

CO-CURRICULAR ACTIVITIES GUIDELINES

2023

J S MURARKA MULTIPLE CAMPUS LAHAN, SIRAHA

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Background

J S Murarka Multiple Campus Lahan, Siraha is a pioneer, accredited and well-managed community-based campus of Madhesh Province located in the picturesque and peaceful surroundings at the heart of Lahan Municipality, Siraha, Nepal. The campus established in 2044 BS with the collaborative efforts has been practically educating the youngsters around this area contributing for comprehensive reforms in higher education in the country particularly by enhancing quality and relevant academic activities. The campus started its services among the public with the faculty of humanities from proficiency certificate level in the affiliation with Tribhuvan University, and currently it has practically been providing different programs from Bachelor (Humanities (BA), Education (BEd & BEd Science), Management (BBS), Science (BSc), & One year BEd) to post graduate level in Education (English, EPM, Health), Humanities (Sociology), and Management (MBS). The campus is situated at Lahan Municipality - 10 near Gramin Chowk, 2.5 km far from the national highway. Lahan Municipality has provided a land plot of 15-16-01 *Bigha* as its main property. The campus premises surrounded by the spacious compound are finely built having state of the art infrastructure supported by the renowned social worker and business entrepreneurs, late Prameshwor Murarka and Atama Ram Murarka, and Lahan Municipality. Now it has separated blocks for respective teaching and non-teaching activities. Physically and technologically, the campus has been well facilitated, i.e. a model campus of the area.

From the inception of the campus, there could be many noticeable landmarks as its academic historical contributions to the society. Thousands of the graduates have been graduated successfully from different streams and contributing nationally and internationally. Similarly, along with the QAA certification, it has added more flavor for producing the highly skilled manpowers by creating good environment of qualitative education in Madhesh province in particular and in the nation in general. Moreover, the administration has been very active and it has been more onwards after its accreditation. The campus has developed some of the important physical infrastructures for the purposes of facilitating the teaching learning activities. Some of the physical developments are as follows: separated teaching blocks, administrative building,

Well Equipped Seminar Hall, Well managed classrooms, library, science lab, Computer lab, Secretarial building, Silver jubilee monument park, Primary health center building, Generator building, Generator/solar power, Cycle stand, Bus stand, Joint desk-benches, Attendance machine, etc. Finally, the campus aims at being autonomous soon and launching different demanded subjects in the future.

Co-curricular Activities

The International Dictionary of Education defines co-curricular activities as: *“Activities sponsored or recognized by a campus 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. Co-curricular activities include sports, campus bands, student newspaper etc. They may also be classed as ‘Extracurricular’ i.e. activities carried on outside the regular course of study; activities outside the usual duties of a job, as extra class activities.”* Extra-curricular activities are direct and personal services for campus students for their enjoyment that are managed and operated under the guidance of an adult or staff member. Thus, Extra-curricular activities have all of the characteristics; they are not offered for campus credit or required for gradation, they are generally conducted out-side campus hours, or if partly during campus hours, and at times, agreed by the participants and approved by campus administration, the content of the activities is determined primarily by the student participation under the guidance of a stage-member or other adult.

Co-curricular activities extend learning experiences and they are directly related to academic courses in curricular subjects and activities, whereas extra-curricular activities are not part and parcel of curriculum and they are not carried out during campus hours. The participants in the extra-curricular activities are guided by a staff member or any other adult with knowledge and experiences. Both co-curricular and extra-curricular activities are noncredit activities. However, both of them need approval by campus authorities. The provision of co-curricular and extra-curricular programmes has been recognized as the most essential mechanism for psychological and intellectual development of students. These activities have been evolved as an integral part of their learning process. Education is, has been said elsewhere, a creation of a sound mind in sound body. So students need ways and means to express their emotions and learn to adjust themselves in the broad society. In Nepal, co-curricular and extra-curricular activities include

activities such as physical, literary, aesthetic, cultural, hobbies, craft activities, excursions, social welfare etc. Many institutions have made extra-curricular compulsory and given directives to carry-on such activities. Some of these activities are as - gardening competition, quiz, folk-song and dance, debate, arts, games, etc. Most of these activities are suitable for high campus students. However, they can be used for Primary campus students as well, especially the games, songs, arts, etc. Most of the campuses conduct these activities on Friday after the campus hour. The above activities are not included in the curriculum as a credit hour and questions may arise in the minds of guardians and parents as to why they should pay extra for extra activities or why they should spend extra time for the activities which has nothing to do credit earning. As it has lot to do with the proper and sound development of students, everyone including guardians, teachers, resource persons, etc. should be informed about the impact of such activities in the campus during the learning period. Although, extra-curricular and co-curricular programmes are part and parcel of campus activities, yet few studies have been made to assess the real impact of such activities. More, both co-curricular and extra-curricular activities, being non-credit activities, no distinction is made between co- and extra-curricular. To be frank, curricular, co-curricular, and extra-curricular activities are very much interwoven yet. To put it simply, co-curricular activities are activities that are supplementary to classroom education. They are not directly linked to the course curriculum but they form an important part of it by allowing students to engage in the learning experiences. Usually, co-curricular activities do not carry grades but the student's performance in these activities is shown in the report card.

Rationale of CCA

Modern education aims at the wholesome development of students. In fact all-round development is the key theme of education. Today, when a child comes to campus, he comes in his totality and, so, education should help him to develop his total personality. To fulfil these purposes, varieties of educative experiences are to be provided in the campus programmes which may contribute to a long, happy and normal life of the child. In this regard, educational experiences should not only include formal knowledge to help him to develop intellectually and mentally but also impart lots of other experiences for his social, physical and spiritual development. Moreover, development of creativeness should not be left out from his experiences because this is one aspect which distinguishes him as a person and as an individual in the society. We conceive of the campus curriculum as the totality of learning experiences that the campus

provides for the pupils through all the manifold activities, in the campus or outside, that are covered on under its supervision. These manifold activities include not only curriculum centered activities but also other curricular activities (co-curricular activities and extra-curricular) that help students to develop mentally, spiritually and socially. Even with the most satisfactory campus-room conditions, students need a more direct outlet for their tendencies. The co-curricular and extra-curricular activities provide them freedom and opportunities for expressing themselves outside the tight formalities of the campus programme and, at times, it is more important for their emotional and social health. These activities provide opportunities of self-expression and provide outlets for the flow of the surplus energies of the students. Thus, extra-curricular activities are valuable for developing proper attitude, habits, interest and ideals among pupils. Today, we give due emphasis to co-curricular and extra-curricular activities alongside the curricular activities for all-round development of students. So, we need to understand the distinction between co-curricular and extra-curricular activities, between curricular and co- and extra-curricular activities. In this context, campus assembly, campus management committee, and other authorized bodies should pay due attentions for promoting such activities in the campus systems, and are designed to provide opportunities for students to participate, on an individual or group basis, in campus and public events for the improvement of skills. Thus, co-curricular activities have one or more of the following characteristics: They are conducted at regular and uniform times during campus hours or at other times established by the campus administration. Although not offered for credit, they are directed or supervised by instructional staff in a learning environment similar to that found in courses offered to credit. They are partially funded by public money for general instructional purposes under the direction and control of the campus systems.

Co-curricular and extra-curricular activities being valuable tools of such learning experiences should not be taken lightly and implemented haphazardly. Because of its high value, the co-curricular and extra-curricular activities are required to be organized as regular programmes in campus for which there is need to have policies, legal recognition and administrative organization. Regarding co-curricular and extra-curricular activities, it is observed so far here in this campus that we show our ignorance regarding co-curricular activities and talk only about extra-curricular activities.

Co-Curricular vs Extra-Curricular

People often use both words interchangeably but there is a difference between the two. While co-curricular activities are in some way connected to classroom studies, extra-curricular activities are outside the realm of the classroom. Co-curricular activities are part of the academic curriculum providing instructions or experience to supplement the learning of the student. On the other hand, the extracurricular activities are not associated with the academic curriculum.

The activities that are regarded as extracurricular are often done outside the campus. The activities may include music classes, gymnastics, dance, sports, and other competitions. Though both things are quite different, their role in overall personality development is indiminishable. Both co-curricular and extracurricular activities strengthen the learning experience of the students and develop leadership qualities in them.

Operational Policy

Embrace periodic revision of academic calendar and campus programs and their delivery with increased focus on different activities with the provision of making the students more practical for their courses: Maintain striking balance between credit and non-credit courses, regulate such activities on the planned ways, allocate the proper budget for their effective implementations and create a wholistic socio-family among the students in the society with the greater focus on research based learning, and addressing the national needs. and finally to promote cooperation, collaboration and partnership between industries, enterprises, and teaching institutes to facilitate learning for students and the industries/enterprise staff to promote lifelong learning.

Objectives

The existing situation and problems of Co-curricular and Extra-curricular activities in primary campuses of Nepal is very poor as such activities are non-credits by their nature. However, they are very essential for the dynamic development of the students on the one hand and on the other, they are supported for the credit courses fully. Students when engaged with co-curricular activities can acquire leadership qualities, and communication skills, improve their problem-solving ability, and gain knowledge of various fields. Thus, the main objectives of such activities are:

- To help students' psychosomatic and social development.

- To foster creative ability and provide opportunities for students' expression.
- To support the campus programme.
- To enrich student's learning and balance the campus atmosphere.
- To provide opportunities for the students to acquire many subtle learning like human values, beliefs, manners and thinking pattern through hidden curriculum.
- To help students develop their personality.
- To develop a sense of responsibility through accepting responsibility by the students, hence, a sense of pride in their campus.
- To make the faculties aware of such activities' importance for students by visiting other campuses.

Facilities for CCA

Physical Facilities Available for CCAs One of the major factors, affecting the operation of a successful programme of CCAs is the provision of adequate facilities, equipment, and supplies. In general, the term facilities, equipment and supplies is used as an alternative word for each other. But in the field of physical education, games & sports and in practical subject these three words have different meanings. In this regard, 'facilities' may be defined as an area, space or teaching station, it may be located either out-of-doors or inside a building, such as class room, play field, laboratory, gymnasium, auditorium etc. Similarly the term 'equipment' is interpreted as non-expendable items which may be a part of the permanent construction. Such as backboard of basketball, goal post in football or hockey ground etc., whereas supplies are those expendable materials or items that need to be replaced of frequent intervals, such as balls, bats, net, book, paper, paint, brushes etc. This campus has a well-furnished seminar hall, where most of the workshops, seminars are conducted. This campus has not yet more facilities for such activities but is very much aware of them to manage more in the days to come. There will be the provision of incentives for teachers and students for conducting extracurricular activities.

Possible CCAs

- Different kinds of sports; Physical exercise and yoga, Scout, National development service
- For mental and intellectual development; Debates, Quiz contest, Spelling competition
- For the development of knowledge, expression and understanding; Observation tours

- For instilling the spirit of social service and environmental awareness; Sanitation of the surrounding areas, Protection and cleanliness of public places, Layout and preservation of campus garden and kitchen garden, Tree plantation and environmental protection
- Library, public health and family welfare programmes
- Competition of literary work; publication of wall magazines and handwritten newspapers, Painting, Handicraft, Drama, dance and music
- For physical development

CCA and ECA Committee

Co-curricular and extra-curricular activities being valuable tools of such learning experiences should not be taken lightly and implemented haphazardly. All the CCA and ECA activities will be controlled and facilitated by the committee which will be coordinated by the faculty member from the Health and Sport science subjects. There will be the seven members in the committee including the coordinator.

| SN | Name | Post |
|----|------------------------------|--------------|
| 1. | Physical Health Edu. Faculty | Co-ordinator |
| 2. | Faculty | 5 Members |
| 3. | Non-teaching Staff | 1 Member |

Staffing and Budgeting for CCAs

The campus will allocate the fund for the provision of incentives for teachers and students for conducting co/extracurricular activities during the year. No campus can be greater than its staff, nor can a programme advance beyond the vision of those who administer it. The programme must rely upon the staff to put it into efficient. In fact, the regulation of the campus and its influence on the life of the community invariably depends on the kinds of teachers working in it. Similarly, the students are the legitimate occupants of the campus - it is for them that all educational efforts are organized. In compliance of above spirit, attempts have been made to focus on the participation of teachers and students in planning, support and conduct of co-curricular activities in the campus. There will be the separate teachers for such activities with

less teaching load. There will be the teachers with their own TORs and the budget will be allocated for it as per the needs.

Advantages of Co-curricular Activities

- These activities are vital in fostering artistic creativity and stimulating aptitude for reasoning and problem-solving in students.
- Besides making education an interesting affair, co-curricular activities allow students to explore their strengths and talents outside the academics.
- The activities help teachers to pinpoint weaknesses in students and allow them to work on those weaknesses.
- Through co-curricular activities, students learn time management and leadership skills.
- The students get an opportunity to interact with each other and participate in group activities helping them in developing social etiquette.
- Co-curricular activities in campus have played an instrumental role in eliminating drug abuse and crime in students.

Guidelines for Teachers

- Priority should be given to the safety of the participants through the proper levels of supervisions for all co-curricular activities inside or outside the campus.
- Competition among the students for such activities should not be encouraged; rather every student should be given his/her chance for the completion of the activities.
- The responsible teacher-coach should work in a safe environment and have a clear knowledge about his/her roles.
- S/he is responsible for setting clear boundaries between a professional working relationship and friendship with the participated students in the activities.
- S/he should operate to the school's code of behaviour which emphasises good behaviour, respect for others, and respect for rules, responsibility and a sense of fair play.
- Parents/guardians should show respect for the teacher-coach and make them aware of any special needs of the child.
- In the promotion of their own safety and the safety of students participating in activity, teachers should:

Be positive and praise and encourage effort as well as results.

Place the welfare and safety of students first.

Have the relevant knowledge and experience to work with young people.

Avoid overtraining and placing too strong an emphasis on winning.

Avoid situations where you are with lone students away from others.

Avoid taking lone students in their car/bike.

At all times, avoid the use of alcohol, cigarettes and drugs during events or on trips.

Avoid using any form of foul language, aggressive behaviour or physical force towards a student.

Avoid engaging in certain types of fitness testing without the presence of another adult.

Parents/guardians should be notified of injuries/illness which their students incur while participating in an activity.

- Students participating in sport or another activity are entitled to:

Be safe.

Be treated with care, sensitivity and respect.

Have fun and enjoy the activity.

Make a complaint in an appropriate way and have it dealt with through fair and proper procedures.

Be listened and believed.

- Students participating in sport or another activity should:

Play fairly.

Respect opponents and their own team mates.

Be modest in victory and be gracious in defeat.

Avoid cheating, using abusive language or arguing with referees, team mates or opponents.

Avoid telling lies about adults or others.

Avoid taking banned substances to improve performance.

Avoid keeping secrets about any person who may have caused them harm.

Ensure that such participation does not adversely affect academic progress by keeping up with class work and homework.

Guidelines for Educational Tours

- Plans for an educational tour should have the approval of the administration.
- Full itinerary and tour details must be given to the campus chief, and to the parents(s)/guardian(s) of students going on tour. The itinerary should include names and addresses and phone numbers of hotels/accommodation where the group will be staying.
- All students will be fully informed of the appropriate rules and regulations and the expected standards of behavior on tour. Any breaches of these standards will be subject to appropriate sanctions in accordance with the campus codes of conducts.
- Students will be given clear guidelines in advance of tour regarding procedures in the event of separation from the group or any other such emergency.
- The required number of whole time teaching staff must accompany the students. An appropriate number of male and female staff is required when the group comprises both boys and girls.
- Each student should have a contact phone number of the Group Leader while on tour.
- In case of emergency, the group leader should ensure the following procedures are followed:

The needs of the affected student(s) are met.

The parent(s)/guardian(s) of the affected student(s) are contacted.

The welfare and safety of the remaining students is catered for.

Sufficient numbers of staff remain with the affected student(s) and also with the remaining students.

Contact is made with the campus chief.

The health, safety, and general welfare of students, must remain the primary concern of all teachers and must inform all decisions made in relation to students.

Student Involvement

Every student is to be fully and actively involved in Co-curricular and Extra-curricular activities. The co-curricular and extra-curricular activities beyond the ordinary hours of campus are a necessary part of its programme. Students are enrolled on the understanding that they also join in

sports, retreats, class camps, excursions and similar activities. Students who have the ability and physical fitness and are chosen to represent the campus in sport will do so willingly, enthusiastically and conscientiously as a way of building up campus spirit. Commitment to campus sport, Co-curricular and Extra-curricular activities has a priority over all other activities such as outside tutorials, part-time work commitments and outside club commitments. Students who are not selected in their preferred area/s of involvement will be directed to other Co-curricular activities in order to fulfil their commitments.

Procedures for Students

- The campus encourages students to participate in activities for which they show an interest and/or proficiency.
- Students are expected to participate in those activities for which they nominate and are required to attend the necessary training/practice sessions.
- They are expected to represent the campus in sports and activities for which they show proficiency and particularly in instances where they are involved in sporting/cultural pursuits in bodies external to the campus.
- A number of activities require students to trial for a limited number of places.
- Students not selected in a team or squad are to consult the co-ordinator of Co-curricular to gain placement in another activity in order to fulfil their Co-curricular commitment.
- Appropriate uniforms and presentation are required at all times.

Students who nominate to participate in a particular activity are required to undertake complete involvement throughout the programme. Students are not able to change from one activity to another without prior approval given by the co-ordinator of Co-curricular. If a student is chosen to represent the campus and cannot attend the event due to a legitimate reason, an advanced request for leave is required from the parent. Breaches of this policy will involve disciplinary sanctions, as determined by the co-ordinator of Co-curricular.

Parent/Caregiver Involvement

Parents/Caregivers and outside coaches are encouraged to support, coach, assist and participate in the campus's Co-curricular Programme.