



Co-Curricular Activities and Value Education

DR. NILESH B. GAJJAR

M.Com. (A/c), M.Com. (Mgt.), M.Ed., M. Phil., G.Set. Ph. D.

Ph. D. Guide (Edu.) in H.N.G.U., Patan, Pacific, JJTU & MEVAR Uni. Raj.

Ed.- in- Chief & Chairman,

RET Academy (RAIJMR)

Acquisition Editor,

RET International Academic Publishing (ISSN/ISBN)

President,

Rudra Education Trust, Mehsana

Gujarat (India)

editorraijmr@yahoo.com

<http://www.raijmr.com> Mo. +91 9824974994

Abstract:

The place of Co-curricular activities in any curriculum is by no means new. They are as old as organized education itself. A number of activities which we perform today in the name of Co-curricular activities existed in schools and colleges even in ancient times be it music, debate, drama, athletics etc. In between they were somewhat neglected and ignored with more importance being given to academics. But now it has been realized like never before that Co-curricular activity is a must for all round development of personality of which values form an integral part.

Keywords: CCAs, Community, Education, Value education

1. Introduction

CCAs are an integral part of our students' holistic education. Through CCA, students discover their interests and talents while developing values and competencies that will prepare them for a rapidly changing world. CCA also promotes friendships among students from diverse backgrounds as they learn, play and grow together. Participation in CCA fosters social integration and deepens students' sense of belonging, commitment and sense of responsibility to school, community and nation.

2. Co-Curricular Activities

Co-Curricular Activities can be categorized under the following headings:

- **Library activities:** Debates and discussion, subject wise clubs, college magazines, dramatics, study circle, story writing, seminar, recitation, kavi sammelan, etc.
- **Physical development activities** Indoor and outdoor games, athletics, mass drill, parade, scouting, NCC etc.
- **Aesthetic and Cultural development activities:** Music, dancing, drawing, painting, sculpture, dramatics, exhibition, fancy dress, folk dance, folk songs, variety programmes etc.
- **Civic development Activities:** Assembly, student council, and celebration of religious, national and social festivals.
- **Social Welfare Activities:** Social study circle, social services, cultural programmes, assembly, scouting or guiding, First aid, Red –cross, etc.
- **Leisure time Activities:** Stamp collection, coin collection, photography, reading, needle work, knitting, etc.
- **Excursion Activities:** Picnic, visit to museum, zoo, visit to exhibition, etc.

Looking at the various types of activities the most important question which will arise in our mind is that how will this activity inculcate values in our student teacher. It is without doubt that various co-curricular activities would go a long way in inculcating different values and related skills in our student teacher.

3. Research Studies in Value Development

Some of the research studies conducted at different levels also highlighted the significance of co-curricular activities in value development. Study of Kulshrestha(1972) stated the impact of teacher training on the development of democratic values. Studies conducted by Singh and Singh(1986) and Dhand et al. (1993) found the tools of value inculcation like value clarification strategies and value clarification model are more effective in value development in comparison to traditional methods. The studies by Chauhan (1990) found alternative strategies like teaching of English poem (Shakespeare's Drama) and the prevention of undesirable approach of positive guidance are the most effective ways of teaching values. Ushari's (1995) study provided detailed co-curricular activities for teaching of value education to B.Ed. trainees.

4. Benefits of CCAs

Students have much to gain from the integration of co-curricular activities into the curriculum. In out-of-class experiences, students tend to take greater responsibility for their own learning; they learn from one another as well as their instructors. In addition, co-curricular activities promote personal growth, physical and mental health, academic achievement, social and cultural awareness, and help students formulate short- and long-range goals.

Successful co-curricular programs encourage the development of friendships, a sense of belonging, enhanced intellectual awareness, improved academic performance, an appreciation of different perspectives, and close interaction with faculty and staff members who really care about students. Studies indicate that success in the first year of college depends on how effectively students connect to the institution - both academically and socially. Bringing together curricular and co-curricular activities may make a significant difference in student retention.

5. Some Suggestions

It is unfortunate that the organization of co-curricular activities in teacher education institutions is not taken up seriously. Co-curricular activities are organized but not in a systematic manner with a real purpose as they ought to be. We find that co-curricular activities are a part of teacher education curriculum; however no methodology is followed for transacting it. Consequently, inculcation of values takes place in a haphazard manner. These student teachers when they go to schools are not equipped with any skills to conduct these activities. Resultantly values in school children may or may not be cultivated or incidentally cultivated. Therefore, there needs to be a focus on a methodology for conducting co curricular activities for maximum effectiveness. For improving the quality of teacher trainees there is a need to incorporate value education as a norm at the process and product components of teacher education programme. A similar concern is also rightly mentioned in the curriculum framework for quality teacher education (1988), 'There has been a persistent erosion of values in the society. In the present day context certain values need to be redefined and reinstalled. There are situations when the values imparted and inculcated in schools are not generally practiced in society. Value education demands a planned and purposive approach. It is through education and as of necessity, through teacher education programme that the task of inculcating values can be substantially accomplished.' And it is also emphasized that through committed teachers, the art of ensuring moral development in a secular, multi-religious and multi-ethnic society needs to be cultivated and emphasizing sense of value judgment, value commitment and transmission among teachers.

6. Conclusion

From the above discussion it is clear that co-curricular activities are related to value education and value inculcation at teacher training programme. With the help of different co-curricular activities teacher trainees can be prepared with appropriate values and skills to tackle activities in the schools to impart value education among school students. The question is how to make co-curricular activities and value education rigourous in our teacher education programme. Teacher education programme should be so designed that no teacher trainees should complete the course of teacher education without proper ingredients of value education and the education programme should be prepared in such ways that adequate theory and practice related to value education and co-curricular activities would be there. There is a need of redesigning, reorienting the existing process and output norms of teacher education programmes for this purpose.

Reference

1. Banta, T.W., & Kuh, G.D. (1998, March/April). A missing link in assessment: Collaboration between academics and student affairs professionals. *Change*, 30, 40-46.
2. Biswal, A. (1998). *Value orientation in Teacher Education*. New Delhi, APH Publishing Corporation.
3. Department of Education, (1968). *National Policy on Education- 1968*, New Delhi: Ministry of Education and Youth Services.
4. Meyer, E.L. (1998, June). Bridging the ivory tower and the community: Service learning. Paper presented at Faculty College, Ashland, Nebraska.