
UNIT 2 VALUES AND CO-CURRICULAR ACTIVITIES

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2.1 INTRODUCTION

School is the foremost place after home, where the child develops social skills. It is the place, where the child learns social and life skills required to become a successful human being. Life is not always smooth sailing and one encounters much turbulence on the way. It is in times of crisis that our inherent character is tested. The values instilled in us, nurtured in schools come to the fore and decide whether we are winners or losers. Schools, therefore, are the best places where values are imbibed by students through various activities. It is important to remember that inculcation of values is not an additional subject in the school curriculum like Language, Arts, Social Sciences, Maths, Science or Physical Education. Values permeate both school and home life; curricular and co-curricular work or any activity in which one participates.

The saying 'Values are not taught but are caught' is true and so the indirect co-curricular approach is the most appropriate. The Indirect co-curricular approach teaches values through those activities which are outside the school curriculum. They form a part of the non-scholastic school programme which includes competitions held under the CCA (Co-Curricular Activities), sports, school trips, art and music competitions, etc.

2.2 OBJECTIVES

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

- explain what are co-curricular activities and how they help in development of a sound character;
- analyze how co-curricular activities can be organized in different settings;
- discuss how schools teach values for community living and preparing global citizens

2.3 VALUES AND CO-CURRICULAR ACTIVITIES

"If you are planning for one year, plant grains;

If you are planning for ten years, plant trees;

If you are planning for a hundred year, plant men".

(Chinese Saying)

In schools we plan for generations: both present and the ones to come. A cohesive programme for inculcation of values through Co-Curricular approach is therefore necessary. In 'Learning to be' the most significant document of UNESCO on education, the Education Commission states that 'the physical, intellectual, emotional and ethical integration of the individual into a complete man is a broad definition of the fundamental aim of Education.'

From the above definition, it is clear that education has to be formative and value-oriented and not merely informative to bring about the development of a complete; integrated and holistic personality. The Co-curricular Programme in every school can ensure this end as it is only through such activities that the physical, intellectual, emotional and ethical integration may be achieved fully.

2.3.1 How do Co-Curricular Activities Help?

Co-curricular activities help in value education through participating, experiencing, working, playing and learning together. These create a great impact on individual learners particularly in broadening their approach and attitude toward life. Being activity-centered, co-curricular activities provide a sense of participation. Their informal and free atmosphere helps in making learning fun, joyous and a creative experience.

2.3.2 Co-Curricular Activities and Development of a Sound Character

A strong sense of values ensures a person's ability to deal effectively with the demands and challenges of life. Co-curricular activities by their informal nature

throw up opportunities where students learn many core life skills. They can be broadly discussed as below:

- Development of Self-awareness

Self-awareness means recognition of our character, **knowing** our strengths, weaknesses, desires and dislikes. Participating in co-curricular activities makes a student realize **his/her** inherent qualities. He comes to know about areas where he can excel and others where he may just be average. This helps a student choose activities **he/she** likes or is good at.

- Development of Interpersonal Skills

Co-curricular activities involve students to work in groups and to interact with each other. They help them in bridging friendships. Students learn to accommodate others' viewpoints and ideas. They learn valuable lessons in cooperation and team work. Courtesy, empathy, and loyalty **are** other values which are developed.

- Decision-making:

While working in groups, students learn the art of arriving at conclusion and to make decisions after balancing the pros and cons. This builds confidence among the youngsters and also teaches them responsibility.

- Problem solving:

Co-curricular activities both inside and outside the classrooms give students opportunities to deal constructively with problems.

- Develop Critical Thinking:

Critical thinking is an ability to analyze information and experiences in an objective manner. Co-curricular activities encourage students to develop analytical **thinking** through activities like debates, **extempore**, and declamation in which children collect information, analyze and articulate their arguments using logic and examples to stress their point of view.

- Develop Creative Thinking:

Creative thinking contributes to both decision making and problem solving by enabling students to explore the available alternatives and various consequences of their actions or non-actions. It helps them to look beyond their direct experiences and even if no problem is identified or no decision is made, creative thinking helps to respond **adaptively** to the situations of our daily lives.

- Effective Communication:

Co-curricular activities involve students in activities which need them to be effective communicators. They should be able to express themselves through verbal and non-verbal communications **that** are appropriate to our **culture** and situations. They should also be **able** to discuss, express opinions and **ask** for advice and help, if required.

- Empathy

Empathy is the ability to imagine what life is like, for another **person** even in a situation that we may not be **familiar** with. Empathy helps us **to understand**

and accept others who may be very different from us e.g. in situations of ethnic or cultural diversity. Empathy also ensures that students are sensitive to students with special needs or otherwise challenged and learn to include them in co-curricular activities.

Check Your Progress 1

1. What is indirect Co-Curricular Approach?

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2. How do co-curricular activities help in development of a sound character?

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2.4 DEVELOPMENT OF VALUES THROUGH CO-CURRICULAR ACTIVITIES

If values are to be caught and not taught, then activities which are outside the ambit of classroom teaching are a valuable means for 'value learning'. Almost all activities which are not directly related to subject teaching come under the umbrella of co-curricular activities. It is a well established fact that co-curricular activities are useful for development of values in students. What makes **co-curricular** activities attractive to students is that they are different from "boring classroom teaching"; they are voluntarily taken up with great enthusiasm and involvement of students. They are interesting and recreative. These activities being open and informal encourage greater student-teacher and peer interaction. In both situations the students imbibe valuable lessons in values by participation and interaction.

2.4.1 Co-curricular Activities in School Setting

Co-curricular activities *can* be placed in three settings or categories for **organizational** convenience a) Within the Classroom, b) In the School c) Outward-bound Activities. The basic idea behind co-cumcular activities in school is the building up of the student character and personality as well as training of the minds that may **help/facilitate** academic achievements of the child. Most of the schools don't have specialized teacher specific to different set of activities. However, most of the public schools do have physical instructor, irrespective of whether these are in possession of physical **infrastructure**/ sports grounds or otherwise. Very less time is specifically reserved for sports or other co-curricular activities in school. It is found that co-curricular activities do not affect badly on their academic performance and while engaged in such activities they also pay full time and attention to their studies. The study concluded that in wholesome the overall effect of co-cumcular

activities on the student's academic performance and personality development is positive. And it compliments the academic activities in attainment of education's main goal of bringing change in student's behavior.

2.4.2 Classroom: A Mini School

Every classroom is a school in miniature within the larger institution of the school. Think about it. Isn't every section of every class different? Isn't every class different? Aren't different wings - Primary, Upper Primary, Secondary and Senior Secondary identifiable because of their unique characteristics and homogeneity? Within every classroom there is a talent bank with great potential and there is an excellent platform for opportunities for inculcation of values. Let us see how values can be indirectly learnt in the classroom set-up.

- a. Leadership training: Every classroom has its monitors who are assigned different responsibilities. If these responsibilities and monitor ship are on rotation basis, training in leadership can be given to all students.
- b. Training in co-operation: Each committee member is assigned a different task when committees for different activities **are** formed. This helps students to learn co-operation, teamwork, collaboration and mutual respect.
- c. Training in teamwork: Interclass debates, Quiz Competitions, Matches etc. teach students to work as a team, collaboration, sharing and to work for the group and not to work for self.
- d. Training in Creative expression and effective Communication:

Creative expression can take place through preparation of wall magazine **board**: where poems, stories, write-ups, drawings, composition, travelogues of places visited by students during holidays, photographs can be put up. Current news, general awareness questions, tips for personal improvement can also be included. Comments posted by the teacher can make it a great interactive tool and an excellent **forum** for student communication and creativity.

2.5 THE SCHOOL

2.5.1 As an Institution

Every school is **recognized** by its logo, school motto, rich tradition, discipline and values they impart to their students. It is a combination of these which make the alumni of the Institution stand out. The 'value' quotient of a student is determined by which school **he/she** has passed out from, as certain core values become synonymous with certain schools. For example, school A can be famous for great **debaters**, dramatics, a robust Literary and Drama Club; while school B may have made its mark as a hub for a spirited sportsmen who train and discipline students for the rigorous world of sports and sportsman spirit.

As an institution every school follows co **curricular** activities **programme** which is unique and promotes the core values the institution stands for. It is important for every institution to **identify** values that promote patriotism, democratic principles, understand **fundamental** duties, **cross cultural understanding**, inclusiveness, tolerance, and peace education.

a) **House System/Student Prefectorial Board/ Student Council**

Values that are learnt through this system are:

- i. **Leadership:** Every house captain, vice captain, school literary and sports captains learn valuable lessons in leadership and team building.
- ii. **Democratic Values:** When prefects, school captains are chosen by the students, good lessons like the democratic choice of selecting leaders and taking decisions by consensus are learnt.
- iii. **Sense of Responsibility:** Students learn to become responsible members of the school who have to carry out the responsibilities entrusted to them e.g. maintaining discipline, organization of literary and sports activities etc.
- iv. **Identification of Values:** Each House is named after a famous personality or after some quality. The members of the House become aware of this and identify with that particular set of core values. For example **Gandhi** House would stand for Truth, Non-violence, Peace, Patriotism and Dignity of Labour and will promote these values through their House Boards, Thought for the Day and other House activities.

b) **School Assembly**

The morning assembly is an important and effective forum for value education. The morning assembly usually has the following components:

- Morning Prayer teaches students the importance and need to pray to the Almighty and seek His blessings or guidance, and to start the day with a good beginning.
- The school can identify some core values that need to be inculcated, and thoughts collected by the students and teachers can be read in the assembly and put on the Display Board for students to read and follow. These set of values can be changed term wise, or every month as decided.
- News about human goodness, bravery, cooperation, caring-sharing, kindness should be reported shifting the **focus** from the current 'breaking' news of the front page headlines which inevitably report stories on terror, bloodshed and gloom. This will encourage students to look for positive stories which are also reported in the newspapers elsewhere.
- **An** oath or a pledge promising to put the interest of the country first, to protect and honor the integrity of the action helps to instill the feeling of patriotism and duty towards the nation.
- Special Celebration of days, festivals and events make students aware of different cultures, religions, customs as well as significance of events that **are** important for every global citizen. Apart from national days and festivals, international days should also be observed.
- **Community Singing:** Students should learn songs of other languages and sing **them** together to get the feeling of oneness in diversity. Singing songs about love for the country and peace are invigorating, and the feeling is the same even if the language is different.

c) Inter House Cultural Activities and Co - Scholastic Competition

Inter House Competitions foster a sense of competitiveness, learning about healthy competitions, participation which gives students an insight into their own potential and gives them confidence. They teach them how to work as a team and accept pride or failure with grace. The nature of cultural activities also exposes students to different cultures, languages, customs, traditions and helps in cross cultural **understanding** and appreciation of this diversity.

Some important cultural activities are:

- i. Inter House Group Song Competition (other languages)
- ii. Group Dance Competition (Folk, State, International)
- iii. Patriotic song, slogan writing
- iv. Dramas, **skits** on topical and burning issues
- v. Tableaux

Some co-scholastic activities are:

- i. Dramas, Plays highlighting some values
- ii. Debate, Speech, Extempore, Declamation Competitions
- iii. Essay Writing
- iv. Poem Recitation, Self -composed Poem
- v. Creative Writing

d) Celebration of Sports Day

Games and sports are an important part of the school time table and a valuable source for inculcating values. Participation in games and sports not only ensures good physical health and physical fitness but also **renders lessons** in winning and losing. It teaches students how to be graceful in victory as well **as** in defeat and how to treat failure as motivation for success. **Besides**, students learn team work, team motivation, skills of leadership and being self-disciplined. Sports Day is the culminating point of all sporting **activities** in the school and teaches students about team work, encourage participation, feeling of solidarity with their **team/house/class/group**.

e) Investiture Ceremony/Farewell Day/Alumni Meet

The Investiture Ceremony is a beautiful experience for the office bearers of the school's Proctorial Board where the school authorities formally put a badge of 'responsibility' on the students. This is the first lesson in leadership, shouldering responsibility and team work.

Likewise the school Farewell Day is a memorable day in the life of the students marked by nostalgia of days spent together, bidding farewell to the rigorous discipline of the school and looking forward to college life. The blessings of the teachers and the gratitude of the students who have learnt valuable lessons of life make the farewell ceremony a poignant memory for all the pass outs.

An **annual** publication of every school is its school magazine. It carries the core values that the school believes in. The creative works of the students, like articles, poems, stories, anecdotes, art works, and pictures are a reflection of the core values of the school. The message of the values promoted by the school finds a powerful publication in the school **magazine/ newsletter**.

2.6 SCHOOL PROGRAMMES FOR INCULCATING GROUP/TEAM RESPONSIBILITY AND DIGNITY OF LABOUR

Apart **from** academics, games **and** sports, cultural, literacy competitions, there are many **programmes carried** out in the schools which teach students the dignity of labour by encouraging them to use their hands and devote their time for serving others. They also teach co-operation, team work, tolerance, etc. Some of the activities which are carried out through clubs or school programmes are:

2.6.1 Gardening Club

This involves preparing and maintaining the school garden which is the pride of every school. It teaches students how to do manual work and experience the happiness when they see that their labour could turn a barren piece of land into a verdant garden of blossoming flowers. Tree plantation programmes contribute to '**greenery**' in the surrounding area and contribute to a green Earth. Besides **this**, many other activities like: developing a Medicinal or Herbal Garden, Kitchen Garden, Maths Garden, etc. can also be taken up.

2.6.2 School Cleanliness Programmes

"Cleanliness is next to Godliness" is an oft quoted saying but it can be practiced in schools with students drive to keep the school campus clean. Programmes like 'Say No to Plastic Bags', 'Use **Dustbins** – Biodegradable and Non-Biodegradable', 'stop Littering', 'Best out of Waste' etc are useful for developing values of keeping the surrounding we live and work clean.

2.6.3 Mentoring Needy Students

Under this programme, students donate their textbooks, story books, stationery items, etc. to the Book Bank for the use of needy students. Students volunteer to **coach/help** other students in their learning activities and also to play **games/ instruments**. This develops a spirit of learning to care and share with others, promote empathy with the less fortunate. They **learn** to become more responsible and caring citizens.

2.7 SCHOOL AS A FORUM FOR COMMUNITY LIVING AND GLOBAL CITIZENSHIP

Co-curricular activities support the academic mission of schools and extension of a good educational programme. Community Development Programmes teach students about their responsibilities in the community and also train them into becoming responsible and contributing members of society. Some of the important

values that need to be inculcated to make our children into caring, sensitive, giving global citizens are:

2.7.1 Educational Values

The following are the important educational values promoted through the co-curricular activities.

- Useful in physical development: The activities like sports, athletics and games lead to the muscular development of students. It helps to keep a sound mind in a sound body.
- Essential for emotional development: The instincts are sublimated. Instincts like gregariousness and self-assertion, which are so dormant, find expression in one activity. It leads to emotional training.
- Essential for social development: It helps in socializing the children. They develop social qualities like team spirit, fellow feeling, co-operation, tolerance, etc. Activities like scouting, first aid, Red Cross, community living etc. are also performed.
- Useful in moral development: They develop moral experience and moral conduct. Through sports, the pupils develop sportsmanship.
- Academic value: **Co-curricular** activities supplement class work. They enrich and widen the bookish knowledge of students.
- Cultural value: The activities like dramatics, folk-dance, folk music, pageants, variety shows, celebration of social and religious functions, etc. provide glimpses of our culture.
- Aesthetic and recreational value: These activities bring a positive change in otherwise dull classroom routine. The pupils feel relaxed and free.
- **Proper** use of leisure time: An idle brain is a devil's workshop. So they must be engaged in crafts, hobbies and other activities to use leisure time.
- **Training** for leadership: The pupils are involved in different activities, which lead to develop leadership qualities.
- **Disciplinary** value: The students get opportunities to frame values of their life. They act according to rules. It helps to develop disciplinary value.

Therefore, in modern education system the above activities are given top priority.

2.7.2 Environmental Values

The term 'environmental education' has various connotations. It has sometimes been interpreted narrowly to relate only to the scientific aspects of **environmental** problems. In contemporary international discussion, the term 'education for **sustainability**' has been used by some to reinforce that the issues with which **environmental** education deals cut across and engage traditional disciplines and **areas** of study. The widely accepted definition of 'sustainability' is that proposed **by** the Brundtland Commission in 1987: '**Sustainable** development is that which meets the needs of the present without **compromising** the ability of future generations to meet their **own** needs'.

It is through this education that understanding of issues on a larger scale: personal, local, regional, national and global can take place. The values due to the impact of environmental education include:

- respect for and appreciation of the interdependence of all life forms and the resilience, fragility and aesthetic qualities of the natural environment;
- appreciation of the dependence of human life on the finite resources of the earth;
- appreciation of the role of human ingenuity and creativity in ensuring survival and in the search for appropriate and sustainable progress;
- sense of balance and fairness to all in deciding among conflicting priorities;
- appreciation of the importance and value of individual responsibility and action

Environmental education is not a passive process. In response to the new levels of awareness, knowledge and skill, and on the basis of evolving values and attitudes (all suggested above), it is about changing behaviour, whether one's own or as part of larger community changes.

Environmental values are important if we wish to save our planet for the future generations. We must teach our children that the natural environment in which they are born and are living have to be safeguarded. Some of the activities which will sensitize students to safeguard the environment and practice these values are:

- a) Eco Clubs in schools
- b) Tree Plantation Programme
- c) Campaigns to Stop Pollution, Use of Plastic Bags, Cleaning the River, Save Earth, Save Water, Energy, etc.
- d) Population Related Values
- e) Saving Wildlife, Save the Tiger: Joining WWF programmes, Visiting the local zoo and spreading awareness.

2.7.3 Values Related to Becoming Better Citizens

To become responsible citizens it is important for students to know about the ten Fundamental Duties and school programmes conducted to instill these duties by getting the students to practice them.

2.7.4 Inter Faith Values

Students need to appreciate and understand that people of every faith or belief have equal rights and we must learn about and participate in their festivities. Such activities like All Faith Prayers, Special Assemblies for important religious days of all faiths, celebration of important festivals in the schools go a long way to promote communal harmony and understanding.

2.7.5 Values Related to Society

Society looks to schools to inculcate good values in students so that they become responsible adults and productive citizens. School can have programmes that

include service to the aged, the sick and other needy people, to sensitize the children toward helping those who require service or help. Schools can organize trips to old age homes; children's hospital or participate in programmes organized by many recognized government agencies/NGO's. Some nearby slum/village can also be adopted by schools.

2.7.6 Values Appreciating Health and Fitness

Schools inculcate the principle of "A healthy mind in a healthy body" through different means. Apart from annual physical health check up, lectures on diet and nutrition by doctors and experts, quiz programmes, awareness campaigns on AIDS and other contagious and dangerous diseases like HINI (Swine Flu), **Dengue**, **Chickinguinia**, etc. may also be done through posters, health alerts, **talks**, etc.

Participatory activities like the Pulse Polio Programme, Blood Donation Camp, Eye Camps, and Health Check-up Camps make students appreciate the **importance** of health and fitness in themselves and in others.

Check Your Progress 2

1. How can the morning assembly help in developing values?

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2. Name at least three cultural and three scholastic activities outside the school.

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3. Discuss the role of school as a forum for community living and global citizenship?

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2.8 LET US SUM UP

Co-Curricular activities are a vast resource for Value Education. They are not a **diversion** but rather an extension of a good educational programme. Through these activities students learn to work in a team. It teaches them values like tolerance, co-operation, helpfulness, thoughtfulness, sense of service, sympathy **and** empathy, nationalism, etc. Students also acquire important life **skills** like communication **skills**, negotiation, critical thinking, rational **and analytical thinking**, self-confidence and develop skills that help them to handle **today's competitive**

situations effectively. **Co-curricular** activities also help students in fostering success in later life and are **predictors** of their success in colleges, professional careers and in becoming contributing members of society.

2.9 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 1

1. The indirect co-curricular approach teaches values through those activities which are outside the school curriculum. They form a part of the **non-scholastic** school programme which includes competitions held under the CCA (**co-curricular activities**), sports, school trips, **art** and music competitions, etc.
2. Co-curricular activities help in the development of a sound mind in the following ways:

A strong sense of values ensures a person's ability to deal effectively with the demands and challenges of life. **Co-curricular** activities by their informal **nature** **throw** up many **opportunities** where students **learn** many core life skills **like**:

- a. Development of Self Awareness
- b. Development of Interpersonal Skills
- c. Decision Making
- d. Problem Solving
- e. Developing Critical Thinking
- f. Developing Creative Thinking
- g. **Effective Communication**
- h. **Empathy**

Check Your Progress 2

- 1) **The** morning **assembly** is an important and **effective forum** for Value education. Every activity can be utilized for value inculcation. The morning assembly usually **has** the following components:
 - a. **Morning Prayer**
 - b. Thought for the Day
 - c. News
 - d. **An Oath or Pledge**
 - e. Special Celebration of Days, Festivals and Events
 - f. **Community Singing**

- 2) a. The three Cultural activities are:
- i. Inter House Group Song Competition (other languages)
 - ii. Group Dance Competition (Folk, State, International)
 - iii. Patriotic song, slogan writing
- b. The three co-scholastic Activities are:
- i. Dramas, Plays highlighting some values
 - ii. Debate, Speech, Extempore, Declamation Competitions
 - iii. Essay Writing
- 3) **Co-curricular** activities support the **academic** mission of schools is an **extension** of a good educational programme. Community Development Programmes help in teaching students of their responsibilities in the community and also train them into becoming responsible and contributing members of society. Environmental values, citizenship values, inter faith values, societal values and health and fitness values are some of these values.

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