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Values in Co-Curricular Activities-An Analytical Study

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Abstract:

At present, co-curricular activities are an integral part of curricular activities, because these activities can prove to be an effective tool for inculcation of values and nurturing creative talents if they are planned meticulously and executed properly. These activities provide excellent moral training. Through these activities students are learnt the importance of obeying the law, rules and regulations, love for truth, respects others view and feeling etc. Various values should be instilled or cultivated in the minds of the students through Co-curricular activities. Here lie the significances of Co-curricular activities. The present paper attempts to analyze the impact of Co-curricular activities on values among the secondary school students.

Key Word: Curricular activities, Co-curricular activities, values, secondary school.

Introduction:

A Chinese proverb very aptly states, "Teach me, and I will forget. Show me, and I might remember. Involve me, and I will never forget." To a very great extent, the theoretical knowledge is enhanced when a co-curricular activity related to the content taught, is organized. Intellectual development of the personality is achieved to a great extent, in the classroom itself. But, the aesthetic development like character building, spiritual and moral values, physical growth, creativity and many more are backed up by co-curricular activities only. Thus, it may be stated that, co-curricular activities are so many important for the inculcation of values among the students of secondary schools. Thus an analytical study was required to find out the relationship between co-curricular activities and values among the students of secondary schools.

The Value Concept:

Anything that satisfied a human need becomes there by a thing of value. This definition lacks social approval of the nature of satisfaction. Therefore, value can be defined as -Anything (material or non-material) socially desired or desirable which satisfies a human need, leading him to a higher ideal of life, is a thing of value. Value can also be defined as something that is valuable in terms of an idea, thing, tradition, behavior, action or outlook etc. Value involves the process of judgment and selection. A person is required to make a distinction between the desire and desirable value by applying a person's idea. Value is an abstract but it becomes concrete and meaningful through its working in a practical life setting.

Philosophers and Psychologists whether Indian or Western have come to the common ultimate end value i.e. self-realisation. Mainly values are classified into two categories : (i) Instrumental values (ii) Intrinsic values. Artha, which is only helpful as means for satisfying one or the other of the diverse needs and desire of life. Thus

economic values are a means to seek pleasure and satisfaction in pleasure i.e. Kama. So artha is instrumental value to the next kama. Instrumental values are desired for its own sake and it is not end in itself. Values which are desired for its own sake are known as intrinsic values. For example, kama is a intrinsic value. Kama or organic or health values or recreational values or pleasure values are intrinsic values.

The Co-Curricular activities:

Co-curricular activities are those activities which fall outside the regular academic curriculum. These activities are compulsory in some institutions while in others it's voluntary. Where these are compulsory all school students must participate them alongside the standard study curriculum. At higher levels of education student participation generally include academic points in lieu of the efforts put by a student in a particular activity. So, in high school a large number of co-curricular activities are organized. Examples of co-curricular activities conducted in secondary school are: indoor and outdoor games, sports, exercise, NCC, athletics, school magazine, science club, world affairs society, debates, seminars and discussions, essay and story writing competition, poetry recitation, newspaper reading, co-operative society, scouting and guiding, school council etc.

Today these activities have become more profound than ever before. These activities are not extra activities but complementary, supplementary and substitute educational programmes for an all-round development of a child. It touches all the 3 H's programmes i.e. Head, Heart and Hand or cognitive, affective and connective development.

Values and Co-Curricular Activities:

The all round development or holistic development of an individual is only possible through balanced development of scholastic or academic as well as non – scholastic or non-academic aspects in the formal, in-formal and non-formal educational setting in the society. Particularly, in the modern era where individual have to pass through phases of undue anxiety and over-stress, one finds that sometimes it leads to various types of depression and even loss of life. In such cases individual's involvement in the co-curricular activities become more significance because these activities stop various types of anxieties and stress to come near the individual. Today, the burdens of “stunts in education” i.e. marks grades, divisions etc. are also becoming fatal for growth and life of individuals across all societies in the world. The co-curricular activities help the student to overcome the stress of stunts and allow the holistic development of individual.

In this context, modern education lays special emphasis on the need of co-curricular activities; because it has been recognized as a source of enrichment and vitalization of the school curriculum. These activities form a vital link in the pattern of educational experiences necessary for all boys and girls. Besides, these activities provide opportunities of self – expression and participation which include various important traits in learner. Psychologically these activities are considered essential because they provide outlets for the flow of the surplus energies of the students.

Analysis of Values in Co-Curricular Activities:

Various co-curricular activities carry with them a large number of advantages and benefits. Their educational possibilities and contribution are many and varied.

Co-curricular activities render a number of values like Educational values, Psychological Values, Social Values, Civic Values, Physical Values, Aesthetics Values, Cultural Values, Moral values, etc. These values are details as follows:

Educational Values in Co-Curricular Activities:

Academic work can both be theoretical and practical. Most of the classroom teaching is theoretical in nature. But there is need to supplement this theoretical work by some practical experience. The teaching of science will be greatly supplemented by science club activities, science fairs, scientific hobbies, scientific quiz, and relevant extension lectures. The teaching of language will be supplemented by the literary society activities, school magazine, wall magazine, dramatic club etc. These co-curricular activities have great "educational" potential. Practical knowledge can be imparted through co-curricular activities.

By participating in literary activities like Debates, Discussions, Poetic recitations, Symposia, Drama etc. students gets training in different styles of oral expression. Moreover, class room instructions can be supplemented with academic activities. Theoretical work in history, languages and science can be supplemented by visiting to historical places, library activities and nature study respectively. School magazine gives exercise in written work.

Excursions and tours provide firsthand experience and reinforce classroom knowledge in subjects like history, geography, nature study etc. Language and expression improves through debates and recitations. Teaching of History gets vitalized by dramatization. Practical lessons in civics can be given through student self-government. School magazines teach students the art of writing forcefully and effectively. Celebration of functions develops organizational capacities and leadership qualities in students. Projects provide direct learning opportunities.

Thus, co-curricular activities like Games, Sports, Athletics, Physical Exercises, Yogic, Aasanas etc. ensure physical fitness and proper functioning of the glandular system. These activities also provide useful channel for the superfluous energy of the pupils. Their surplus energy is diverted to constructive and fruitful channels. Physical activities are helpful in developing healthy life style and good habits in the children.

Psychological Values in Co-Curricular Activities:

This is the foremost of these activities. In spite of the best efforts of the teachers, the classroom teaching will be by and large and monotonous, dull, routine-like and un-psychological. The much needed psychological satisfaction has to provide by some other activities. The co-curricular activities provide to the child a psychological compensation.

Firstly, these activities provide much needed sublimation. Co-curricular activities are a means of channelizing students' instincts into healthy and fruitful channels e.g. instinct of curiosity can be fruitfully channelized by library, stamp and coin collection etc. The instinct of gregariousness can be directed through self-government, social service and other group work. Secondly, these activities can play a significant role in the training of emotions. They provide opportunities for expression and this expression acts as catharsis, exhaust and outlet for pent-up emotion. These activities help develop certain wholesome sentiments like group spirit and social

service. Thirdly, these activities utilize and promote various faculties like aesthetic, social, mechanical and productive. In addition, they cater to varied interests and aptitudes. Fourthly, these activities are a potent means of ensuring and developing mental health.

Thus, Different psychological needs of the individual are satisfied with the help of Co-curricular Activities. These activities provide media for training of emotions, sentiments and sublimation of instincts. By participating in these activities an individual gets the opportunity for self expression. These are helpful in unfolding the hidden talent of the learner. The instincts like self assertion, curiosity, constructiveness, acquisition, gregariousness and sex find worthy outlets of expression and are sublimated through these activities.

Social Values in Co-Curricular Activities:

Social cooperation is recognized as one of the important demands of citizenship. It is difficult to teach through school subjects like Languages, Mathematics or Social Sciences. By 'participating in group activities, students learn good manners and develop a sense of cooperation. Membership in a club, student council, dramatic cast or an athletic team requires co-operation. Students learn to appreciate the relationship of an individual to the social group. Through team activities, students learn social cooperation. They develop group spirit, 'we' - feeling, belongingness, unity and ability to be co-operative.

These activities impart training in art of living, which is a much more comprehensive concept of education than the acquisition of knowledge. Social traits cannot be learnt from books or lectures. The students can be learnt only from practical experience available in these activities. The child learns cooperation through group projects, games, celebrations etc. The group work calls for patience, good temper, sincerity, fellow feeling, group discipline and loyalty. Through social service he acquires the sense of selfless service and sacrifice. First aid, Red Cross and scouting guide him to work and live for others. Through team work he realizes the relation between individual and society. These activities are full of lessons and experiences in social living.

So, co-curricular activities are very important in the development of social aspect of the personality. In group activities, pupil learns to share responsibility. These activities develop social traits like group feeling, cooperation, belongingness, sincerity, loyalty and mutual understanding. These activities make the individual to understand the relation between college and society.

Civic Values in Co-Curricular Activities:

Various co-curricular activities provide practical training in the civics of life. The experiences like self government, students' council, organization of various activities, membership of various committees etc. provide training for democracy. They will know through them the method of voting, democratic conduct of a meeting and responsibilities attached with various rights.

In group activities students learn the value of doing one's duty. For example, students' self-government in schools provides an excellent training in exercising one's franchise and shouldering responsibilities. These activities train the students for good citizenship. Co-curricular activities offer many opportunities for the development of

self-discipline e.g. NCC and ACC. They develop in students a spirit of toleration of others' views, healthy exchange of ideas, fellow feeling and accepting victory and defeat with grace. Secondly, the school is a miniature society and the activities of the school should have direct relations with the activities of the society.

The settings for developing these carry-over values must be definitely provided. A school must be a workshop in democracy. The traits and qualities of leadership are developed in students, when they organize these activities by themselves under the guidance of teachers. Students learn to plan, organize and execute the plan that has been developed. This develops in them initiative, planning, thinking and power of independent judgment.

Thus, the activities like Mock Court, Mock Polling Station, Mock Assembly and Visiting Civil Institutions provide best ways for training for true citizenship. These activities bring about knowledge of rights and duties as a citizen. Such activities also give rich experience of civic life and democratic society.

Physical Values in Co-Curricular Activities:

Most of the classroom work keeps the students passive and physically inactive. Some of the co-curricular activities provide a change and compensation in the form of physical activities.

While games, sports and athletics directly contribute to physical development of students, other co-curricular activities also indirectly contribute to it. These activities provide a useful channel for the growth and development of the body. Physical activities help the normal growth and muscular development of the body along with some values. Games mass drill, NCC, NSS, NGC, swimming, boating, yogic exercises, gardening etc. contribute towards sound health, sound body, strength, stamina, vitality, physical beauty, and healthful habits.

Cultural Values in Co-Curricular Activities:

Some co-curricular activities are of tremendous value, as they help in providing opportunities for better understanding of our cultural heritage and traditions, for example, activities like dramatics, folk songs, dance, folk music, exhibitions and celebration of various religious and social festivals provide better knowledge and understanding of our culture, foster cultural tastes and awaken cultural interests among students. Student would appreciate to learn all these though our language, religion, culture, food habits, dress etc. are different but we are one, and that we are leman beings of the same universe.

Thus, Co-curricular activities will help in developing national and international understanding. We can concede by saying that co-curricular activities cater to the development of a child's entire personality, draw out the latent powers of children of different temperaments, supplement academic work, develop social and civic sense. Without these activities students would be mere book-worms.

Thus, co-curricular activities provide better knowledge and understanding of our rich cultural heritage. India is a land of diverse cultures. Organization of cross-cultural activities in the educational institutions develops a taste for our culture & promotes social cohesion.

Ethical Values in Co-Curricular Activities:

The social training that these activities provide includes moral training as well. The pupil learns to act in obedience to the will of the group and in accordance with the standards of the group. In the social contacts provided by these activities, his corners are rounded off and his temperament smoothed. The sports field is a training ground for a number of higher experiences and expressions of character, the stage imposes a sense of responsibility and impressiveness, and the membership of students' council inculcates integrity, impartiality, uprightness, fearlessness and leadership. Morning assembly and celebrations of festivals provide nourishment of ethical value from time to time.

These activities develop moral experience and moral conduct. Through sports, the pupils develop sportsmanship. These activities provide excellent moral training. Through these activities are learnt the importance of obeying the law, rules and regulations, love for truth and above all, these activities develop moral consciousness by providing moral experiences. For example, a boy in charge of finances has to act honestly. On the play field, one has to show sportsman spirit.

So, the activities like Drawing Painting, Exhibitions, Variety Shows, school and college Decoration, Music and Fine Arts develop aesthetic sensibility of the learner. These are helpful in unfolding and extracting the hidden beauty in the minds of the students.

Aesthetic Values in Co-Curricular Activities:

Aesthetic values are those which provide pleasure and happiness to the individuals. Some philosophers delimit these values only to the artistic works. John Dewey opines that a child can develop a sense of Geography and shop work just like music and painting. He can enjoy beauty in mathematics as well as in poetry. Hence we cannot delimit aesthetic sense only to the fine arts. In spite of these differences, we should keep in our mind that aesthetic experiences are virtually composed of feelings of heart and mind.

Aesthetic value is commonly discussed both as a principle of assessment for discriminating among works of art on a scale of aesthetic excellence and as a term of social approbation whereby concern for works of art and objects of natural beauty is dignified and evaluated in relation to the many other occupations and diversions open to modern man. Various activities like painting, poetry writing, essay writing, story writing, poem recitation, drama, debate, and elocution etc. provide Art and Aesthetic Value.

Recreational Value in Co-Curricular Activities:

Lack of ability and training in proper utilization of one's leisure time is one of the major defects in our present system of education. By providing and organizing various activities, we provide wholesome opportunities to our students, rather than to spend their spare time in undesirable activities e.g. Movies, TV, idle talk etc. Hobbies developed at the secondary school stage become lifelong habits.

So, leisure time activities and hobbies are very useful from educational point of view. These activities provide opportunity for recreation, amusement and enjoyment to the students. Such activities are important for mental, emotional and

moral development of the individual. Therefore knowledge and learning take place through interesting activities.

Vocational Values in Co-Curricular Activities:

Introduction of leisure time activities or hobbies like photography, clay modeling, album making, coin and stamp collection, tailoring, gardening, weaving, knitting and some such handicrafts facilitates the children to have them as the feature vocation and develop creativity too. These activities Inculcate socially desirable values such as self-reliance, helpfulness, cooperativeness, team-work, perseverance, tolerance, etc. among the students.

Disciplinary Values in Co-Curricular Activities:

When students participate in Co-curricular Activities, they frame the rules and follow them. This develops the sense of self-discipline which is important for leading a disciplined life. Students learn the value of discipline. These activities develop a sense of self control and self-confidence in the pupils. Co-operation, respect for authority leadership training can pave the way of instructing them in the fundamental of true discipline.

The students learn to appreciate the rules and conditions of various activities and games. They learn to follow and obey the pre-determined rules for the sake of smooth conduct of the activities. In many cases, the rules will be framed by the students themselves. They will obey their self-framed rules and procedures which will lead to self discipline. The discipline in these activities is very much different from that found in the classrooms. The students are supposed to enjoy more of freedom and initiative. This training in self effort and self discipline is a great asset for later life. As the students draw a variety of satisfactions from these activities, they overlook and forget many deficiencies of the school which are likely to cause complaints and grievances.

The activities keep them happily occupied and do not allow them any superfluous time for thinking and creating nuisance. The habits which are introduced and strengthened through these activities, lead to a disciplined and purposeful life in every way. Students get a number of opportunities to frame and follow certain rules and regulations concerning activities thus they develop self discipline and a sense of responsibility.

Thus, when students participate in co-curricular activities, they frame the rules and follow them. This develops the sense of self-discipline which is important for leading a disciplined life. Students learn the value of discipline. These activities develop a sense of self control and self-confidence in the pupils. Co-operation, respect for authority leadership training can pave the way of instructing them in the fundamental of true discipline.

Educational Implications:

The study has implications for the students that they should aware the importance of values in real life and develop better attitude towards various co-curricular activities which are done by the secondary schools. Physical activities like sports and Games, Parade/Physical exercise may be organized by the schools. The effort should make that each student participate in games activity. Students may be encouraged to Debate/Quiz, School magazine/Wall magazine, Laboratory work,

Extempore, Symposium, Story /Essay writing competition, News Paper reading, Library work etc by providing facilities and incentive for the same. These activities help in achieving the bigger purpose of better education. To develop values among students, seminars, workshops, group discussions and symposium may be arranged in the secondary schools.

The study has educational implications for the teachers that they should try to develop better attitude of the students towards co-curricular activities. A teacher should be made in charge of cultural committee. Students should also be placed as a member in each committee in order to ensure their active participation in planning and implementation of various programmes. The teacher in charge should not impose their own ideas and values upon the students they only counsel and guide the students properly. The teachers should try to develop better strategy for implementation of various programmes, inspire the students to participation in co-curricular activities regularly, encourage the students not to depend upon only academic curricular, be acquainted with the objectives of co-curricular activities, inspire the students to develop confidence for better success in life through curricular activities as well as co-curricular activities, and organise Exhibition, Seminar, field trips within class hour when necessary.

Conclusion:

This paper attempts to find out the roles of Co-curricular activities in value formation among the students. These activities inculcate values among the secondary school students. For this purpose various activities may be organized for value development among the secondary schools students. Co-curricular activities are influencing all aspects of human values including education. The impacts of Co-curricular activities on Educational values, Psychological Values, Social Values, Civic Values, Physical Values, Aesthetics Values, Cultural Values, Moral values, etc are significant. Therefore Co-curricular activities can prove to be an effective tool for inculcation of values and nurturing creative talents if they are planned meticulously and executed properly.

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