

IMPARTING VALUES THROUGH CO-CURRICULAR ACTIVITIES

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ABSTRACT

The purpose of value education is to develop integrated and balanced personality. Values are not inborn in Nature. They are acquired and inculcated. The family, its environment and traditions, samskara along with humanitarianism play an important role in value development in our students and us. Many commissions at national and international level have advocated in favour of giving a value orientation to education.

The National Policy on Education (NPE) 1986 states that education as an organized social system has an important function in the development of moral, spiritual and aesthetic values, and none can deny that teachers have a significant role to play in the realization of this objective. We can give value Education to B.Ed students in several ways. In the beginning, very simple human values like love, truth, peace, and punctuality can be introduced to the students. These values can be inculcated through curricular and co-curricular activities. Active participation in co-curricular activities arouses curiosity, created interest and inculcates values. Co-curricular activities occupy a vital place in teacher

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INTRODUCTION

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NEED OF VALUE EDUCATION

Education is essential for all round development of a child. Education has always been linked with society. It has both a personal and social dimension, and like the two sides of same coin, they are inseparable.

According to Gandhiji, real education does not consist in packing the brain with information, facts and figures or in passing examinations by reading prescribed number of books, but by developing right character.

OBJECTIVES OF VALUE CLARIFICATION THROUGH CO-CURRICULAR ACTIVITIES

- To develop awareness about the harmful consequences of complicated situations and behaviour.
- To avoid peer pressures.
- To provide opportunities to express their own values and attitudes.
- To make them think critically and take right decision on problematic issues.

- To understand what values are, identify and share some of their values.
- To make the students examine the relationship between values and behaviour, wants and needs.
- To learn that the way one spends one's time and resources indicates what one's values are.

SCOPE OF VALUE EDUCATION:

Value Education includes all three faculties of the mind, knowing, feeling and doing. Value Education should be related to the child's psychological readiness and experience. Appropriate opportunities should be provided for reflection and practice.

IMBIBING VALUES THROUGH CO-CURRICULAR ACTIVITIES:

Co-curricular activities provide ample opportunities for the inculcation of democratic values and self-discipline. They play very significant roles in inculcating different values in the students and develop the all-round personality of the students; Co-curricular activities must be made purposive and fruitful and should be treated as part of the curriculum. Co-curricular activities help the students to gain self-confidence, get rid of shyness and inferiority complex, and identify their potential abilities and skills.

Some of the co-curricular activities into which values can be easily integrated are sports, games, drama, debate, poetry, field trips, art and craft etc.,

Morning assembly:

Morning assembly has a scope for value education. With a thought for the day, a few resolutions can be said during the assembly in order to help the teachers and students think positively.

Group work:

Group activities like sports, games, role-play, quiz etc. promote human values among students.

Clubs:

College club like science club, radio club, debating club, chemistry club reinforce the values that have been imparted in the classroom through discussions, seminar etc.,

Group discussion:

Group discussion, debates and practice session of public speaking should be conducted in the campus on the erosion caused to values in modern life. The following table shows some of the curricular and co-curricular activities, through which we can incorporate values among children.

The following table gives the activities and the values that can be learnt through the activities.

Table: 1
Activities and values

Activity	Value
• Visit and observe the nearby planetarium.	• Quest for knowledge, spirit of enquiry and scientific temper.
• Make a visit to the fields producing different food crops.	• Food value
• Arrange seminars, workshops and debates.	• Participation, courage and communication skill etc.,
• Writing of diary	• Self-control
• Schools and special assembly	• Co-operation, time consciousness, good manner, rational consciousness, obedience, regularity and sincerity.
• Celebrating national festival of different religions.	• Unity in diversity.
• Prayer and meditation.	• Devotion to God, self-discipline, self-realization and control of senses.
• Competition in sports and games.	• Sportsmanship, team spirit and tolerance.
• Silence.	• Control of speech.
• Cultural programs.	• Cultural and moral values.

<ul style="list-style-type: none"> • Encourage stamp collections. 	<ul style="list-style-type: none"> • Curiosity can develop the value of collecting new and old item.
<ul style="list-style-type: none"> • Shramadan. 	<ul style="list-style-type: none"> • Hard work, gratitude, friendship, service and dutifulness.
<ul style="list-style-type: none"> • Introduction of creative talented personality. 	<ul style="list-style-type: none"> • Scientific temper.

STRATEGIES IN INCULCATING VALUES:

Debates and discussions:

Schools should organize activities like debates and discussions on issues and problems of our country-equality, democracy, regionalism, religion, pollution, culture, population and disease etc., in order to inculcate proper civic values, attitudes, and adjustment and understanding behaviours. Activities like mock parliament, mock panchayats, and mock assembly could also be arranged.

Campaigns against diseases:

Educational institution should provide opportunities to students for campaigning against common diseases like cholera, bird flu, typhoid, etc., and deadly disease like AIDS and Hepatitis- B, etc.,

Service during calamities:

Students should render voluntary service during natural calamities like floods, tsunami, earthquake, and drought etc.,

Anti-illiteracy drives:

Schemes for removing illiteracy should be undertaken out of love for the benefit of mankind.

Construction works:

Students should be engaged in minor construction work like repairing and constructing roads, houses, digging walls and tanks etc.

Excursions:

School and college should organize excursions to places of historic, religious and cultural importance.

Special Camps:

Camps like NCC, NSS and I.V.P.S. (International Voluntary Services for Peace), blood donation, environment awareness should be organized to provide a natural environment for the students to develop a sense of comradeship, equality, co-operation, coordination and humanity resulting from free group activities in work and play.

Productive work:

Every boy and girl should willingly undertake socially useful productive work, which may be mental, or manual as a result of which he does not remain a burden or a parasite on others and can render some service to society.

Social service by girls:

Girls students should be encouraged to organize mass cooking, mass knitting of woollen equipment, visit orphanages, voluntary service to orphan children, teaching, washing and bathing them etc.,

Celebrate birthdays of great men:

Educational institutions should celebrate birthdays of great men and women of all times like Buddha, Lord Krishna, Jesus Christ, M.K. Gandhi, Dr. B.R. Ambedkar, Mother Teresa and speeches should be given by experts, on how these great persons strived hard to bring equality and peace among human beings.

Seminars, Workshops and orientation programs:

All educational institutions should organize those programs on value education, which in inculcating the values by students at all levels of education and it should be considered as an academic activity.

Participatory programs:

Dance, dramas, debates, sports in which both staff and students participation could be enliven the atmosphere.

Awarding prize:

Every year each school should award "student of the year" prize to those students who have done well in humanitarian service.

Teacher being a model:

Students always follow teacher in all levels of education; so the teacher should have a good personality that helps in developing Values by students.

CONCLUSION:

Considering co-curricular activities, a teacher has to make adjustment in the time table to provide for those activities, encourage pupil participation and also provide guidance while participating, as an integral part of curriculum. Then these activities will have a wholesome effect and have great educational values too. All the co-curricular activities should be organized with a spirit of devotion. Thus by planning a coherent programmed on different activities, rich in stimuli will also be heightening their abilities of self-expression, preparation for vocation, sentiment of loyalty, organizing ability, creativity, constructiveness and maintain good relation between school and community. Without these activities the school will be no more than teaching shop and the children no more than bookworms.

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