
UNIT 13 CO-CURRICULAR ACTIVITIES

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13.1 INTRODUCTION

So far, you have been learning about the multifarious ways of becoming an effective teacher. Along with good teaching, a teacher has to undertake a number of activities in a school such as administration and organisation, guidance, counselling, and so on and so forth. If a teacher teaches all the time, however effective and excellent a teacher may be, the atmosphere of the school will become monotonous. Apart from this, he will not be performing other functions that he/she is expected to perform. In an earlier unit, we have discussed the various roles which a teacher performs. He/she performs a variety of roles since they are essential for promoting all-round development of students. One of the roles that he/she performs is the organisation of co-curricular activities. In this unit, we will discuss the importance of these activities, how to organise them, what principles have to be kept in mind, which objectives are to be achieved and what is the role of a teacher.

Let us first understand the place of co-curricular activities. They are by no means new. They are as old as organised education itself. A number of activities which we perform today in the name of co-curricular activities existed in schools even in ancient times, for example, music, debate, drama, athletics, etc.

In between they were somewhat ignored and neglected, with more importance being given to academics. It was soon realized that some objectives of education can not be achieved by academics alone. A pure academician develops a lop-sided personality, and all-round development remains a far off dream. All-round development means mental, physical, psychological, spiritual and vocational development. Can we achieve this all-round development by following mere teaching-learning procedures? The answer is certainly 'no'.

Today's school is giving attention to a child's health, hygiene, sanitation and safety. In addition, recreational games and activities are being increasingly and intelligently designed and promoted for the purpose of wholesome physical development, good citizenship, character education, manners and courtesy. The development of worthy emotions and feelings, heightened inspirations and wholesome aspirations are also provided in schools.

Outside school or classroom activities are equally as important as those inside classroom, as they supplement curricular activities. In simpler words we can say that the true aims of

education can be fully realised by introducing co-curricular activities at every stage of education. Do you agree?

Nowadays co-curricular activities have been accepted as an integral part of a school's programme because they provide scope for democratic living, develop social skills, a sense of cooperation, team spirit and self discipline, which are important for a citizen to function in a democracy. All this is possible only through students' participation in co-curricular activities. Hence the need for co-curricular activities is increasingly felt in schools. They are an integral part of the activities of a school, as its curricular work and therefore their proper organisation needs much care and thought.

13.2 OBJECTIVES

After going through this unit, you will be able to:

- define the concept of co-curricular activities;
- discuss the different types of co-curricular activities;
- explain the need and importance of co-curricular activities;
- explain principles underlying organisation and administration of co-curricular activities;
- enumerate the difficulties faced in organizing co-curricular activities;
- suggest measures to overcome such difficulties; and
- assess yourself as to whether you possess the required skills for organising various co-curricular activities.

13.3 NEED FOR CO-CURRICULAR ACTIVITIES

13.3.1 Concept of Co-curricular Activities

Before discussing the importance and need of co-curricular activities, let us be clear about the concept of co-curricular activities.

Four decades ago it was comparatively easy to define co-curricular activities because all of them were organised and promoted largely by students themselves, with relatively little assistance from teachers and administrators. Equipments were meager, little official recognition was given and no credit was allowed for participation.

These activities were really extra curricular.

Today, it is difficult to define co-curricular activities because all teachers have some definite responsibilities for their organisation; many full time professional teachers are employed, school rooms, time, equipment and materials are provided; their relationships with regular curricular activities are regarded as vital; credit for participation is allowed and recognition is also given.

In short, we can say that according to modern education thinkers, curriculum is not only teaching and learning in classroom. It also includes work in library, laboratory and workshop, participation in games and sports in playground and numerous informal contacts between teacher and pupils in these places. In these informal contacts there are very many activities, one of which is co-curricular activities. It is a part of curriculum of the institution.

13.3.2 Types of Co-curricular Activities

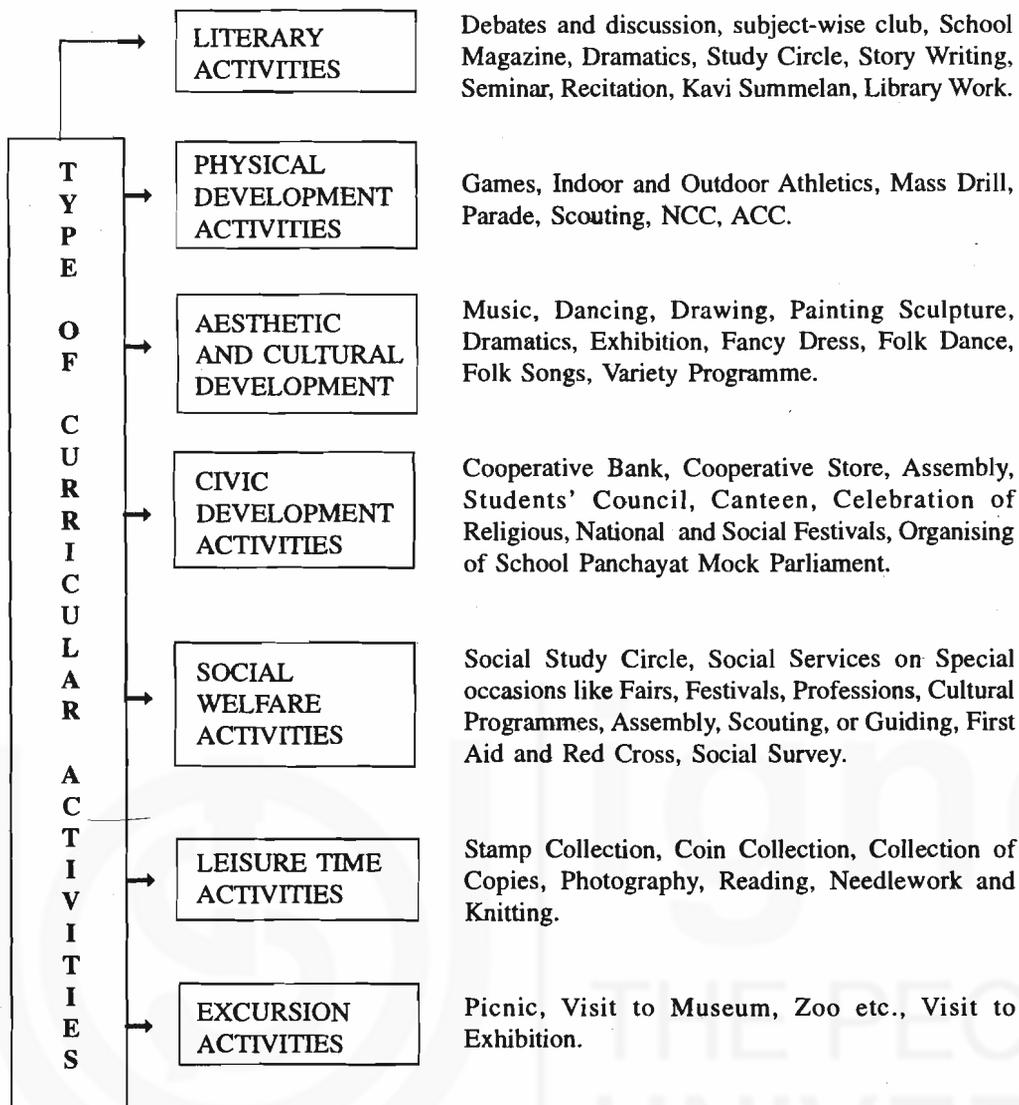
Co-curricular activities are categorised under seven headings:

1. Literary Activities
2. Physical Development Activities
3. Aesthetic and Cultural Development Activities
4. Civic Development Activities
5. Social Welfare Activities

6. Leisure Time Activities

7. Excursion Activities

In the following chart you will find different activities under the main heading.



13.3.3 Need and Importance of Co-curricular Activities

Looking at the list of various types of activities, the question will arise in your mind is how do these activities help us in achieving the objectives of education. Also what is the need and importance of these activities? Let us first discuss the advantages. Curricular activities have a number of values like educational value, development of social spirit, character training education for leadership, worthy use of leisure time or recreational value, team spirit, development of civic virtue, physical development, improved discipline, aesthetic development and development of cultural values. Let us discuss them one by one.

Educational Value

These activities have great "educational" potential. All classroom teaching is theoretical. Practical knowledge can be imparted through co-curricular activities.

- Excursions and tours provide first hand 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 vitalised by dramatisation.

- 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 organisational capacities and leadership qualities in students.
- Projects provide direct learning opportunities.



Fig. 13.1 : Activities as a Valuable Media for Realising the Manifold Aims of Education

Psychological Value

These activities as the name suggests meet the psychological needs of the students, mainly with reference to social demands of the pupils. They help in expressing personal behaviour and provide a vehicle for creative thinking.

a) These Activities act as Agent for Sublimation of the Instincts

Co-curricular activities are a means of channelising students' instincts into healthy and fruitful channels e.g. instinct of curiosity can be fruitfully channelised by library, stamp and coin collection etc. The instinct of gregariousness can be directed through self-government, social service and other group work.

b) Emotional Health

A student is a bundle of innate urges or drives. It is natural for him/her to be curious, to show off, to master, to be loyal and to be sympathetic. Co-curricular activities provide valuable opportunities in which these drives may be capitalised for educational benefit. But fortunately or unfortunately, they may not come up to the required expectation e.g. some students who are backward in studies develop inferiority complex and find school life disgusting and can get emotionally unbalanced. Such activities provide a means of emotional adjustment for students.

c) To Increase the Interest of Students

A student who gives his time and effort to his school is, therefore, more interested in it, because of his contributions e.g. the athlete talks about school spirit.

d) Recognition of Individual Differences

By providing a number of co-curricular activities, we can ensure the expression of potential capacities of each individual e.g. writing, public speaking, dramatics, painting, different games and sports, organisation of functions etc. which provide training in different aspects of personality of students. These activities, thus, cater to aptitude, interests and abilities of students and sometimes act as a determining factor for the choice of future vocation.

Development of Social Value

Social cooperation is recognised 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.

Development of Civic Value

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.

Qualities like initiative and leadership are not always developed in a classroom. On the playground, students get opportunities to develop leadership qualities like initiative, decision-making, judgement, tolerance etc. These qualities are required for a democratic society. Many girls and boys have little practice in controlling themselves and in directing their own affairs. They have not developed the ability to do these things. As a result, when they are placed in settings that demand self-direction, they are lost. Co-curricular activities provide numerous situations in which students may gradually get increasing responsibilities for their own direction. 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 organise these activities by themselves under the guidance of teachers. Students learn to plan, organise and execute the plan that has been developed. This develops in them initiative, planning, thinking and power of independent judgement.

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.

Physical Development Value

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.

Recreational Value

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 organising 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 life long habits.

13.4 ORGANISATION OF CO-CURRICULAR ACTIVITIES IN SCHOOL

By now we are clear about various types of co-curricular activities and how these activities help in achieving the manifold goals of education. A question may arise in your mind. "Can I organise activities in my school though I am not a specialized teacher in any activity?"

Yes, you can, if you are specialised in some specific areas like dance, singing, painting, writing etc., If you do not have any specialization in any activity, do not worry, you can develop skill and abilities for organising activities, if you are keen about it.

When we think about organising co-curricular activities, the nature of the activity, involvement of students, teachers, parents and community as well as objectives of a particular activity must be thought of. Secondly, we have to remember that it is a joint activity and joint effort of many people. The learning experiences of the students are improved when the organiser of co-curricular activities utilizes the talents and energies of all optimally. A better climate for learning is established and finally, school community relationship is always improved.

13.4.1 Organisation of Literary and Cultural Activities

In this section, we are going to discuss organisation of literary and cultural activities in a school, what are the points to be kept in mind and what role a teacher has to play. Before discussing these points, let us find out what is a literary activity and what are the activities included under literary activities.

What is a literary activity? Which activities are included under literary activities?

Literary activities are those activities which are related to literature. It includes activities like debate, elocution, recitation, writing articles, organising visits by eminent personalities, study circle, essays, recitation of self-made poem, dramatization (dialogue writing), literature corner, exhibition, news bulletin etc.

How will these activities help us in achieving educational objectives?

Literary activities help in language building and in enhancing vocabulary, improve articulation, expression, communication, creative writing skills, independent thinking etc. They also give an opportunity to students to show their hidden talents and develop self-confidence. Thus literary activities help in achieving educational objectives.

By now, we are clear about what activities are included in literary activities and also, we know how they help in achieving educational objectives.

Let us now look at cultural activities. What are cultural activities? What are the activities included in them?

Cultural activities are those activities which are based on culture and tradition, e.g. celebration of religious, social and national festivals, folk songs, folk dance, music, drama, dance, painting, picnic, excursion, fancy dress, funfair etc.

How do these activities help in our day-to-day teaching?

Cultural activities contribute towards attainment of group feeling i.e. belongingness, which provide an opportunity to show hidden talents. Students learn group responsibilities, express ideas, share ideas, etc.

Through celebration of religious festivals or birthday celebrations students learn about culture along with entertainment. They get good exposure to our rich cultural heritage. Feelings and emotions are developed and they get a change from routine life.

So far, we have discussed how cultural activities help the students to know their culture and heritage. When we observe well-planned literary activities or cultural activities, we immediately react, "The activity is nice and well organised".

How to organise these activities? What are the points to be kept in mind to make these activities meaningful and effective?

If we want to make any programme successful, we must look after its organisation. Without organisation, objectives cannot be achieved. Moreover, resources are wasted, planning and organisation help in making activities successful.

What are the points to be kept in mind for planning and organisation of activities?

For organising the following points need to be considered:

- Students should feel the need for activities and should demand them.
- Activities should be selected keeping in view students' interests. There are a number of activities and there are also differences in students' interests and liking. An activity should be selected in such a way that all students are able to participate i.e. there should be maximum involvement. More and more students should be involved. Activities should be such that all students are able to participate.
- A teacher should help students plan and organise co-curricular activities. The ultimate planning and implementation should be done by students.
- Activities should be organised during school hours but some activities like tours, picnics can be organised on holidays.
- Minute details of activities should be worked out for the success of the programme.
- Activities selected should be economical i.e. they should not place unnecessary financial burden on the school or parents.
- Activities having educational value should be selected. The selected activities should support and enhance classroom learning.
- Activities selected should be such that they provide opportunity to students to learn and also to become self-reliant.
- Activities should not be imposed on students. They have to be selected by students themselves.
- Students should meet and discuss such aspects as the venue, date and resources available.
- Objectives of activities should be made clear.
- Various sub-committees should be formed e.g.
 - 1) Stage committee
 - 2) Decoration committee
 - 3) Seating arrangement
 - 4) Reception committee
 - 5) Invitation committee
 - 6) Overall organisation
- Work has to be allotted to various committees depending upon abilities of persons.
- Activities should be supported by teachers, principal, parents, community members and management.
- The rules and regulations regarding activities should be mentioned well in advance to the students.
- The best participants are to be identified.
- Activities should be planned yearwise so that they find place in school calendar, and that parents know their dates in advance.
- Expenditure on activities should be borne by the school only. Only in unavoidable circumstances should students be charged.
- Records should be kept of the activities.

In order to make co-curricular activities successful, what should be the contribution of a school?

The school should provide necessary facilities and infrastructure, and a dark room to show T.V. or films. It should provide necessary equipment and allocate proper time for various activities. It should also provide required stationery and provide financial help. Apart from all these, it should reduce the workload of teachers in charge of co-curricular activities.

We have fully discussed how to organise literary cultural activities systematically and effectively. Now let us look at the objectives of these activities.

Objectives of Literary Activities

A participating student will be able to do any or all or some of these:

- express his/her feelings effectively,
- get exposure to various literary works,

- develop independent thinking,
- trace references related to a topic,
- comprehend magazine articles and edit them,
- develop interest in supplementary reading,
- collect articles related to subject matter,
- develop skill of articulation, comprehension and analysis,
- develop creative ability,
- develop interest in literature, and
- communicate effectively.

Objective of Cultural Activities

Students will be able to:

- develop effective expression
- control their emotions
- develop creativity
- use leisure time properly
- build good character and develop personality
- exhibit hidden talents
- become socialised
- promote national integration
- co-operate and co-ordinate with teachers
- develop skill of planning and organising
- know and respect their culture and traditions.

Now, let us discuss the principles to be kept in mind to make these activities effective.

Principles Underlying Organisation of Co-curricular Activities

The Fig. 13.2 below summarizes the main principles which need to be kept in mind while organising these activities.

- Select activities that are closely related to curriculum. They should be educationally relevant.
- The selected activities should be constructive and should aim at development of higher level objectives, which are not attainable through regular classroom teaching e.g. novelty and originality, writing, skill of recitation of poems, discussion etc.
- Co-curricular activities should have place within school timings so that all can participate.
- As far as possible all students should participate in one or other activity going on in the school.
- **The Atmosphere has to be democratic** : more suggestions and ideas can be incorporated in democratic atmosphere so nothing is imposed on students.
- **Leadership should be proper and careful** : every time the same person should not get a chance to lead. Leadership should be rotational and maximum number of students should get opportunity to conduct an activity.
- **Administration and supervision** : the responsibility for organising and arranging the programme should be placed on students, while teachers can supervise and facilitate.
- **Regularity** : co-curricular activities should be organised regularly i.e. they should have a place in school time-table.
- **Advisor** : the teacher should have an advisory role and should not impose his/her will on students.
- Programme should grow from small to large gradually. Initially there may be a few items and a few students but gradually the programme should widen with maximum number of students being involved.

- **Equipment** : necessary equipment should be provided well in time to students for practice and organisation.
- A record of each programme should be maintained. Teachers should enter the details in a special co-curricular register.

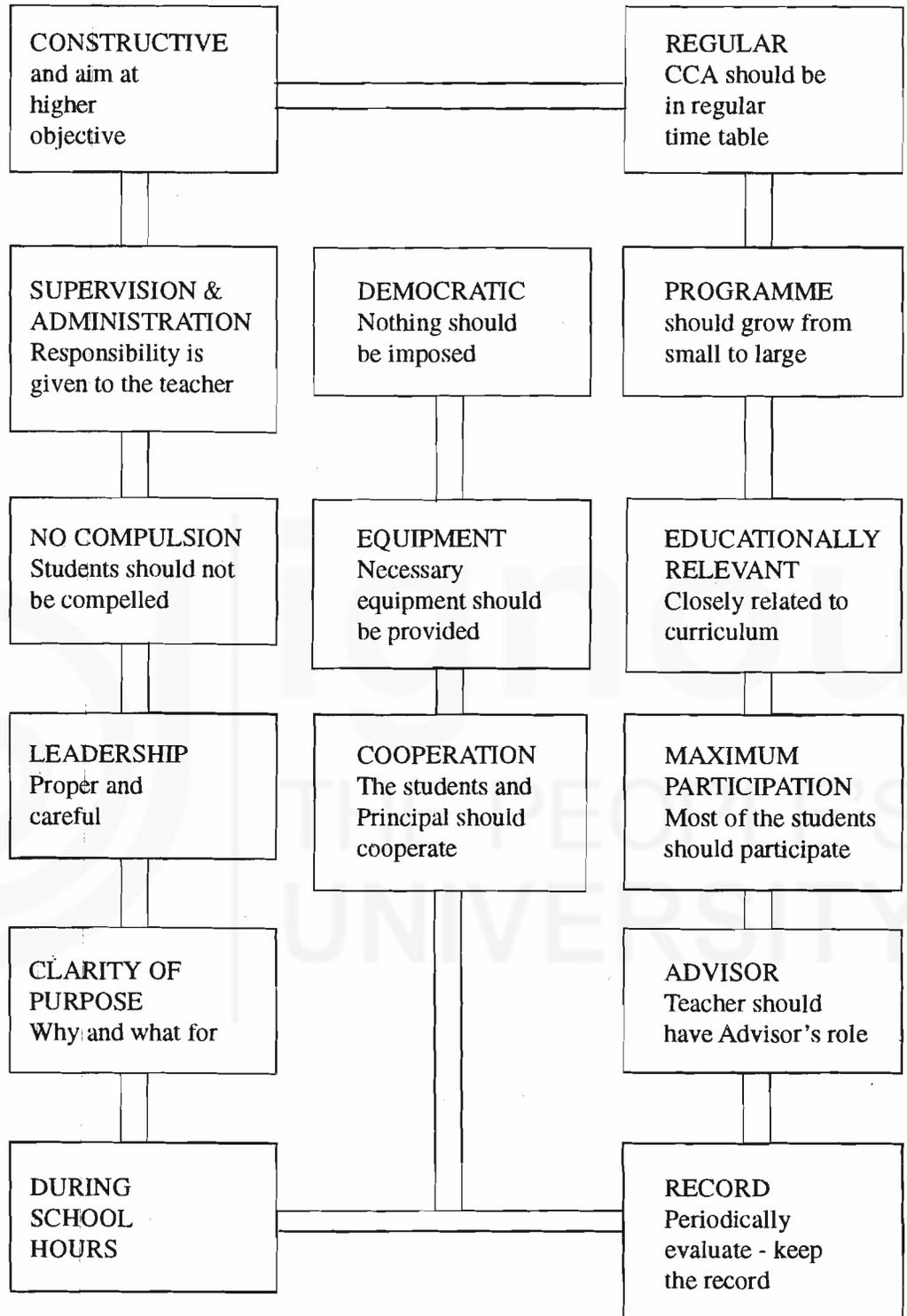


Fig. 13.2 : Principles underlying organisation of co-curricular activities

13.4.2 Organisation of Physical Education Activities

Physical development is a crucial and important aspect of human development. A sound mind rests in a healthy body. Physically, a person has to be fit in order to concentrate on various activities. So physical training has become one of the important aspects of school education. Physical development activities include mass drill, parade, ACC, NCC, sports, indoor as well as outdoor games. Indoor games include chess, table tennis, badminton, etc. Outdoor games include kabadi, cricket, kho-kho, football, volleyball, hockey, etc.

Physical activities in the form of sports, games and athletics are important not simply because they provide physical exercise, but for a number of other reasons also. They develop qualities of sportsmanship, self-confidence, perseverance, judgement, foresight, judiciousness, fair play etc. Through team games and competitive games, sociability, co-operation, team spirit, spirit of self-sacrifice and attitude of healthy competition develop. In short it can be said that these activities ensure an all-round development of the personality of students.

A playground is said to be the cradle of democracy. Students have lots of energy. This energy is displayed on the playground. For students' proper physical and mental development, sports are a must. On a playground students become fresh and active. Physical, mental and moral development are possible through sports. They will learn to concentrate on academics, develop good hobbies, get opportunities to exhibit hidden talents and develop control over emotions and aggression.

For physical development, sports and games play an important role e.g. muscles develop, heart and lungs become strong, blood circulation becomes proper. As a result, mental fitness increases.

Now we will discuss how to organise games and sports in schools.

Sports and games should be properly organised in each school. Activities of the entire year have to be planned out and also termwise charts should be prepared. Games have to be selected, depending upon available resources. The season must be kept in mind while selecting the games. For instance, outdoor games cannot be played in rainy season and or on a very hot day. Activities should not be monotonous. Games should be of various types. Games and sports should be planned according to need, facilities, equipments and finances available. Rules and regulations have to be obeyed.

Teachers should get appropriate representation in sports' committee. They should prepare students for inter-school competitions. They should point out strong points and should also point out where improvement is needed.

It may be emphasised that it is ultimately the responsibility of the headmaster to ensure that adequate facilities for sports and games are available in the school. He/she is also to ensure that each student chooses one or the other game or physical activity and participates in it.

For physical activities in a school, there should be a physical instructor. He/she must be assisted by teachers. They should supervise the play activities of students and provide them with necessary guidance.

In short, all students should participate in sports and arrangements for them have to be done. Every student should get an opportunity to play.

Objectives of Physical Activities

Students will be able to:

- gain physical development,
- get psychomotor development,
- develop discipline,
- inculcate in themselves team spirit,
- develop leadership qualities, and
- develop social qualities.

Principles Underlying Organisation of Activities

The following principles need to be kept in mind while organising physical activities:

- Various games and sports have to be selected in such a way that students get chance to play according to their age, abilities and interests.
- Games and sports have to be organised keeping in view the needs of boys and girls.
- Students should be divided into various groups.
- Students have to be encouraged to participate in games and sports in an increasing measure.
- In one week three to four periods can be kept for sports.
- Before and after school, student should get opportunity to play.
- A plan for sports activities should be drawn.
- Teachers should make pupils aware of rules and regulations of sports and games.
- In addition in the playground which are important for sports equally important is need of enthusiastic, energetic, strong, sports teachers.

Every student should be encouraged to participate in one or other game. Some good schools call all the students on the playground in the evening or during school recess. This is good practice. It is necessary that each student learns to play some game. Students should be encouraged to excel in competitive games but this should not become the end for all physical or games activities.

13.4.3 Role of a Teacher in Organising Co-curricular Activities in School

As a Planner

- The teacher must be a good planner and should plan out all the activities to be performed in a year, preferably in form of a chart.

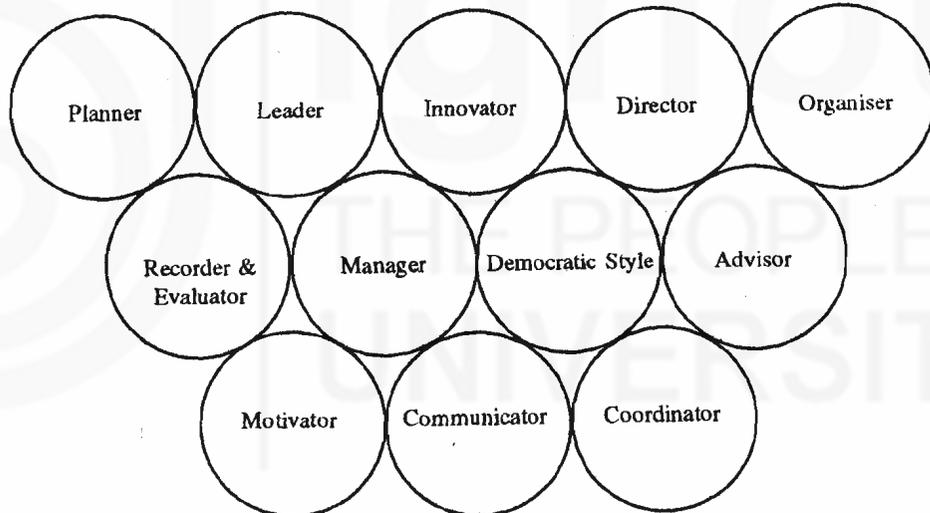


Fig. 13.3 : Role of a Teacher in Organising Co-curricular Activities

As a Leader

- The teacher should give the student opportunity to exhibit their leadership qualities and this opportunity should be given in rotation.

As an Innovator

- In order to break monotony of activities, a teacher should try to introduce some novelty (new programme) gradually.

As a Director

- As a director teacher should see that the programmes selected by the students are

constructive. The programmes or activities should be scrutinised for their educational relevance.

As an Organiser

- The planned activities should be implemented through a strong organiser. The teacher should supervise activities of students for effective programmes.

As a Recorder and Evaluator

- A teacher has to keep a record of all activities undertaken in the academic year. The record must consist of names of participants and winners. The programme should be evaluated periodically.

As a Manager

- The teacher has to be an effective manager in order to plan, organise, co-ordinate, direct, record, evaluate and control activities.

As a Decision Maker

- As far as possible a teacher should use democratic methods for taking decisions regarding organisation of activities. Care should, however, be taken that style of decision-making is democratic.

As an Advisor

- The role of a teacher is to advise students as and when it is required. Teacher should not impose upon and compel students to accept his/her ideas.

As a Motivator

- At times, students are reluctant to participate in some co-curricular activities. In such circumstances, the teacher must motivate them to participate in such activities.

As a Communicator

- The teacher should be able to communicate well regarding the programme and its objectives very clearly and well in advance.

As a Coordinator

- The teacher has to co-ordinate resources, time and activities. He/she should also co-ordinate effectively amongst students, colleagues, principal, management and community in order to have an effective programme.

When a teacher organises any activity, whether it is literary or cultural or sports or games, he/she should not think that everything will always be smooth. Many difficulties may arise at organisation and planning stage as well as at performing stage. Sometimes there is financial crisis; equipment is not in order, electricity has failed, the time is short and place is not suitable. Like these there are many problems which prove to be hurdles. But a teacher should not lose hope. He/she should try to solve the problems.

There will always be financial problems. Fund be low and activities more. At the end of the year, there has to be an annual day and sports day, for which money has already been allotted. What is to be done through out the year without money? Every activity needs some finance.

Without finance also activities can be organised. A teacher should select such activities, which do not require any finances e.g. debate, quiz, kavi sammelan, fancy dress, antakshari, role play, jokes, monoacting, songs etc. An exhibition can be arranged. Students can be asked to bring items to exhibition and at the end of the exhibition they can take them back. Even sports and games do not require finances. A teacher should be competent and resourceful to manage activities, even without finances.

13.4.4 Difficulties Faced in Organising Co-curricular Activities

Difficulties faced by students

Students do not take active interest in co-curricular activities because:

- Provision for these activities in schools is not adequate to meet all the needs of all the students.
- In crowded cities, it is generally not possible to have spacious playgrounds.
- Activities are not given a place in school time-table, during school hours. These are either fixed before or after school hours and many students do not participate in them because it is neither convenient nor compulsory for them to do so.
- Sometimes students feel that these activities interfere with their studies. Therefore, whenever they are organised, students participate in them unwillingly.
- These activities are not assessed in the examinations. No extra credit is given for them. At present one passes an examination without participating in these activities.
- Teachers are not competent to organise a sufficient number of activities. There is hardly any trained staff to inspire students to participate in these activities.
- Students are not economically well off to bear the extra expenses involved in participating in these activities.
- Many students work and learn, they do not have sufficient time for these activities.
- Heavy homework is assigned to students. So they do not find time to participate in these activities, though they are interested.
- Some students are not familiar with the importance of these activities due to lack of proper guidance.
- Students are too shy to participate in these activities. Some students do not know their hidden potentialities.

Problems faced by the teachers

- Teachers expect extra allowance for organising these activities.
- They lack of knowledge and training to organise such activities.
- Few teachers realise that the aim of education is the development of the total personality of children. They assess students only on the basis of their performance in examination and consider these activities as superfluous.

Thus we have discussed the problems faced by the students and by the teachers. The question is can we solve these problems? How?

One should remember that these problems are not permanent in nature. They can be solved by using various techniques and foresight.

13.4.5 How to Overcome these Difficulties?

- As far as possible, these activities should be accommodated in the time-table during regular school hours. This will enable all students to take part in these activities and also give more importance to these activities.
- A wide variety of activities should be planned in order to meet the different needs of a large number of students.
- Activities having educational value should get greater attention e.g. literary activities like debates, elocution contests, composing poems etc.
- Activities should be selected according to the economic means of the school and needs of the students. Activities thus differ from school to school. Different activities are required for rural and urban schools and for primary and secondary sections.
- Students should be motivated to participate in activities by asking them to choose activities of their interest, for example, students who are interested in taking part in drama should choose dramatics.
- Aims and function of each activity should be well defined. Each activity should have its objectives which should be made clear to the participants.
- A system of rewards should be instituted for best performance. Some prizes, merit, certificates, shields, running trophies etc. would motivate students to participate.
- While allowances may not given to teachers for organising these activities, the principal can reduce their workload through proper allocation of duties.

- Unnecessary expenditure is to be avoided. For example, on a sports day too much money is generally spent on equipments, coaches etc.
- Work done should be properly recorded and periodical evaluation of the activities is also done. And on the basis of the evaluation, problems can be sorted out and modifications in the programme are thought of.
- Regular time should be devoted to these activities in the time-table.
- Some credit, either in the form of less teaching periods or in the form of extra payment must be given to teachers.

13.5 LET US SUM UP

The school can be made a dynamic or multi-dimensional affair, if suitable curricular and co-curricular activities are organised in a school in which each student participates, contributes his maximum and prepares himself for becoming a good citizen of the society.

Co-curricular activities should be organised in such a manner that students utilise their energy and school facilities are used in optimum way. Activities should be such that they help in achieving goals of education, make students enthusiastic, develop leadership qualities, develop sociability and enhance their learning ability. Activities should be designed keeping in view the objectives and principles of organising co-curricular activities.

We have described only a few important co-curricular activities here. The organisation of these activities is equally important and every effort should be made to introduce as many activities as financially and administratively possible in the school.

One can not think of a school without co-curricular activities. Assembly, games, competitions, programmes, publications, exhibitions, and other activities bring students together, unite them, develop in them the 'we' — feeling and help them to make their own contribution for the betterment of the school.

13.6 UNIT-END ACTIVITIES

1. List a few activities, which according to you, are literary or cultural activities.
2. What co-curricular activities would you like to introduce in your school? How will you organise them to enrich the daily class work?
3. Analyse your function as a teacher of co-curricular activities and list the various activities, skills which you use and classify them into various categories of co-curricular activities.

13.7 POINTS FOR DISCUSSION

(To be taken up in counselling sessions and peer groups.)

1. If a teacher is not efficient in conducting co-curricular activities, can this be improved?
2. A few students are study minded, can they be motivated to take part in activities?
3. A few students are very interested in co-curricular activities, can they be controlled?
4. Co-curricular activities help in enrichment of curricular activities. Is it true? How?
5. Without financial help is it possible to conduct co-curricular activities on the school? How?

13.8 GLOSSARY

- Athletic** — of physical exercise
- Elocution** — art of style of speaking effectively in public

Franchise	—	privilege or special right
Miniature	—	a small size
Multifarious	—	of many elements
Potentialities	—	powerful
Psychomotor Development	—	skills development associated with mind and hand
Resources	—	a source or possibility of help

13.9 ANSWERS TO CHECK YOUR PROGRESS

- a) True, b) True, c) False, d) True, e) True.
- | | | |
|---------------------------------|---|-------------------------------|
| Exhibition | — | Excursion Activities |
| Photography | — | Leisure Time Activity |
| Mass Parade | — | Physical Development Activity |
| Fancy Dress | — | Cultural Development Activity |
| Performing Dance | — | Cultural Development Activity |
| Recitation of a Poems | — | Literary Activity |
| Celebration of Social Festivals | — | Civic Development Activity |

13.10 SUGGESTED READINGS

Aggarwal, J.C. (1994): *Educational Administration, Management and Supervision, Principles and Practices*, New Delhi.

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