



Value inculcation through co-curricular co-scholastic activities in school students

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Abstract

Education is inherently values oriented and must develop in learners caring, co-operation and respect for others. In addition to equipping them with life skills and attitudes, it must prepare them to lead a full life. Our educational policies and the subsequent curriculum framework all along have emphasized the need for values education but careful analysis reveals that we value those aspect of education that translates into academic excellence creates opportunities for employment. Co-curricular and co-scholastic activities play a very important role for inculcation of values in the learners. In this research paper researcher discussed about how value inculcate through co-curricular and co-scholastic activities in the school students.

Keywords: education, learners caring, co-operation

Introduction

“Values are the ideals, beliefs, or norms which a society or the large majority of a society’s members holds”.

– Kane (1962)

Education is inherently values oriented and must develop in learners caring, co-operation and respect for others. In addition to equipping them with life skills and attitudes, it must prepare them to lead a full life.

Values are essential for positive human behaviour. Education from time immemorial has focused on values. Values form the core of educational goals and objectives. Almost every education policy document has emphasized the role of education in fostering values. Education Commission (1966) recommended introduction of social, moral and spiritual values in the school curricula. The National Policy of Education (1986) also highlighted the need of education for values in removing intolerance, violence, superstition and upholding social, cultural and scientific principles to make India a secular, democratic and progressive nation taking pride in its cultural heritage. The National Curriculum Framework for School Education (2000) brought to focus the erosion of ethical, social and spiritual values and suggested the integration of values in the curriculum.

The National Curriculum Framework (NCF), 2005 strongly advocates values like cooperation, respect for human rights, tolerance, justice, responsible citizenship, diversity, reverence towards democracy and peaceful conflict resolution.

In designing a Values Education Programme, a school needs a clear vision and approach to ensure the integrity and consistency of the effort. It helps to organize thinking and effort to achieve a goal. Once an Action Plan has been developed, especially in the curriculum, it can be developed spirally, in depth and width, from grade to grade.

Our educational policies and the subsequent curriculum frameworks all along have emphasized the need for Values Education but careful analysis reveals that we value those aspects of education that translates into academic excellence

and creates opportunities for employment. Values Education is also perceived as an extra workload or an additional programme or activity. In this research article researcher discussed that how co-curricular and co-scholastic activities play a important role of activities, development of values.

Values development through co-curricular / co-scholastic activities

Co-curricular or Co-scholastic activities are great sources of Values Education. Almost all activities, other than academic programmes, come under the ambit of co-curricular activities. They contribute immensely towards development of students. These activities, often voluntary, are taken up with involved participation and are therefore highly refreshing and creative. The informality and openness generated by these activities help the child to come in close contact with the teachers and their peer group several times, and it is just the right natural environment for values learning.

Defining the aim of Education in ‘Learning to be’ the most significant document of UNESCO, on Education, the Education Commission states “the physical, intellectual, emotional and ethical integration of the individual into a complete man is a broad definition of the fundamental aim of Education. A well designed and organized programme of co-curricular activities with its wide range and potential can definitely help the schools to achieve such an aim of Education.

The sweep of co-curricular activities in educational process is such that it is possible through them to effectively achieve that the physical, intellectual, emotional and ethical integration.

The very significant title of UNESCO document ‘Learning to be’ in itself indicates that education has to be formative in character and not merely informative; that it has to be essentially values oriented; leading to development of an integrated holistic person and that the schools must bring in all such forces, programmes and resources into play which help achieve the very fundamental aim of Education. Co-curricular

activities being activity – centered, provide greater participatory feeling among students. The atmosphere being informal and free helps in spontaneous learning and creative experience.

Co-curricular activities on the basis of their organizational convenience can be placed in various settings, e.g., within the classroom, in the school as well as outward-bound activities.

Classroom is a mini institution within the larger institution of the school. It carries its own identity, homogeneity and a wide range of talent with immense potential to help its members to grow. With effective utilization of class as organizational structure, as home-away from home, as platform of opportunities, a lot of value learning can take place. Personal rapport and charisma of a Class Teacher can effectively insulate the class from many negative influences.

The structure of a class can be used for leadership training and for training in cooperation. A class usually has a set of monitors. The class can be further divided in groups with each group having its leader and carrying out all the given responsibilities for the group, mutually helping each other. By changing the group leaders and even monitors periodically, the training in leadership opportunity can be given to others too.

A class can further enhance its structural potential by forming committees for different activities and providing opportunities for training its students.

A class should have ‘a class wall magazine board’ which could be used for creative expressions and effective communication besides a lot of information dissemination.

A class as a home away from home should be cultivated with great care and the emotional bonding of its members should be further nourished and used for mutual benefit by peer group learning.

Education through health and physical activities

It is a conviction that Health and Physical Activities can be instrumental in bringing about many of those values that are essential for human beings.

A few such values are cooperation, integrity tolerance, trust, community spirit, respect for rules and regulations, organizing capabilities, net-working, human rights, mental and physical health and the possibility of each individual’s active influence and participation.

This is not to say that health and physical activities are unconditionally positive and rewarding to the students. However when used appropriately with a sense of fairness and justice there is a great potential in them to act as a tool for teaching values.

Games and sports, N.C.C., Scouts and Guides, Road safety, Red Cross, N.S.S. have specific objectives and a set of values to be inculcated in students while on training. An experience through these activities goes a long way in shaping the commitment and personality of children.

The five educational Olympic values

In November 2005, an IOC Education Expert Workshop reached a consensus on the objectives of Olympic Values Education Programme (OVEP), its constraints, deliverables and possible implementation strategies. During this ‘think tank’ event, it was agreed that the five educational values of the toolkit would be the pedagogical cornerstones and a basis of the teaching resource:

Joy of effort

Young people develop and practice physical, behavioral and intellectual skills by challenging themselves and each other in physical activities, movement, games and sport.

Fair play

It is a sports concept, but it is applied worldwide today in many different ways. Learning fair play behaviour in sports can lead to the development and reinforcement of fair play behaviour in the community and in life.

Respect for others

When young people who live in a multicultural world learn to accept and respect diversity and practice personal peaceful behaviour, they promote peace and international understanding.

Pursuit of excellence

A focus on excellence can help young people to make positive, healthy choices, and strive to become the best that they can be in whatever they do.

Balance between body, will and mind

Learning takes place in the whole body, not just in the mind. Physical literacy and learning through movement contributes to the development of both moral and intellectual learning.

- Olympic Values Education Programme (OVEP) Progress Report: 2005-2010.

Other Activities

Other kinds of practical activities with general/specific objective could be further categorized as under:

A. School as an Institution (with its rules, regulations, customs, traditions, rituals and hidden curriculum, etc.)**Table 1**

Activities	Values inculcation
House System/ Students Self-Government – election, oath taking, School Parliament, Prefectorial Board, etc.	Co-operation, self-confidence, team work, common cause
Inter-House cultural activities and competitions	Self-support, sincerity, socialism, self-duty, leadership, appreciation of culture values of other, common good
School assembly	Obedience, good manner, equality
Clubs/Associations/Societies	Socialism, social service, leadership
Celebration of National Days, festivals and other important days and occasions	Patriotism, national integration, national unity, leadership
Organizing functions	Team spirit, team work, devotion, leadership
School/Annual Day	Self-reliance, self-support, self-respect, leadership, loyalty to duty
Sports Day	Discipline, team spirit, team work, common cause, citizenship
Investiture Ceremony/ Farewell Day	Socialism, respect to other, initiative
School magazine/ News Bulletin	Sincerity, dignity of manual work, curiosity
Annual exhibitions	Self-reliance, self-restraint, beauty, cheerful

While organizing and carrying out any aforesaid group activity/ competition at class/ school level, the following can have long term benefits and can create an institutional ethos:-

1. Participations should be 100 per cent in one or more activities of their choice.
2. An activity must not be allowed to become just routine. The inspirational nerve and innate enthusiasm must be maintained.

B. School as a Community

The school must provide not only the very best intellectual resources; it must also provides the social affordances, social values that best support a meaningful community for its participates i.e. students. Some activities which inculcating many social values (such as socialism, social service team spirit, team work, values for national and civic property, sense of social responsibility, respect to other, obedience, dignity of manual work, common cause, citizenship, concern for other etc.) in the students were as following:-

- Cleaning the classrooms and school premises.
- Shramdaan-levelling the play ground, etc.
- Preparing and maintaining school gardens, tree plantations.
- Decorating classrooms and school for celebration of festivals and school day.
- Polishing the furniture, white washing.
- Painting doors and windows.
- Remedial coaching-helping children in their studies.
- Helping in library and other departments.
- Helping in preparation of school meals and other hostel works including serving.
- School excursions.
- Camps and workshops on various themes such as literacy, national integration, population education, social awareness, etc.

C. School as an agent of Community Development / Outward Bound School activities

Community development organization are liking up with school in a variety of ways, depending on their institutional experiences, focus and capacity, most strategies, community development organizations directly affect the school – its size,

shape, use, location, staff, and student body – in ways that benefit the community. Offsite, or indirect strategies tie nearby community development efforts, such as affordable housing initiatives or neighborhood improvement, to a school. Many of the strategies are interrelated and can be used alone or in combination with one another, depending on the desired outcomes and the availability of resources. These activities inculcate many values in students. Some these were as follows:

- Organizing Community Service activities literacy, remedial programmes in studies.
- Organizing campaigns on sanitation, cleanliness, health and nutrition, antialcoholism, literacy, population, environment, care of animals, conducting surveys and street plays to generate awareness on issues of prime concern related to health and wellness, substance abuse, infanticide and other gender issues etc.
- Participation in campaigns organized by other agencies and interacting with them.
- Participation in community development activities, construction works (roads, buildings, wells, tanks) and other social forestry.
- Service to the old, blind, sick and other needy people.
- Carrying out relief activities during natural disasters, accidents, riots, etc.
- Organizing/ helping in blood donation camps, eye camps, etc.
- Active participation in enriching recreational activities, cultural programmes, etc.

Other outward bound activities

These activities also inculcate many values in the learner these activities are as follows:-

- Educational tours and excursions
- Educational camps
- Trekking, mountaineering and other adventure sports activities
- Placement with an industry or other institution for a short duration to carry out a project/ study work, etc.

Any activity from among the above that is taken up by the school should have the participation of students from planning

level to the feedback stage. To get the desired result in values build up, each stage and process should be properly planned and executed.

Conclusion

So we have seen that values which is related to three domain as cognitively implying the knowledge that realisation of the true self (Atman) is the real truth (satya). Affectively conveying that man have Atma (true self) leading to the concept of universal love (Prem) and inner place or serenity (Shanti) and equanimity under all situations and lastly conatively doing one's duty calmly and sincerely without any thought of reward and personal gain which can be termed as righteous conduct (Dharma) in a non-violent manner. In this research paper we discussed that how values develops through co-curricular or co-scholastic activities, these related to second domain of taxonomy which is related to Affective domain so we see that how co-curricular and co-scholastic activities play a very important role in development of values.

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