

# Student's Civic Engagement in University Co-Curricular Activities- A Study

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## **Abstract**

This study provides a comprehensive investigation of the civic participation of college students in extracurricular activities at their respective universities. Students are given the tools they need to actively participate in societal concerns and to contribute to the improvement of society through the incorporation of civic engagement as an essential component of higher education. Students have the opportunity to put their knowledge to use, broaden their experience in the real world, and cultivate a feeling of social responsibility through participation in extracurricular activities. The purpose of this research is to investigate the many facets of student civic involvement in extracurricular activities at universities, as well as its influence on an individual's development and the role it plays in the formation of future leaders. The scope of the study encompasses an investigation into the extracurricular pursuits pursued by students, such as volunteer work in the local community, participation in student organizations, holding positions of leadership, engaging in political activism, engaging in social entrepreneurship, and participating in global engagement. The study looks into the elements, such as personal interests, social values, and academic objectives, that influence the decisions that students make regarding whether or not to participate in these activities. In addition to this, it investigates the influence that participation in civic activities has on the personal development of students, including the evolution of leadership qualities, the capacity for critical thinking, empathy, and intercultural competence. The findings of this study contribute to a fuller understanding of the function that extracurricular activities play in developing student civic participation within the framework of higher education institutions by providing evidence for this role. The findings provide light on the effectiveness of a variety of initiatives, emphasize the problems experienced by students in their engagement, and identify areas for improvement in the process of developing a culture of civic duty. In addition, the study investigates the consequences of students' involvement in civic life on their future job opportunities, the results they experience after graduation, and their role as active citizens in society.

**Keywords:** Student Civic Engagement, Co-Curricular Activities, University, Future Prospects, Personal Growth, Community Service, Higher Education

## Introduction

In today's world and academic climate, it can be difficult for professors to maintain exciting classroom content while also increasing student participation. This is an issue addressed by academics across the board. Interactions in the classroom need to be interesting and thought-provoking for students to achieve a higher level of subject matter knowledge, which will ultimately result in a more honed career path. The teaching staff needs to come up with novel approaches to maintain students' interest and involvement in order for the students to have genuine engagement in the classroom. Participating in extracurricular activities is one method for accomplishing this goal. The incorporation of extracurricular activities into academic programs at universities has a number of important advantages. To begin, the extracurricular activities that are typically included in health sciences programs are designed to broaden the knowledge base of future health professionals by having them participate in real-world, community-based experiences. Second, students are able to apply what they have learned in the classroom and improve their soft skills by participation in these activities, both of which are necessary for entering the workforce. Third, extracurricular activities provide students with the training they need to become better members of their communities.

Extracurricular activities at universities are one of the many student-related concerns that receive the least amount of attention. In addition to improving students' mental and physical capacities, participation in extracurricular activities offers numerous advantages to the educational institutions that sponsor them. These advantages include increased student retention, improved students' employability skills, increased student motivation, and increased student engagement. Making extracurricular activities a regular component of the curriculum at a university or other institution is another way to reap the benefits that those endeavors have to offer.

## Review Literature

This study (**Astin, A. W. et al., 2000**) investigates the effect that service learning, a kind of civic involvement, has on the students' personal and

social growth. It emphasizes the favorable benefits on students' personal values, leadership abilities, interpersonal interactions, and professional aspirations, among other things. This book (**Eyler, J. et al., 1999**) investigates the educational and developmental effects that result from participating in service-learning opportunities. It places a strong emphasis on the role that reflection, reciprocity, and meaningful community engagement play in the process of cultivating students' personal development, civic identity, and leadership abilities. This book (**Holland, B. A. et al., 2008**) investigates the idea of civic duty in higher education and focuses on the role that extracurricular activities play in encouraging students to participate in civic life. It examines the ways in which students' involvement in community service, student organizations, and other efforts rooted in the local community contribute to the students' overall personal and social development.

According to **Lough, B. J. (2011)**, the purpose of this research was to determine the extent to which college students' participation in civic activities influenced their own personal growth and development. It investigates the connection between getting involved in extracurricular activities, having civic attitudes, and developing leadership qualities. According to the findings, participation in civic activities has a beneficial affect on students' sense of efficacy as well as their capacities for social responsibility and leadership. According to **Sharma (2019)**, rapid economic expansion, excessive automation, a materialistic lifestyle, and the impact of western culture have all contributed to a loss of values in individuals as well as a loss of value systems in whole countries. A person's hunger for material goods and the drive to acquire more of them can lead to the development of the mindset that increasing one's income is necessary to live a decent life and preserve one's position in society. Schools and other forms of higher education are the best places for a young person to develop their moral compass and acquire the character traits necessary to become a contributing member of society and the nation. In the next paper, we will talk about a few aspects of value education and how it should be inculcated. In the chapter of the book "**Shumer, R., et al., 2016**," the authors examine the

significance of campus-community collaborations in the process of cultivating student civic involvement. It emphasizes the transforming impact that extracurricular activities have on students' personal growth, development as leaders, and participation in active citizenship in their communities. **Khulbe, B., and Singh, J. (2015)** conducted research to investigate the notion that maturity is a stage of life that is characterized by significant growth and change. During this moment, both opportunities and vulnerabilities become more obvious. Teenagers have a substantial amount of spare time at their disposal, and studies have shown that they are becoming increasingly capable of self-directing their activities as part of their ongoing quest to find their identity. Young people often choose to spend their leisure time engaging in extracurricular activities as a kind of recreation.

**(Zúñiga, X. et al, 2007)**, This book offers an introduction to the concept of service-learning, which is a kind of civic involvement that can be used in higher education. It examines the advantages and results of participating in service-learning events, such as personal growth, social responsibility, and the development of leadership qualities. **(Jacoby, B., et al., 2020)**, the book investigates the significance of community partnerships in service learning and community involvement. It focuses on the advantages, difficulties, and solutions for establishing long-term relationships between higher education institutions and local communities. The theoretical foundations of service learning and community participation are investigated in depth throughout this guidebook. Topics covered include reciprocity, civic education, social justice, and transformative learning. It explores a variety of pedagogical techniques and models of service learning, offering insights into the creation and execution of efficient curricular and extracurricular activities. In it, methodologies and frameworks for analyzing the impact and outcomes of service learning and community engagement activities, such as student learning outcomes and the impact on the community as a whole, are investigated. The handbook addresses ethical considerations and problems in service learning and community participation, examining subjects such as power

dynamics, cultural sensitivity, and community voice among other relevant topics. It includes chapters that investigate service learning and community participation within particular fields of study, displaying examples from a variety of professions and industries, such as the helping professions, engineering, the arts, and social work. This book explores global collaborations, cross-cultural learning, and the role of higher education in tackling global concerns. It also offers ideas on service learning and community participation from an international framework.

#### **Objective Of The Study**

- To study the gender differences in students' future career prospects among young adults.
- To examine impact on students' personal growth in male and female participants.
- To find the relationship between students' future career prospects and impact on students' personal growth of male and female participants.

#### **Hypotheses of the study**

H1 : There is no significant difference between male and female participants with impact on students' personal growth

H2 : There is no significant difference between male and female participants concerning students' future career prospects

H3: There is no significant correlation between impact on students' personal growth and students' future career prospects in males and females participants

#### **Research Methodology**

The current research consists of a descriptive portion as well as a cross-sectional section. A population, circumstance, or phenomenon is aimed at being precisely and methodically described through the use of descriptive research. It is able to answer questions such as what, where, when, and how, but it cannot answer questions such as why. A cross-sectional study is a sort of research methodology that collects data concurrently from a large number of individuals at a single point. Young adults (50 male and 50 female) 100 in the age group of 18-25 who are current students in private university in Madhya

Pradesh were part of the present study. Convenience sampling techniques has been used to draw samples for the analysis. For the analysis, the researcher used descriptive analysis followed by inferential statistics. Descriptive statistics were used to analyze the mean, S.D.S.D. of the independent variable. T-test was done to study the significance of the two groups based on gender. A correlation was applied to determine the relationship between Impact on students' personal growth & students' future career prospects

### **Impact on Personal Growth to Student's Civic Engagement in University Co-Curricular Activities**

The impact of student civic engagement in university co-curricular activities on personal growth is significant and multifaceted. Engaging in co-curricular activities that promote civic participation offers students valuable opportunities for personal development and transformation.



**Figure 1: key Impacts on Student's Personal Growth**

**Here are some key impacts on personal growth:**

1. **Leadership Development:** Students who take part in extracurricular activities develop the qualities and skills necessary to become effective leaders. Students acquire the skills necessary to communicate effectively, work well with others, and inspire others through participation in extracurricular activities such as clubs, groups, or community service initiatives. They develop a sense of accountability and integrity, as well as a sense of self-confidence in their talents, which allows them to make better decisions, and they improve their decision-making skills.

3. **Critical Thinking and Problem-Solving:**

Students are encouraged to think critically about social issues and concerns when they are involved in civic engagement activities. Students get a greater awareness of the complexities of society issues through the participation in extracurricular activities, which involve the analysis of problems, the search for innovative solutions, and the development of new skills. They learn how to think logically, how to examine different points of view, and how to generate unique solutions to answer the needs of the community.

4. **Empathy and Social Awareness:** Students gain exposure to a wider variety of groups and social circumstances when they participate in extracurricular activities. Students gain a greater capacity for empathy as a result of this exposure, which provides them with the opportunity to connect with others whose histories, cultures, and points of view vary. They gain a more nuanced comprehension of socioeconomic inequities, cultural differences, and the requirements of underserved communities. This increased social awareness fosters feelings of empathy and compassion, as well as a commitment to doing what is right in the world.

5. **Personal Values and Ethics:** Students get the opportunity to reflect on their own personal ideas and values when they participate in civic activities. Students have the opportunity to contribute to causes that are meaningful to them and to bring their actions into alignment with their ethical values when they participate in extracurricular activities outside of the classroom. They get a feeling of societal duty, integrity, and the ability to make ethical decisions, all of which contribute to the development of their character and serve as a foundation for how they will behave in their future efforts.

6. **Interpersonal and Communication Skills:** Students are forced to engage in conversation with members of a wide range of communities through their participation in extracurricular activities, which helps them build excellent interpersonal and communication skills. Students acquire the skills necessary to work effectively with others, find solutions to problems, and contribute to the achievement of shared objectives. They develop both their oral and written communication skills, adjusting their tone to suit a variety of readers and situations.

7. **Self-Reflection and Self-Awareness:** Students who take part in community service have more opportunity to develop their self-awareness and capacity for self-reflection. Students get a better understanding of their beliefs, priorities, and values and goals through the many experiences they have. They gain a deeper comprehension of themselves, including their identities, passions, and opportunities for personal development. This kind of introspection

contributes to their overall growth, both personally and professionally, and helps direct their goals and decisions for the future.

8. **Networking and Professional Development:** Participation in extracurricular activities frequently necessitates interaction with working professionals, influential members of the community, and local organizations. Students are able to improve their professional abilities, form mentorship relationships, and increase their professional network by participating in these exchanges. They are given the opportunity to explore a variety of possible career routes, educated on a variety of business sectors, and equipped with practical skills that are applicable in future places of employment.

#### **Significance of Student Civic Engagement in University Co-Curricular Activities in Shaping Future Leaders**

Student participation in community service and extracurricular activities at universities plays an important part in the development of future leaders. Students have the opportunity to cultivate the skills, knowledge, and mindset required to become effective leaders in their chosen industries because to the rich ground that is provided by this. Students have several opportunities to develop and hone their leadership skills when they participate in extracurricular activities outside of the classroom. Students gain the skills necessary to inspire and motivate others, make sound judgments, and successfully manage difficult challenges when they take on leadership responsibilities within clubs, organizations, or community service projects. These kinds of situations offer the kind of hands-on training that helps foster leadership traits like communication, problem-solving, decision-making, and resiliency.

Students have the opportunity to develop vital skills in working effectively with others through participation in extracurricular activities, which frequently entail teamwork and collaboration. The leaders of the future need to be able to work effectively with a wide variety of people, resolve disagreements, and put together capable groups. Students who participate in extracurricular activities get an appreciation for a variety of points of view, the ability to capitalize on the qualities of

their peers, and the ability to achieve shared objectives via collaboration and teamwork. Students who participate in civic activities are more likely to develop a sense of social responsibility and ethical leadership. Students get a knowledge of the impact their actions can have on both the local community and on society as a whole when they take part in activities that actively address societal concerns and actively participate in those activities themselves. They gain the ability to lead with honesty and compassion, as well as a dedication to social justice, while taking into account the requirements and viewpoints of others. This moral groundwork is essential for aspiring leaders who will one day be responsible for making decisions that will have a constructive effect not only on their companies but also on society as a whole.

The ability to communicate effectively is essential to good leadership. Students have numerous opportunity to strengthen their communication skills through contacts with a variety of stakeholders, including their peers, instructors, members of the community, and professionals, when they participate in extracurricular activities outside of the classroom. Students acquire the skills necessary to explain their thoughts, listen attentively, and modify their communication style to suit a variety of audiences. These competencies are necessary for aspiring leaders, since they enable them to motivate and influence people, cultivate relationships, and effectively communicate their vision and objectives. Students are required to engage in problem-solving and critical thinking in order to participate in extracurricular activities, which frequently involve addressing complicated societal concerns. Those who will be future leaders need to be able to examine complex issues, think creatively, and come up with original answers. Students who participate in extracurricular activities get the skills necessary to approach challenges with an attitude centered on finding solutions, to think critically, and to adjust their behavior in response to shifting

conditions. These abilities are essential for leaders because they allow them to negotiate ambiguity, see opportunities, and make decisions based on relevant information. Students have the opportunity to network with professionals, community leaders, and alumni who can serve as mentors and role models when they participate in co-curricular activities outside of the classroom. The leadership journey of a student can be dramatically impacted when they make meaningful connections with other people and seek help from more experienced persons. Students are able to cultivate their dreams and create doors for future leadership roles by participating in these networks, which provide them with insights into various industries, career pathways, and possibilities for professional development. Students have many possibilities for global participation and exposure to many cultures through the many extracurricular activities that are available to them. The next generation of leaders needs to have a global mentality, where they see the interdependence of different societies and value the diversity of cultural practices. Students can improve their intercultural competency and gain the ability to lead effectively in a globalized environment by participating in extracurricular activities that encourage contact between people of different cultures.

#### **Student's civic engagement in university co-curricular activities**

The term "student civic engagement in university co-curricular activities" refers to the active participation of students in a variety of extracurricular programs and projects that contribute to the improvement of society. These programs and initiatives can be found on university campuses. These activities often go beyond the boundaries of conventional academic courses and offer students opportunity to apply their skills and knowledge to real-world challenges. As a result, they encourage the students' personal development and social responsibility.

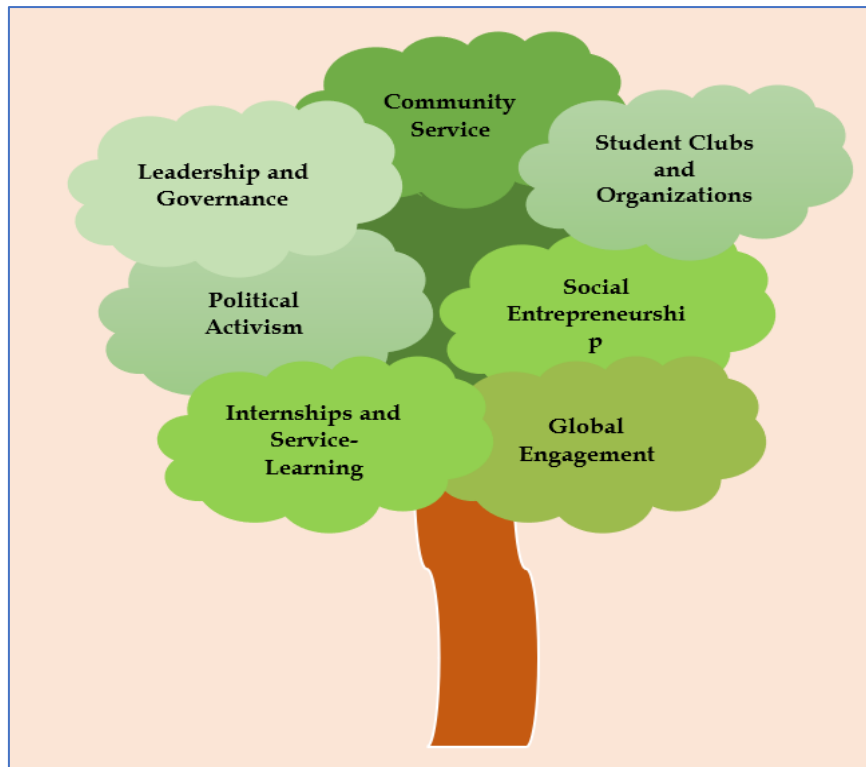


Figure 2: Major List of Co-Curricular Activities That Promote Student

### Civic Engagement in Universities

In universities, some examples of extracurricular activities that encourage student participation in civic life include the following:

- There are community service programs available at many educational institutions, allowing students to donate their time and expertise to the communities surrounding their campuses. Tutoring, organizing fund-raisers for philanthropic causes, participating in environmental projects, and providing assistance at local shelters or food banks are all examples of activities that fall under this category.
- Students can also participate in activities that are relevant to them by becoming members of groups and organizations that are concerned with social and civic issues. These organizations frequently put on events, run campaigns, and run awareness initiatives to bring attention to issues such as human rights, environmental sustainability, the reduction of poverty, and health advocacy.
- Students have the opportunity to take on leadership responsibilities within their respective colleges, including serving in student government. Because of their involvement, they are given the

opportunity to participate in the decision-making process, serve as a representative for their fellow students, and contribute to the overall improvement of the campus environment for all students.

- Certain students get involved in political activism by supporting certain causes or taking part in campaigns that are concerned with issues of social justice, human rights, or public policy. This involvement can take the form of putting on rallies, attending demonstrations, or working on political campaigns, among other activities.
- Universities frequently provide financial assistance to student-led organizations with the objective of developing original and environmentally conscious methods of conducting business in order to address societal or environmental issues. Students have the opportunity to enhance their business abilities while also making significant contributions to society through the creation and execution of projects.
- Many educational institutions provide students with the opportunity to obtain hands-on experience by participating in internship programs

or service-learning classes. These programs and classes allow students to contribute to community organizations or non-profit groups. Students are given the opportunity to grasp social issues from a more hands-on point of view as a result of these experiences, which bridge the gap between theory and practice.

- Student participation in international service tours, cultural exchanges, and study abroad

programs that enhance cross-cultural understanding and global citizenship may be encouraged by educational institutions such as universities. Students have a broader understanding of global issues and the interconnection of societies as a result of the experiences described here because they are exposed to a variety of viewpoints and their horizons are broadened.

**Data Results & Discussion**

**Table 1 : Descriptive statistics related to various levels of impact of civic engagement in university co-curricular activities on students' personal growth among male and female participants**

Variables	Male		Female	
	Mean	SD	Mean	SD
Low impact of students' personal growth	11.36	5.101	11.67	4.651
Moderate impact students' personal growth	36.11	5.960	27.02	5.075
High impact students' personal growth	53.24	10.361	49.73	3.183

Table 1 provides descriptive statistics regarding the impact of university co-curricular civic engagement on male and female students' personal development. The table displays the mean and standard deviation (SD) for low, moderate, and high levels of impact on personal development. The mean represents the average score for each impact level, whereas the standard deviation indicates the degree of variation or spread in the data. Mean scores for minimal impact on personal growth for male participants are 11.36, moderate impact is 36.11, and high impact is 53.24. The respective SD values are

5.101, 5.960, and 10.361 as shown. Mean scores for minimal impact on personal growth for female

participants are 11.67, moderate impact is 27.02, and high impact is 49.73. The respective SD values are 4,651, 5,075 and 3,183. The table indicates a correlation between male and female participants' civic engagement in extracurricular activities and their personal development. The correlation between the level of impact on personal development and the mean score indicates that students who are more involved in extracurricular activities tend to experience greater personal development.

**Table 2 : Showing Mean, SD and t -value for students' personal growth of male and female participants**

	Gender	N	Mean	S.D.S.D.	df	T	P
Impact on students' personal growth	Male	50	19.16	11.24	98	-1.62	0.14
	Female	50	22.23	10.28			

\*Level of significance is at .05

The table displays the results of a t-test administered to determine the significance of the

two gender-based groups. The t-test compares the means of two groups to determine whether there is a statistically significant difference between

them. The mean score for personal growth among male participants is 19.16, with an SD of 11. The mean score for personal development among female participants is 22.23, with a standard deviation of 10.28. The two groups have a t-value of -1.62 and a p-value of 0.14. The t-value indicates the magnitude of the difference between the means of the two groups, whereas the p-value indicates the significance level of the difference. In this instance, the t-value is negative, indicating that male participants have a slightly lower mean

score for personal growth than female participants. The p-value exceeds 0.05, indicating that the difference is not statistically significant. Overall, the table suggests that there is no significant difference between male and female participants in extracurricular activities in terms of personal development. Regardless of gender, both groups tend to experience similar levels of personal development.

**Table 3 : Descriptive statistics related to various levels of implications of civic engagement in university co-curricular activities on students' future career prospects among male and female participants**

Students' future career prospects	Male		Female	
	Mean	SD	Mean	SD
Low level on students' future career prospects	1.96	1.78	2.07	0.27
Low to moderate level on students' future career prospects	2.78	0.91	3.27	1.13
Moderate level on students' future career prospects	4.76	2.01	5.91	1.23
High level on students' future career prospects	7.52	2.98	09	3.04

Table 3 of provides descriptive statistics regarding the effects of university co-curricular civic engagement on the future career prospects of male and female participants. The table displays the mean and standard deviation (SD) for low, low to moderate, moderate, and high levels of repercussions. The mean indicates the average score for each level of implication, whereas the standard deviation indicates the degree of

variation or spread in the data. Overall, the table indicates a positive correlation between civic engagement in extracurricular activities and prospective career prospects for both genders. As the level of impact on future career prospects increases, so does the mean score, indicating that students who are more involved in extracurricular activities tend to have higher career prospects in the future.

**Table 4 : Depicting Mean, SD and t- value for Students' future career prospects dependence of male and female participant**

	Gender	N	Mean	S.DS.D.	df	t-value	p-value
Students' future career prospects	Male	50	5.18	3.02	98	2.95	0.058*
	Female	50	2.89	3.78			

**\*Level of significance is at .05**

Based on the data presented in the table, it appears that male and female students who participate in extracurricular activities do not significantly differ in their long-term job prospects.

Regardless of the gender of the individuals involved, the majority of members in both groups seem to have comparable levels of future job prospects.

**Table 5 : Correlation of Students' future career prospects and Impact of civic engagement in university co-curricular activities on students' personal growth**

		Students' future career prospects	Impact on students' personal growth
Students' future career prospects	Pearson's r	1.00	-
	p-value	--	-
	N	-	-
Impact on students' personal growth	Pearson's r	0.17*	1.00
	p-value	0.72	--
	N	100	-

\*\*\*Correlation is significant at 0.01 level (2-tailed)

The correlation coefficient assesses the magnitude and direction of the association between two variables. In this instance, the correlation coefficient between the future career prospects of students and the impact of civic engagement on personal development is 0.68, indicating a moderately strong positive relationship between the two variables. This indicates that as the impact of civic engagement on personal development increases, so do the prospective career prospects of students. The correlation is statistically significant because its p-value is less than 0.05.

This indicates that the relationship between the two variables is not the result of coincidence, but rather reflects a genuine correlation between civic engagement, personal development, and future career prospects. In all, the table suggests that university students' participation in extracurricular civic activities can have a positive effect on their personal development and prospective career prospects. Students who participate in

extracurricular activities tend to experience greater personal development, which can contribute to better career prospects in the future.

**Conclusion**

Student civic engagement in university co-curricular activities has a profound impact on personal growth. It fosters leadership development, critical thinking, empathy, social awareness, ethical values, interpersonal skills, self-reflection, and professional development. These outcomes contribute to the holistic development of students, preparing them to become responsible and engaged citizens who can make positive contributions to society. Student civic engagement in co-curricular activities is beneficial in several ways. Additionally, it allows them to apply their academic knowledge in practical settings, fosters personal growth and self-awareness, and enhances their resumes and future career prospects. Universities play a crucial role in providing opportunities for students to engage in co-curricular activities that promote civic

participation and contribute to the betterment of society. Student civic engagement in university co-curricular activities is of significant importance in shaping future leaders. By providing opportunities for leadership skill development, collaboration, ethical leadership, communication, problem-solving, networking, and global awareness, these activities prepare students to take on leadership roles with confidence and competence. Through their experiences, students cultivate the qualities and skills needed to make a positive impact in their organizations, communities, and society as future leaders.

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