



ORIGINAL ARTICLE

Strengthening Value Oriented Education Through Co-curricular Concerns

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ABSTRACT

The genesis of this paper lies in trying to identify the realm of VOE. Coupled with co-curricular spectrum of institutions, it advocates the rational approach, objective thinking & progressive modalities towards strengthening the VOE with special reference of the co-curricular concerns of school syllabi. VOE is a growing subject with its inextricable nature. With the tremendous scope in theory an Practice, this concept is developed through a prolonged discussion of many commissions and committees after independence & is going through experimental stage for its practical implementation now a days a syllabus of the subject is so rigid that there is very little scope to introduce some activity of teacher's interest as well as co-curricular activities which have gained much scope in modem curriculum. With the object of creating the feeling of social obligation, scientific outlook, nationality; inculcating democratic values; preserving cultural heritage & modem school curriculum. Various games and sports not only provide the best recreation but they have profound impact on the temperament and outlook of the players. They help in the sublimation of the personality of players. Training in physical education develops the high sense of obedience which leads a person to render his services sincerely. Besides this, there are several out-door activities like N.C.C., A.C.C., N.S.S., scouting and guiding, mountaineering, trekking which train individuals in team work, self discipline, courage, bravery, obedience, integrity and friendship, to serve/respect others & dignity of labour. Apart from the above, literary and cultural activities i.e. Poem recitation, debate, symposium, essay competition, youth parliament, Science clul, story competition melo—drania. mono—acting, socio—dance, music, fancy—dress show. painting competition, group dance etc. vil1 offer opportunities to children to learn qualities of leaderships, self-discipline, co-operation etc. Momng Assembly has been found tobe very good tool for communication and communication as well as fostering social, moral & spiritual values, Evidently,, the participation in co-curricular activities brings out some special qualities in students e.g. discipline, self reliance, sharing of individual ad social responsibility etc. Hence it is the need of the hour to have co-curricular activities related to the subject with some provision of marks in the syllabi.

Keywords: Value Oriented Education, Various games and sports

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INTRODUCTION

The genesis of this paper lies in trying to identify the realm of VOE. Coupled with co-curricular spectrum of institutions, it advocates the rational approach, objective thinking & progressive modalities towards strengthening the VOE with special reference of the co-curricular concerns of school syllabi.

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syllabus of the subject is so rigid that there is very little scope to introduce some activity of teacher's interest as well as co-curricular activities which have gained much scope in modern curriculum.

With the object of creating the feeling of social obligation, scientific outlook, nationality; inculcating democratic values; preserving cultural heritage & modern school curriculum. Various games and sports not only provide the best recreation but they have profound impact on the temperament and outlook of the players. They help in the sublimation of the personality of players. Training in physical education develops the high sense of obedience which leads a person to render his services sincerely. Besides this, there are several out-door activities like N.C.C., A.C.C., N.S.S., scouting and guiding, mountaineering, trekking which train individuals in team work, self discipline, courage, bravery, obedience, integrity and friendship, to serve/respect others & dignity of labour.

Apart from the above, literary and cultural activities i.e. Poem recitation, debate, symposium, essay competition, youth parliament, Science club, story competition, melo—drania. mono—acting, socio—dance, music, fancy—dress show. painting competition, group dance etc. will offer opportunities to children to learn qualities of leaderships, self-discipline, co-operation etc. Morning Assembly has been found to be very good tool for communication and communication as well as fostering social, moral & spiritual values,

Commission & NEP (1986) more precisely developed the concept of value oriented education and put forth the scheme for its implementation. Value Oriented Education is going through experimental stage. Though there is not much controversy with the ideology of Value Oriented Education yet we are much confused with its practical implementation. For want of proper classwise syllabus and place in curriculum as a subject and proper evolution schemes it is seriously handicapped. This is very challenging in educational institutions. There are many doubts among the teachers who are the best workers of government schemes. Much discussion is still necessary to find out solutions to meet out all the doubts.

Now a days a syllabus of the subject is so rigid that there is very little scope to introduce some activity of teacher's interest. Co-curricular activities have much scope to introduce some important activity of teacher's choice. The response of such activity with a scheme of evaluation may inspire the teacher to take some projects of his interest.

School or College curriculum does not have much importance because the syllabus of curricular subjects of academic nature may produce persons giving too much importance to bookish knowledge and very little importance to practical aspects. The various activities run in schools or colleges should necessarily form a part of its working. With this view in mind activities done in the subjects have practicability, the knowledge of students is put to practice and thus becomes the part of curricular activities. Now they are no more extra curricular activities but co-curricular activities doing justice to the syllabus of the subjects.

The main *approaches* of VOE are

- By having formal or informal dialogue.
- By giving some written exercises *i.e.* value sheets.
- By holding individual or group-discussions.

The above three strategies are to be adopted by means of several devices e.g. films, picture, songs, poetry, documents, dramatization, parable, fiction, letters, diaries, interviews, socio-drama, cartoons, posters, field trips, guest speeches, or debate. The use of these devices will make the value orientation through all the three approaches more interesting.

The general objectives to be achieved while selecting and organizing co-curricular concerns/activities should be To create the feeling of social obligation, scientific outlook & feeling of nationality.

- To inculcate democratic value.
- To preserve cultural heritage.
- Development of Personality

TO STRENGTHENING VOE. AN INSTITUTIONAL PLAN MODALITIES COULD INCLUDE

- A critical look at the curriculum from the point of view of potentialities and possibilities of utilizing these towards value enrichment without affecting the adopted teaching learning strategies;
- Organization of co-curricular and extra-curricular activities which help in value education by observation, experience and inference. There is no need to publicize these as value inculcation effort ;
- Learner and faculty interaction to appreciate and understand innovations and initiatives of voluntary efforts. Those working voluntarily for the deprived and down-trodden could also join in some of these interactions;
- Utilization of available folklore, national monuments, forms of folk-culture and indigenous expertise to imbibe a sense of belonging and pride;

- Critical analysis and discussion amongst the peers and with the knowledge could lead to appreciation of rationality and acceptance of positive impacts of science and technology. Environment, energy, pollution, population, and such other area could be the talking points;
- Utilization of community resources and expertise through intensive interaction by making the community feel that the institution works for them and that is functioning for improving the quality of life in general and through the instructional strategies in particular;
- Providing interaction opportunities with persons of unimpeachable character, creative abilities, literacy tastes, scholarly attitudes whose mere presence could motivate others;
- Developing an interactive environment in the institution which nurtures response for knowledge, scholarship, learning and willingness to take responsibilities. Participatory programme like dance, dramas, debates, sports in which both the staff and the students participate could enliven the atmosphere;
- Making the institutions responsive to emergent situations like floods, fire and drought. This would strengthen mutual relationship with the society; and
- Visits to institutions, establishments, centres of creative arts, zoos, museums and to homes, for the aged and handicapped not only enhance knowledge, understanding but also generate appreciation and empathy.
- Categorization of the types of value based co-curricular activities in terms of daily / weekly / yearly activities should be done with great care *i.e.* time available, funding condition, budgetary provisions, staffing & institutional tone / infrastructure etc.
- Evaluation of Co-curricular activities should be done by properly maintaining consequent records with responsibility & commitment.

Co-curricular activities form an integral part of the modern school curriculum. Various games and sports not only provide the best recreation but they have profound impact on the temperament and outlook of the players. They help in the sublimation of the personality of players. Training in physical education develops the high sense of obedience which leads a person to render his services sincerely. Besides games and sports, there are several out-door activities like N.C.C., A.C.C., N.S.S., scouting and guiding, mountaineering, trekking which train individuals in team work, self discipline, courage, bravery, obedience, integrity and friendship. Students may learn how to serve others and how to respect labour through these activities.

Apart from the above activities, literary and cultural activities may be organised in the schools for inculcating certain values. Poem recitation, debate, symposium, essay competition, youth parliament, Science club, story competition, melo-drama, mono-acting, socio-dance, music, fancy dress show, painting competition, group dance etc. will offer opportunities to children to learn qualities of leaderships, self-discipline, co-operation etc. Morning Assembly has been found to be very good tool for clarification and communication of certain values. If it is conducted properly, it may prove to be very purposive and fruitful for fostering social moral and spiritual values. The sanctity and dignity of the morning assembly should be maintained both by teachers and students and all must participate in it.

The participation in co-curricular activities brings about some special qualities in students e.g. discipline, self reliance, sharing of individual and social responsibility etc. The students may not take much interest in the class study of the large group but short groups involved in co-curricular activities may develop their interest to study the subject with more interest. The class intellectual level of average *student* but co-curricular activities if arranged properly may develop interest in the study. In a large group students may be shy to ask their difficulties to teachers. They may be weak in particular topic to their shyness but in a small group of co-curricular activities, students may banish their shyness and get their difficulties solved by their teachers.

Moreover, by theoretical knowledge of science subjects like Physics, Chemistry, Biology if related with Laboratory Practical and activities like science club and magazine students are surely to be benefited by co-curricular activities. Therefore, it has become the need of the hour some activities related with some provision of marks on the activities. Students sincerely share in the activities, make it a point of active participation in these activities. Individual interest and genius of the students can be developed through co-curricular activities therefore these activities are the legitimate masters in the development of personality.

However, value-oriented education should not be equated with moral education. It has a wider connotation and includes values of physical education, social education, mental education, aesthetic education and spiritual education. Value-oriented education should particularly include subject like International Understanding and Peace, Human Right, Indian Culture and Social and Economic Justice. Value orientation does not merely imply an intellectual discussion on the theme of value as an integral part of the syllabus in various disciplines, but the practice of those values in the day-to-day life by the

students and teachers. Additionally the family, the peer group, the community, and above all, the mass media could play a vital role in motivating and influencing both the teacher and the student to assimilate values and to gear themselves to value-oriented behavior. Radio, television, newspapers magazines and the various audio-visual should be utilized for strengthening value oriented education through formal & non-formal functioning of institutions coupled with co-curricular concerns.

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