

UNIT - VIII
CO-CURRICULAR ACTIVITIES

Meaning, Importance of co-curricular activities – Organisation of Curricular activities: School Assembly, Debates, Discussions, Seminars, Symposia, Cultural Activities, Scouts & Guides, National Green Corps, Physical Education Activities

Meaning

Previously co-curricular activities were regarded an extracurricular and much emphasis was not laid on organizing the same. But of late, attitude towards these activities has changed and all round development of the child has become the goal of education. Besides intellectual, physical, emotional, ethical social, aesthetic at cultural development is to be aimed at and ancillary activities need be organized in the schools as the media of self-expression and mean of personality growth. The Secondary Education Commission, 1952-53 has, therefore, forcefully observed putting the problem in these word "We do not visualize the school as merely a place of formal learning whose main concern is to communicate a certain prescribed quantum knowledge, but rather as a living and organic community which primarily interested in training its pupils in what we have called, to gracious art of living. Knowledge and learning are undoubtedly value, but they must be acquired as a by-product of interested activity because it is only then that they can become a vital part of the student mind and personality and influence his behavior".

Importance of Co-Curricular Activities

- **Development of emotional health**
These activities act as a safety value for the flow of energy in adolescence and provide fruitful channels of its sublimation.
- **Socialisation**
Children learn manners and become conscious of their own in the group by participatory in these activities. Through group activities they get adjustment, co-operation and discipline.
- **Civic Consciousness**
Through the introduction of self government in schools the practice training for democracy is imparted to students. It gives them a chance to learn how to conduct a meeting, importance of their vote and how to bear responsibilities.
- **Health Recreation**
By organizing various co-curricular such as tours, games, debates etc., builds up some of the basic requirements for success in life, the spirit of service, observation and courage. Pleasure and interest combined with some instruction is essential for learning of discipline.
- **Supplementary for academic work**
The teaching of subjects like civics, History, Geography, Science and Language is sublimated by co-curricular activities. . Through self Government and elections civics become realistic, through dramatization teaching of history becomes effective. Excursions give geographical knowledge.
- **Leadership Training**
For Organising various programs students have to face many problems and difficulties. They solve those problems through their own effort and in the process of they get clear thinking, initiative, originality, resourcefulness, tolerance etc which are essential qualities of a leader.
- **Health Traditions**

The participation in school functions develops the feelings of oneness with the school. The programs like campus cleaning, gardening give an attachment to a school.

- **Physical Development**
Various outdoor and indoor games, NCC, NSS, exercises improve the health of the students such activities directly contribute to their physical development.
- **Development of group loyalties**
Organisations of co-curricular activities instill in the youth those traits of character that are needed for effective participation in the broader life outside the school.
- **Disciplined life**
Co-curricular activities cultivate values that are essential for developing a good personality. Through these activities discipline becomes self discipline. They learn to respect rules and laws.
- **Scope for proper choice**
Through the organization of various co-curricular activities a student himself understands in which direction he should turn his ability. Thus the co-curricular activity helps him to make choice in their future life.

Values of Co-curricular Activities

Co-curricular activities are considered to be the integral part of the school programme. Dr. Radhakrishnan s, "We must realize the talents of the children and help them to become what they are in potential. It is the machine that constructs; it is the living spirit that creates. Sound, dance and literature are creative activities".

The values of co-curricular activities are multifarious an important from educational point of view. The values we derive through co-curricular activities are discussed under the following heads:

i) For proper growth & development of the body

There are many co-curricular activities like games, sports, athletics, scouting, dancing, hiking, etc., which are helpful for the growth and development of the body. Many activities provide health channels for the surplus energy of the pupils. They also contribute to sound health and physical development.

ii) Academic value

Co-curricular activities provide practical experiences to students adequately. For example, theoretical discussion in Science, Social Studies, Mathematics and language studies can be supplemented by learning experiences through field trips, nature study, and hiking. Similarly, Civics will be more meaningful and lively, if activities like elections for students government, mock assembly etc, can be organised in the school effectively.

iii) Social Value

Most of the school activities have social implications. Activities which are mostly co-operative in nature call for social traits like co-operation, mutual help, understanding, fellow-feeling, tolerance and sharing of responsibility. Pupils learn these traits very easily. They acquire group loyalty-loyalty to the school, loyalty to the family, loyalty to the nation and loyalty to the world. The specific social activities which provide social training and Scouting Girl's Guide, Red Cross, Community Work, Social Service camps, etc.

iv) Aesthetic value

It is essential to promote a sense of appreciation in the pupil. Developing artistic sensibility, i.e, aesthetic attraction is one of the objectives of education. But, aesthetic sensibility cannot be learnt through textbooks. It has to be learnt through activities. It cannot be taught, it is

to be caught. Drawing, painting, decoration, toy-making, clay modeling, preparation of charts and models are the examples for aesthetic sensibility in the children. Music, dance, cultural shows, variety entertainment and so on promote aesthetic values in education.

v) **Recreational value**

Modern culture is evaluated by the criteria of leisure time activities. It is said that one's culture is known by the way his leisure is used. Unless the students are taught how to utilize their leisure time most usefully, they cannot contribute to cultural growth satisfactorily and enjoy their life to the optimum. On the other hand, they may engage themselves in anti-social activities and waste their time and energy in gossiping, gambling, wandering aimlessly, reading obscene books and visiting ugly pictures. Therefore, students should be encouraged to participate in arts, music, dance, symposia, debates, discussions, exhibition games and sports and other hobbies, so that they can learn the methods and means of utilizing their leisure through recreational and creative activities.

vi) **Civic Value**

These activities provide practical training in the civic of life.

- The experiences like self government, students council, organization of various activities, membership of various committees, etc., provide training for democracy.
- They will get to know the method of voting, democratic conduct of a meeting and responsibilities attached with various rights.

vii) **Physical Value**

Some of the co-curricular activities provide a change and compensation in the form of physical activity.

- Activities such as games, sports, running, jumping, drill, N.C.C., their own attraction for the students.
- These activities provide healthy outlets for surplus and repressed energy and help in normal growth and development of the body.
- They contribute towards sound health, sound body, strength, stamina, vitality, physical beauty and healthful habits.

viii) **Ethical Value**

- The pupil learns to act in obedience to the will of the group and in accordance with the standards of the group.
- These activities cater to higher experience and expressions of character.
- These activities impose a sense of responsibility and impressiveness.

ix) **Disciplinary value**

- The students learn to appreciate and obey the rules and conditions of various activities and games.
- These activities provide the children initiative, self-effort and self-discipline.

Thus, the co-curricular activities can effectively promote the all round development of the child through sublimation, enjoyment, recreation, emulation, socialization and academe growth.

Types of Co-Curricular activities

Broadly speaking, co-curricular activities may be divided into thirteen important categories.

1. **Academic development activities**: Subject clubs, Survey clubs, such as Historical Society, Mathematics club, Club for Geographical Surveys etc.
2. **Aesthetic Development Activities**: Drawing and Painting, Music, Dramatics, Exhibitions, Fancy Dress, Preparation of Models and Charts.

3. **Citizenship Training Activities:** Mock Parliament, Students Council, Cooperative Store, and visits to places of social importance.
4. **Cultural Development Activities:** Celebration of Religious and other festivals, visits to places of cultural importance.
5. **Emotional and National Integration Activities:** Celebration of National and international days, community living, organization of camps, educational trips to various places in the country.
6. **Activities for Leisure:** Photography, Stamp collection, collection of rates and interesting things, Decoration etc.
7. **Literary Activities:** Debates and Declamations, Poetical Recitation, Public Speaking, Brain Trust, Library work etc.
8. **Moral Development Activities:** Morning Assembly, Celebration of birth days of great men etc.
9. **Productive Activities:** Kitchen Gardening, Floriculture, Soap Making, Toy Making, Embroidery etc.
10. **Physical Development Activities:** Mass Drill, Athletics, N.C.C, Wrestling, Indoor Games, Outdoor Games, Swimming etc.
11. **Scientific Activities:** Science Clubs, Science Fairs, Visits to Scientific Establishment, Science Clubs, Science Fairs, Visits to Scientific Establishment etc.
12. **Social Welfare Activities:** Scouting or Girl Guiding, Social Service Society, Red Cross, First Aid etc.
13. **Multipurpose Activities:** Beautification of Campus, Cultural Week Celebrations, Campus, Cultural Week Celebrations, Community Survey, Prize Distribution, Alumni Get together etc.

General Guidelines for Organising Activities / Principles for the organization of co-curricular activities

The following are the general guidelines for organizing activities.

- ❖ Activities should be properly integrated with the curricular work.
- ❖ The activities should be started after wise scrutiny and selection.
- ❖ Adequate planning and scheduling of the activities should be done in time.
- ❖ Provision should be made for necessary equipment, accommodation, furniture and other contingencies.
- ❖ Duties for organization of different activities should be distributed among the talented staff members.
- ❖ Activities should also be allotted to the individual members of the staff according to their own interest, aptitude and attitudes.
- ❖ The activities should suit the size of the school, the available facilities, needs of the school, educational level of the students and their interests.
- ❖ Activities should be adjusted during the normal school time.
- ❖ Objectives should be evaluated from time to time.
- ❖ Activities must be distributed throughout the year and each activity must have its rightful place in the schedule.
- ❖ Students should enjoy equal opportunity to belong to any of the activities.
- ❖ They must be organized in accordance with the ideals and image of the school.
- ❖ Expenditure should be economized as far as possible avoid wastage.

- ❖ Organisation of activities should not be just a show work or window dressing as some headmasters organize some selected activities only to attract attention of the public and officials. Every activity shall have education values.
- ❖ Proper recording of activities with the help of written and visual media should be made.

Limitations and Difficulties

In organizing the co-curricular activities, a large number of defects and difficulties are experienced, which tell upon the good effects and purposes of the programmes. They may be mentioned as follows:

- i) **Lack of Facilities:** Many programmes cannot be properly organized without adequate facilities, suitable furniture, appropriate equipment and trained personnel. Activities have to be organized as part of the sincere efforts. Hence proper organization of the activities has been an exception than a rule.
- ii) **Lack of Pupil's Participation:** All activities in the school should be democratically organized from planning to evaluation. But, in most of the schools this kind of involving pupils is ignored and consequently the students do not feel belongingness and have no interest in the activities. They have to be motivated and associated with the activities at every stage.
- iii) **Over-expensive Show-off:** Sometimes for organizing activities in the school, the students are asked to bring costly equipments like musical instruments, costly dresses, tape recorder, etc. To make a great show-off, inviting VIPs, dignitaries and arranging very expensive paraphernalia, the over-enthusiastic headmaster and teachers spend a lot and collect a big amount from pupils. On account of this, pupils are unnecessarily troubled and their enthusiasm is flagged.
- iv) **Defective Scheduling or No Scheduling:** The activities are often scheduled wrongly or no scheduling is made for various activities. Since no periods are provided or if provided not in right time, activities are organised without any pre-planning and necessary preparation. So, they are done haphazardly without achieving the objective.
- v) **Overemphasis on Academic Work:** As present lot of importance is given to examination and academic aspects are overestimated. Schools are more interested in percentage of pass and winning awards or ranks, than in organizing co-curricular activities for improving the personality and talents of children.
- vi) **Overemphasis on Activities:** Opposite trend is evident in certain schools where more emphasis is laid on activities than on academic programmes. Overenthusiastic headmaster and teachers take immense interest in organizing a large number of activities throughout the year. As a result much time and energy is devoted to preparation only. They, for example, spend months together in staging a drama or organizing sports, tournament on celebrating the Annual Day of the school. The students who are interested in these activities spend all their time and energy on them entirely neglecting their studies.
- vii) **Lack of Staff:** The activities cannot be introduced profitably in a school with inadequate staff.
- viii) **Heavy load on teachers:** The sponsor-teachers are often required to stay in the school beyond the duty hours to attend to these activities.
- ix) **No credit in annual promotion**
- x) **Failure to achieve the purpose**

xi) Disregard of local conditions

xii) Lack of variety

Unless these limitations are taken care of by adequate preplanning, balancing both the curricular and co-curricular activities and proper distribution of the work load among the staff members, the very purpose of organizing the activities is lost and the objective will be left unrealized.

Important Activities

Some important co-curricular activities are given below:

i) The School Assembly

- ❖ It is a good practice to begin the day's work with a morning assembly. On this occasion, the entire school population assembles for a common prayer and thought for the day. Here, the students get themselves familiar with the rules, regulations, ideals and practices of the school and thus are acquainted with the community spirit and image of the school. It is a forum for developing good citizenship training.
- ❖ It develops the habit of doing prayer, meditation and spiritual values.
- ❖ Habits of punctuality leadership and discipline will be inculcated.
- ❖ The school assembly is regarded as a means of controlling and directing the efforts and activities of pupils as a whole. It serves as a common forum and as a clearinghouse for motivation, information and publicity. Pupils through the school assembly learn how to behave on public meetings, to get accustomed to speakers as well as audience which is a kind of citizenship training.
- ❖ It develops a sense of belongings among the school children.

ii) Communication Skills (Debates, Discussions, Seminars and Symposia)

With a view to promoting communicating skills and self-expression and intellectual powers debates, discussions, seminars and symposia should be organised in the school adequately. These activities provide pupils with the opportunities of collecting information, organizing ideas, presenting facts, speaking effectively and conducting speak with the presence of mind and learn oratory or art of elocution and control stage fear. Power to express clearly will lead to social success.

Such activities should also be properly organised in order to be effective. The teacher interested in these matters should be kept in charge of planning and organizing these activities. Topics for discussion or debates should be scheduled and publicized earlier. The number of speakers, their names, place, date and time for holding the debates should be announced as early as possible. The teacher should also give students necessary guidance for making preparations by consulting books and reference materials. The topic selected for discussion should be of current importance and thought provoking.

Dramatics

Dramatics is a playful activity in which both creative expression and artistic imitation are combined. As the pupil plays varied roles, he satisfies his internal urge to play and to imitate. Through this activity he expresses himself and finds enjoyment. It has got a great therapeutic value. It provides opportunities for the release of pent-up emotions, for improving speech and other qualities of elocution. It helps them to improve their literacy ability and to get themselves acquainted with various subjects like music, staging, decorating, and so on.

Dramatics are of different kinds as Dance-drama is one variety of dramatics where the whole theme is expressed through dance and music. Pantomime is a form in which everything is expressed through action without speech. A puppet play is a type of dramatics in which puppets

play different characters of a play. Radio play is a modern variety of dramatics in which students can play different characters through voice and sound effects only. Now a days, it has become very popular with students and many schools have displayed their interest and proficiency in this programme.

Boy Scouting and Girl Guides

Scouting is meant for the boys in the age group from 11-18. Every Scout takes a solemn oath to obey the Scout Law, which consists of ten rules relating to honour, loyalty, obedience, friendliness, courteousness, cheerfulness, usefulness, thrift and cleanliness. He puts on a special uniform and learns the use of ropes and sticks, learns first aid and social service, organizes camp fires and field trips, learn to lead an independent life, but with team spirit. The Girl Guide on the other hand, learns activities like cooking, nursing, singing, dancing, drill, social service and first aid.

Scouting and Girl Guiding are useful in many respects. Firstly, it improves the physical health of the pupils through a series of physical activities. Secondly, it contributes to the mental health of the students through a large number of pleasing and joyful activities. Thirdly, it appeals to the emotions and interests of the adolescents. It sublimates instincts of curiosity, assertiveness, adventure and gregariousness. It promotes the spirit of adventure through camping, hiking and outdoor life. It trains their emotions and provides catharsis through campfires, shouting slogans and fights. It develops aesthetic sensibility and love for the nature. Fourthly, it gives them practical skills in fighting against fire, using stick and knife, tying knots and pitching tents, which are found useful in life. Besides, many useful lessons in first aid, nursing, carpentry, and kitchen gardening are also quite helpful in day-to-day life. Fifthly, Scouting and Guiding, promote a large number of good qualities of head and heart like perseverance, thrift, loyalty, cheerfulness, obedience, patience, observation, patriotism, discipline, etc. which are essential for success in life. Sixthly, through camp life and co-operative activities, the boys and girls get social training. The ideals of citizenship, cooperation, natural help, fellow-feeling are better practiced and the Scouts as well as Guides render all possible social services with great efficiency.

Literacy Activities

The literacy activities are a useful means of promoting creative writing and self-expression. They help in publicizing the school activities and molding the future writers of the society. Literary society may be formed and literary meetings should be held on the occasion of the birthdays, anniversaries of novelists, poets, dramatists etc. Such meetings may be made more lively and useful by inviting distinguished authors, School/class magazines, wall magazines, bulletins, school calendars should be prepared and published by the literary society from time to time. The literary activities also largely influence the quality and standard of academic performance.

The outcome of these activities depends much on the success of organizing them. The teachers having literary interest and ability should remain in charge of organizing these activities. The headmaster should take active interest in the programme and encourage the students and teachers in literary activities, so that they can contribute to the development of literature and help in projecting a bright image of the school.

Games and Sports

Sports, games and athletics should be organized in the school in order to help pupils in the conservation of their health, development of habits, promoting their personality traits like, alertness, confidence, judgment, co-operation, team-spirit and so on. Athletic activities help in

developing all-round personality of the pupils and train in citizenship qualities. That is why playground is called the cradle of democracy.

With a view to organizing the athletic activities properly, a schedule of the sports and games and of participation of each team by rotation should be drawn up from the beginning. Necessary equipment and materials for various sports should be in charge of the activities. Adequate guidance and coaching should be provided by the Physical Education Teachers. Organisation of these activities starting from planning need to be democratically done by involving pupils in scheduling, planning and organizing the sports and games. Inter-class and inter-school competitions and tournaments should be organised to increase efficiency and competitive spirit among students.

National Green Corps (Eco – clubs): (NGC)

We all know that we are part of the environment we live in. And the solution to many environmental problems lie in our attitude towards environment. Be it awareness to keep our surroundings clean or the realization to conserve natural resources by re- using and recycling wherever possible, the all are attitudinal. On the surface it looks simple. But changing the attitudes of 100 crore people is not going to happen overnight. The best way to attempt to bring about a change in the attitudes in the society is through children. They have no vested interests. They are impressionable. They are our future. They are the single most important influence in any family. With this realization the Ministry of Environment & Forests, Government of India has decided to launch the National Green Corps Program (NGC) in all Districts of our vast country.

OBJECTIVES

1. To make children understand environment and environmental problems.
2. To provide environmental education opportunities for school children.
3. To utilize the unique position of school children as conduits for awareness of the society at large.
4. To facilitate children's participation in decision making in areas related to environment & development
5. To bring children into direct contact with the environmental problems facing the society they live in and make them think of solutions.
6. To involve children in action based programmes related to environment in their surroundings.

COVERAGE

The NGC Programme will be implemented in all the States and Union Territories in the country.

MEMBERSHIP

- About 100 schools in every State in the country.
- This will include all the Kendriya Vidyalayas, Navodaya Vidyalayas and all other schools under CBSE and ICSE.

METHODOLOGY

- The scheme will be operated through Eco-clubs to be formed in member schools.
- Each such club will have 30-50 children, who show interest in environment related issues.
- Each Eco-club will be supervised by a Teacher In-charge, who is selected from among the teachers of the member school on the basis of his/her interest in environment related issues.

- Each Eco-club will be provided with a kit of resource material in the language of their preference apart from a token monetary grant of Rs. 1000/- per annum for organizing different activities (Please see the suggested list of activities)
- There will be District Implementation and Monitoring Committee to supervise, organize training for In-charge teachers, and monitor periodically the implementation of scheme at the District level.
- There will be a State Steering Committee to oversee the implementation of the scheme.
- The State Nodal Agency will co-ordinate the implementation of the scheme in the State and organize related activities like training to Master Trainers.
- The National Steering Committee will give overall direction to the programme and ensure linkages at all levels.

LIST OF SUGGESTED ACTIVITIES FOR ECO-CLUBS

- Organise seminars, debates, lectures and popular talks on environmental in the school.
- Field visits to environmentally important sites including polluted and degraded sites, wildlife parks etc.
- Organise rallies, marches, human chains, and street theater at Public places with a view to spread environmental awareness.
- Action based activities like tree plantation, cleanliness drives both within and out side the school campus.
- Grow kitchen gardens, maintain vermin-composting pits, construct water-harvesting structures in school, practice paper re-cycling etc.
- Prepare inventories of polluting sources and forward it to enforcement agencies.
- Organise awareness programmes against defecation in public places, pasting posters in public places and to propagate personal hygiene habits like washing hands before meals etc.
- Maintenance of public places like parks, gardens both within and outside the school campus.
- Mobilise action against environmentally unsound practices like garbage disposal in unauthorized places, unsafe disposal of hospital waste etc.

ROLE OF TEACHER IN-CHARGE OF ECO-CLUB

The Teacher In-charge of Eco-club plays a key role in the implementation of the scheme. He\She should encourage more and more students to join the club. He\She should take up imaginative steps to implement the activities suggested in the scheme, which are relevant to that region. Main functions of In-charge Teacher are:

- To assemble the eco-club members every week for one hour at-least and take up some a activity.
- To encourage the students to suggest activities for the following weeks and make a list of it. Make necessary preparations for their execution in consultation with the Headmaster\ Principal.
- Send monthly activity report to the District Committee.

Coordinate with the District Committee for taking up district level common programmes.

INCULCATION OF VALUES THROUGH CURRICULAR AND CO-CURRICULAR ACTIVITIES:

According to sociologist M.T.Ramji the important moral, spiritual and social values which form part of the Indian cultural heritage are courage, truth, universal love, respect for all religion, dignity of manual work, service, purity, courtesy, peace and joy.

National seminar on primary and work oriented education (1970) suggested the following Gandhian value to be implemented at the primary stage: dignity of manual labour, a sense of social awareness and responsibility, respect for other religions, fearlessness, truthfulness, nonviolence, purity, service and peacefulness.

Moral, spiritual and social values identified by the sociologist and by the seminar are identical. They relate globally to universal love, courage and truthfulness, dignity of labour, respect for all religions. These values cannot be taught in normal curriculum but can be instilled through activities and programmes.

1. Work experience was suggested by education commission 1964-66.

Work experience is any experience that the child receives either in the home, in the school, on a farm or in a factory or in any productive situation. The objective of this activity is based on Gandhi's general education. This activity is suggested as a compensatory measure. According to Gandhiji general education, which is over academic, has withdrawn the child from participation in community work. This is an attempt of integrating the world of work and world of education.

2. Socially useful productive work (SUPW):

This activity is based on Gandhian principle. It has the following foundations.

- **Philosophical foundation:** It is based on the basic education of Gandhiji.
- **Psychological foundation:** Children who are not academic achievers when they excel in the manual work they derive great psychological satisfaction. As Tagore says "children love sand and water, love to work with their hands". Gandhiji said, "Why do you always think that your head is important? Why not your hands or legs?"
- **Economic foundations:** In this process the student learns a manual work or gets trained in an occupation, which will help him to stand on his own legs. If he drops out, he drops out with a skill, which will help him, earn his own bread.
- **Physiological foundation:** When the students work with their hands they become physically strong.
- **Sociological foundation:** This is the most important foundation. SUPW instills dignity of labour in the students and integrate them with the laboring class. There has been a cleavage in the society between the world of education and world of work; between white collared job and blue collared job. This special disparity is hoped to be removed by this

SUPW. "By working with hands the adolescents learn the dignity of labour and experiences the joy of constructive work"- Secondary Education Commission.

"It trains practical aptitudes, facilitates clarity of thinking, gives chances for co-operative work and thus enriches the entire personality".

3. Community Social Service:

The serious defects in the style of functioning of our educational institutions are that they function in isolation, divorced from the community. As Thomas .H. Briggs points out "school is a miniature society, as such the school is after all an invention of the society". Community social service will integrate school and community and the students will feel that they are part of the society.

1. Community Prayer:

If community prayer were held properly in mother tongue in a calm atmosphere with the proper communion with the lord, it would instill spiritual values.

2. Citizenship Training:

Saluting national flag, singing meaningfully the national anthem, participating in the mock parliament and debate, running cooperative societies will train the students for participating in community life.

3. Morning Assembly:

Morning should be held daily in all the educational Institutions. It can be of 15 to 30 minutes duration. Activities of morning assembly should include Prayer, Singing of Devotional patriotic song, brief ethical speech by a student, A teacher or the Head.

7. Compulsory Subject

Value Education should be made a compulsory subject in all the schools and colleges. The essential teaching of great religion like Hinduism, Sikhism, Buddhism, Jainism, Judaism, Islam, Christianity etc.

8. Redesigning the Curriculum

In order to inculcate values the curriculum should be redesigned. Various subjects like History, Geography, Civics, Languages, Literature, Art and Music etc, should be taught

from the point of view of our social, moral, cultural, rituals and national values, deeds and achievements.

1. Redesigning the Text Book

There is an imperative need for redesigning books on Indian History, Geography, Civics, Literature and languages etc. Leading the students to appreciate and imbibe social, cultural, moral, Aesthetic, economic, political and spiritual values. There are some don'ts which should be kept in mind while preparing the text books.

10. Extensions Lectures.

Extension lectures based on morality or value oriented education should be arranged in the educational Institutions. Experts should be invited to deliver speeches on value oriented education.

11. Skits and Dramas

Skits and Dramas may be organized in the institutions on the themes related to values of life- social, Moral, cultural, aesthetic and spiritual values.

12. Book Exhibitions

13. Art and Paintings Exhibitions

14. Art and Paintings Competitions

15. Celebration of Birthdays

16. Celebrations of International Days

17. Value oriented Prize

18. Value Oriented Projects

19. Role of the Teacher

20. Effective Method Teaching

21. Value- Oriented Outlooks.

CONCLUSION:

Let us conclude the lesson by quoting K.C. Saiyic "It is the making better men and women, compare with everything else in secondary machines, factories, dams, pictures, music and systems of thought. It is the maintenance and enrichment of culture; it is the presence and

reconstruction of values; not indeed by the teachers alone but in cooperation with all other social and cultural agencies it is starting judiciously in gods creativity.

PJP COLLEGE