



**A STUDY OF THE IMPORTANCE OF TRAINING ON EXTRA-CURRICULAR ACTIVITIES FOR STUDENTS WITH SPECIAL FOCUS ON CULTURAL ACTIVITIES**

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**Abstract**

*While a major focus of formal education is on curriculum, the extra-curricular activities have multi-fold benefits. Apart from excelling in a particular area, they also help in building several virtues and values, thereby contributing to the overall personality development of the students. This study which was undertaken with a view to study the various areas of cultural activities – Dance, Drama, Fine Arts, Literary and Music, and their benefits for the students, has also highlighted the need for skill trainings in such areas. With the use of primary data, this study has underlined the importance of skill training in overall personality development among the students of degree college and has proposed that more such trainings should be conducted.*

**Keywords:** *Extra-curricular activities, Cultural activities, Skill training, Personality development.*

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**Introduction:**

Students pursuing higher education have scope to pursue co-curricular and extra-curricular activities along with their degree curriculum, and also to earn due rewards for the same, by way of additional marks and credits. While it is necessary for the students to score good marks and grades, it is also believed to be important for to ensure overall personality development that goes beyond the examination performance. To serve this objective, extra-curricular activities are an effective way. Extra-curricular activities provide students with opportunities to explore their interests, develop skills, and build confidence. They also help students learn how to work in a team, set goals, and manage their time effectively. Moreover, extra-curricular activities can provide a sense of community and belonging, which can be especially important for students who may not feel connected to others otherwise.

Cultural activities are an important part of extra-curricular activities in formal education because they can help students learn about and appreciate different cultures and traditions. This can broaden their understanding of the world and promote tolerance and respect for diversity. Cultural activities can also help students develop their creativity and imagination, as well as their communication and problem-solving skills.

**Overview of Skill Areas in Cultural Activities:**

**A. Dance**

- i. Indian Classical Dance (Solo): Indian classical dance is a term used to describe a number of traditional dance styles that have developed in India over the centuries. These dance styles are characterized by their highly stylized movements, elaborate costumes, and strict rules of performance. Examples: Bharatanatyam, Kathak, and Odissi.



ii. Folk Dance (Group): Indian folk dance refers to the traditional dance styles that are native to the various regions of India. These dance styles are rooted in the cultural traditions of the people who live in these regions and are often passed down through the generations.

### **B. Drama (Theatre)**

- i. One Act Play: It is a play that typically only has one act, as opposed to multiple acts that are common in full-length plays. One-act plays are typically shorter in length and may be more focused on a specific theme or story. One-act plays can be written in a variety of styles, including comedy, drama, and tragedy.
- ii. Mono Acting: Mono acting is a form of acting in which a single performer presents a solo performance. Mono acting can be done with or without props, costumes, or sets, and may be accompanied by music or other sounds to create atmosphere or set the mood. It can also be used as a tool for actors to practice and develop their craft.
- iii. Skit: A skit is a short, humorous play that is typically performed by a small group of actors. Skits often involve satire, parody, or word play. They may be based on current events, popular culture, or everyday life. Skits can be written and performed in a variety of styles, including comedy, drama, and tragedy.
- iv. Mime: Mime is a type of theatre in which the performer communicates emotions and actions through bodily movements and gestures, without the use of words or sounds. Mime artists often use facial expressions and body language to convey meaning and create the illusion of movement or transformation.
- v. Mimicry: Mimicry is the act of imitating the sounds, movements, or behaviour of other people or animals. Mimicry can be used for a variety of purposes, including entertainment, communication, and imitation. Mimicry can also involve imitating the behaviour or mannerisms of other people or animals.

### **C. Fine Arts**

- i. Poster Making: Poster making is the process of creating a visual design that is intended to be displayed on a poster. Posters are often used for advertising, promoting events or products, or for decorative purposes.
- ii. Cartooning: Cartooning is the art of creating visual art in the form of cartoon drawings. Cartoons are often humorous, and may be presented in a variety of forms, such as comic strips, comic books, or animated films.
- iii. On-the-spot Painting: Also known as improvisational or spontaneous painting, on-the-spot painting is the practice of creating a painting without a specific plan or pre-determined subject. The subject/ topic is given on-the-spot.
- iv. Rangoli: It is an event in which participants compete to create the most creative, beautiful, or skilful rangoli design. Rangoli is a traditional Indian art form in which decorative designs are created on the ground using materials such as coloured rice, sand, flour, or flower petals.
- v. Collage Making: Collage making is the process of creating a composition by arranging and combining various materials, such as paper, fabric, photographs, and found objects, in a unified design. Collages can be created on a flat surface, such as a piece of paper or canvas, etc.
- vi. Spot Photography: Spot photography is a type of photography that focuses on capturing images of a specific subject or area in great detail.
- vii. Mehendi Designing: Mehendi designing involves creating intricate designs on the skin using mehendi, a temporary form of body art made from the powdered henna leaves. Mehendi is traditionally applied to the



hands and feet, and is often used in India and other parts of South Asia as a part of wedding and other cultural celebrations.

#### **D. Literary**

- i. Elocution: Elocution is the art of speaking clearly, correctly, and expressively, with good enunciation, pronunciation, and voice control. Elocution can be used to improve the clarity and effectiveness of spoken communication.
- ii. Story Telling: Storytelling is the act of telling a story, either orally or in writing, to an audience. Storytelling is a way to communicate experiences, ideas, and emotions, and can be used to entertain, educate, or inspire.
- iii. Debate: Debate is a formal discussion or argument in which two or more people present opposing viewpoints on a particular topic. It helps to explore different perspectives on an issue, to persuade others to adopt a particular viewpoint, or to practice critical thinking and public speaking skills.
- iv. Quiz: A quiz competition is an event in which participants compete to answer questions correctly. Quiz competitions involve testing of knowledge or challenging the players to think critically.

#### **E. Music**

- i. Indian Classical Vocal (Solo): Indian classical vocal is a form of music that involves the performance of Indian classical music which is a complex and sophisticated art form that has a long history and a rich cultural tradition.
- ii. Indian Classical Instrumental (Percussion and Non-Percussion): Indian classical instrumental music is a form of music that involves the performance of Indian classical music using instruments as the primary source of sound.
- iii. Indian Light Vocal: Indian light vocal music is a form of popular music that involves the performance of Indian music. It is typically characterized by its catchy melodies, simple harmonies, and the use of Indian-influenced instruments such as the sitar and tabla.
- iv. Natyasangeet: It involves the performance of Indian classical music (Natyapad) specifically composed for use in classical dance and is an integral part of Maharashtra's rich theatre culture. Natyasangeet is characterized by its complex melodies and rhythms, and is typically composed in a specific raga (melodic framework) and tala (rhythmic pattern).
- v. Western Vocal/ Instrumental: Western music is a broad term that encompasses a wide range of musical styles and traditions, including classical, pop, rock, jazz, and more.

#### **Review of Literature:**

Fred C. Lunenburg (2010) stated several proven benefits of extra-curricular activities – reinforcing learning, supplementing the coursework, facilitating democratisation, integration of knowledge.

Nikki L. Wilson (2009) showed that, the students who participate in extra-curricular activities score better grades in examinations, have higher educational attainment, and are more likely to attend school regularly. The author also highlighted that there is a positive association between taking part in extra-curricular activities and a positive self-perception.

Herman Aguinis and Kurt Kraiger (2009) reviewed various research works to arrive at the to arrive at the conclusion that training has a very wide impact which has a tendency to get multiplied. It ranges from individual



to team, team to organisation and organisation to society.

**Objectives of the Study:**

- i. To study the various cultural activities in which competitions/ events are conducted,
- ii. To study the benefits of these activities,
- iii. To study the forward-looking approach related to training in the abovementioned activities.

**Limitations of the Study**

- i. The study conducts the analysis on the basis of responses received from students pursuing graduation courses only.
- ii. The data has been collected only from the students who have the access to the minimum training opportunities available at their disposal and who are practising art forms.
- iii. The study covers students residing in urban or semi-urban areas. Conclusions of this study may not be applicable in case of those from rural areas, due to differences in dynamics of urban and rural areas.

**Hypothesis:**

There is a positive relationship between training in cultural activities and development of skills and personality as a whole, among students.

**Research Methodology:**

Source of data: The study is based on the primary data collected from students through online survey method, number of respondents being 110.

Nature of data: The data is in the form of answers given by the respondents to the questionnaire designed for the purpose.

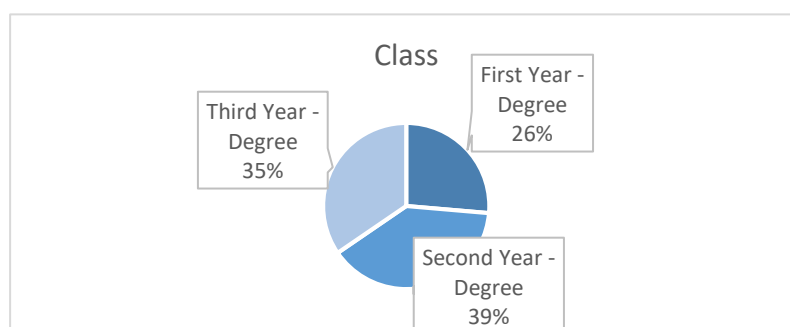
Data analysis and representation: The collected data has been presented in tables and analysed using charts and graphs, so as to give meaningful output for effective data interpretation.

Data interpretation: Data interpretation has been done in the form of findings and conclusions.

**Data Analysis and Findings:**

Question 1. Which class do you study in?

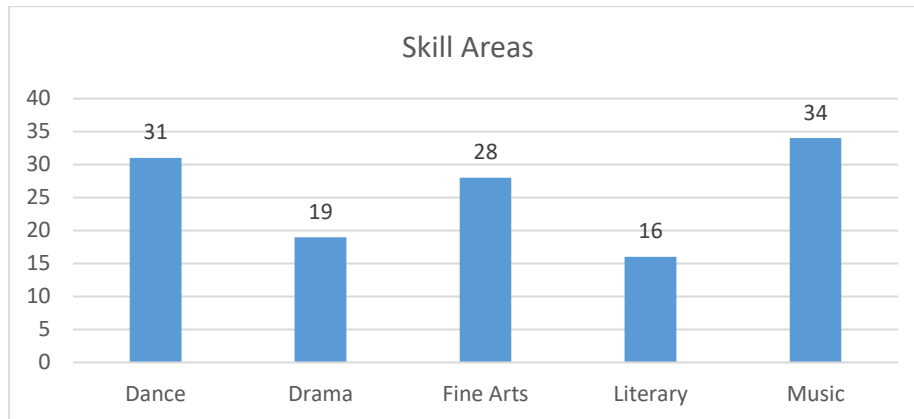
First Year - Degree: 29, Second Year - Degree: 43, Third Year - Degree: 38. Total: 110.



The survey covered 110 students of degree college, covering all three years (First Year, Second Year, Third Year).

Question 2: Which skill areas do you practise? (Select multiple if applicable)

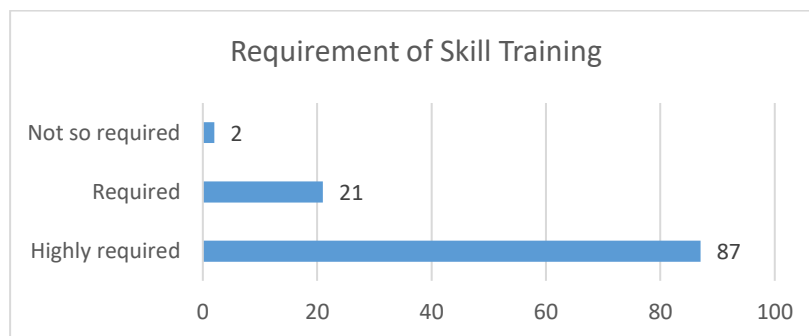
Dance: 31, Drama: 19, Fine Arts: 28, Literary: 16, Music: 34. Total: 128.



The survey covered all five skill areas in the cultural activities – Dance, Drama, Fine Arts, Literary, Music. Also, it can be clearly noticed that some of the student respondents practise two or more art forms.

Question 3: How would you rate the requirement of training in your skill area?

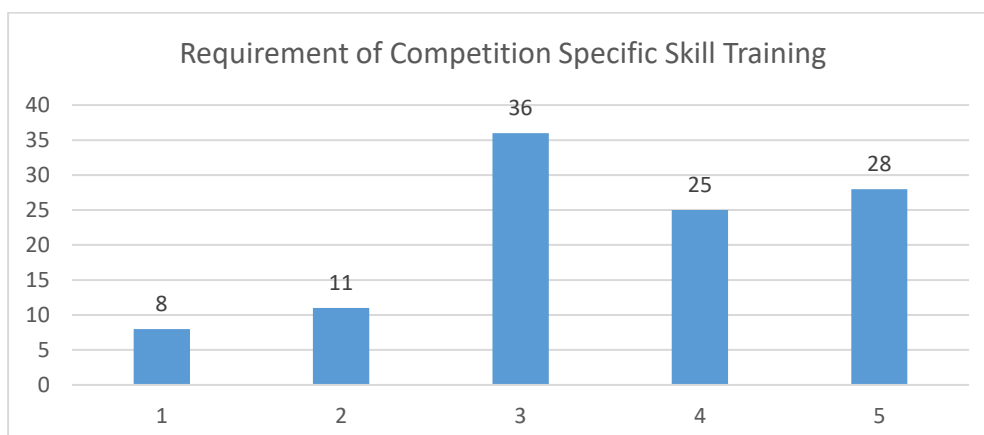
Highly required: 87, Required: 21, Not so required: 2. Total: 110.



Apart from 2 out of 110, all other student respondents (98.18%) agreed that the skill training is highly required in their area of cultural activities.

Question 4: If your answer to the above question was 'Required' or 'Highly required', do you feel that training for specific competitions/ events is also required, separately from your regular skill training, to produce fruitful results in those competitions/ events?

1: 8, 2: 11, 3: 36, 4: 25, 5: 28. Total: 108.

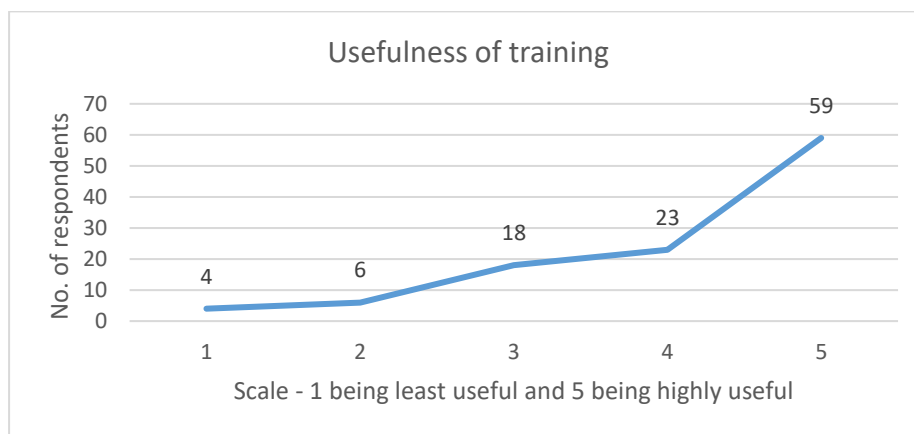




Out of 108 student respondents who expressed the requirement of skill training in their area, 36 (33.33%) feel that the competition specific training is reasonably required, while 53 (49.07%) [25 + 28 = 53] feel that it is strongly required to win prizes at the competitions.

Question 5: On the scale of 1 to 5, how would you rate the usefulness of the training made available to you by your college? (1 being least useful and 5 being highly useful)

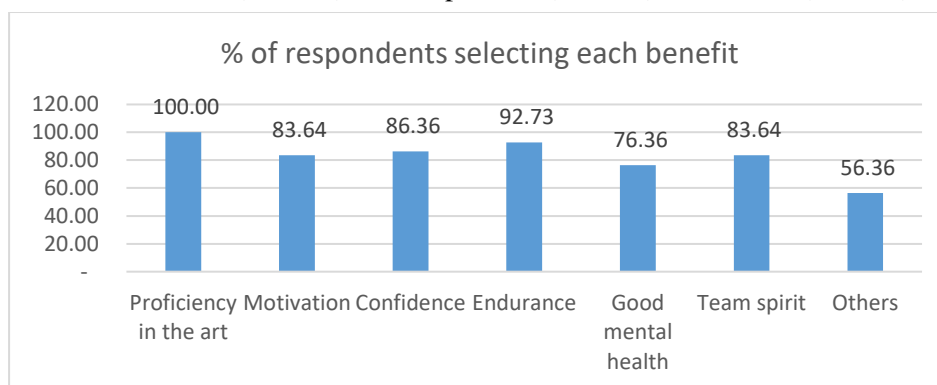
1: 4, 2: 6, 3: 18, 4: 23, 5: 59. Total: 110.



Majority of the student respondents [53 out of 110 (53.64%)], agreed that the training that received has been highly useful in attaining the desired results/ outcomes. Only 10 (9.09%) [4 + 6 = 10] found their respective trainings to be not so useful.

Question 6: What according to you are the benefits of these skill trainings? (Select multiple if applicable)

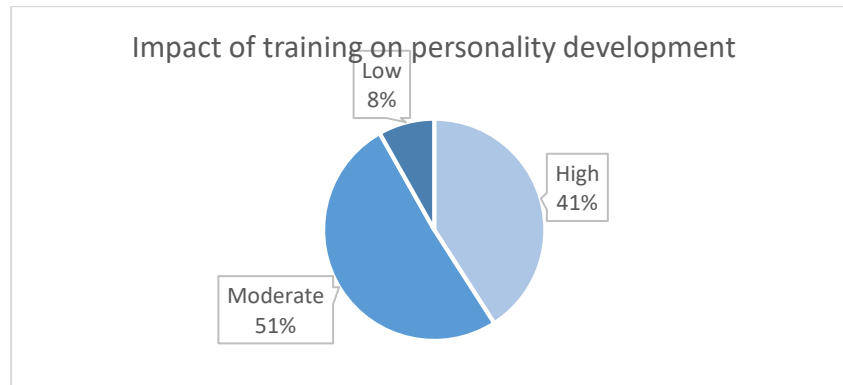
Proficiency in the art, 110 (100%), Motivation: 92 (83.64%), Confidence: 95 (86.36%), Endurance: 102 (92.73%), Good mental health: 84 (76.36%), Team spirit: 92 (83.64%), Others: 62 (56.36%).



While proficiency in the art is achieved by 100% of the respondents, other benefits like endurance (92.73%), confidence (86.36%), motivation (83.64%) and team spirit (83.64%) are also experienced by more than 80% of the respondents.

Question 7: How much impact has the skill training in cultural activities had in your personality development as a whole?

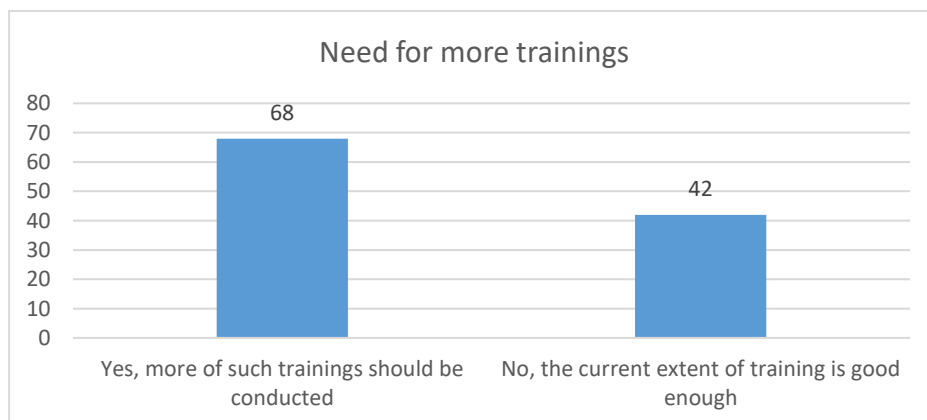
High: 45 (40.91%), Moderate: 56 (50.91%), Low: 9 (8.18%). Total: 110.



More than 90% of the student respondents believe that the skill training has a significant impact in their overall personality development.

Question 8: Do you feel that these trainings should be conducted more often or more extensively?

Yes, more of such trainings should be conducted: 68, No, the current extent of training is good enough: 42. Total: 110.



While 68 out of 110 student respondents (61.82%) want more of such skill trainings to be conducted, a significant proportion of respondents [42 (38.18%)] believe that the present extent of training that they have been receiving is sufficient.

### Suggestions:

- i. In the light of the valuable findings of this study, training sessions for students in cultural activities should be conducted more often and more extensively by the colleges/ institutions.
- ii. The universities/ governments should take concrete steps for constructive training in the area of cultural activities.
- iii. Parents are the important stakeholders in students' personality development. They should support their ward to take part in the cultural activities/ competitions/ dance.

### Conclusion:

Competitions/ events relating to cultural activities present an opportunity for the students to showcase their talent and skill. This skill can be sharpened through training programmes. Cultural activities like other extra-curricular





activities, contribute ultimately to the personality development of the students. The awareness for the need for training in cultural activities is an encouraging scenario. Students are well aware of the benefits that they can get from training, apart from just achieving proficiency in their area. However, more initiatives are recommended to be undertaken by the colleges/ university to make the same more effective.

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