 which is less than the critical value of 0.05 level t at 58 degrees of freedom, and p-value 0.99 which is more than the table value 0.05. This shows that there is no significant difference between the co-curricular activities of art & performing art education development undertaken by special and inclusive schools. That is, hypothesis 2 is valid.

Objective3: To Compare craft & handcraft performance on the basis of school setting.

Table7: descriptive data of table

Variable	Number Sample	Minimum marks	Maximum Marks	Total Marks	Mean	standard deviation
Special School	30	14	22	28	17.7	2.19
Inclusive School	30	11	21	28	18.06	2.16

Result: The observation of the table shows that out of the total 28 marks, the minimum marks obtained by the special schools are 14 and the maximum marks is 22 while the minimum marks obtained by the inclusive schools are 11 and the maximum is 21. The mean score of 30 special schools is 17.7 and the standard deviation is 2.19, and the mean figure of 30 inclusive schools is 18.06 and the standard deviation is 2.16.

Table8: Variance check that F-test table

Variable	Number of Sample	Variance	Df	f-value	p-value
Special School	30	4.83	58	1.23	p>0.05
Inclusive School	30	4.68			

Result: The observation of the table shows that the variance of the marks of the particular school is 4.83 and the variance of the marks of the inclusive schools is 4.68. The researcher assessed the f-value by variances of both groups. It is evident from the table that f-value is 1.23 which is less than the critical value of 0.05 level f at 58 degrees of freedom. This indicates that the variance is the same and the T-test will be removed on the same variance. The value of p-value is greater than 0.05.

Hypothesis3: There is no significance difference between the special & inclusive schools craft & handcraft performance.

Table9: A difference in the activities of crafts and handcraft education development taken by both groups.

Variable	Number of Sample	Df	t-Value	p-value
Special School	30	58	0.51	0.60
Inclusive School	30			

Result: The table overview shows that the t-value is 0.51 which is less than the critical value of 0.05 level t at 58 degrees of freedom, and p-value 0.60 which is more than table value 0.05. This shows that there is no meaningful difference between the co-curricular activities of development of crafts and handcraft education taken by special and inclusive schools. That is, hypothesis 3 is valid.

Conclusion:

Co-Curricular activities plays a vital role in all round development of primary level children due to frequent modification in curriculum formwork both the school settings are papered effectives strategies to implement co-curricular activities. If the schools continue the same it will provide benefit to students irrespective to individual differences, ultimately to society.

Referances

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