

Co curricular activities in social science

1. Co-Curricular Activities in Social Science MUNEERA. TV
2. In teaching social science effectively co-curricular activities play an important role. They supplement class teaching and enliven student's interest in the subject. A number of co- curricular activities can be organized by the social science teachers for the enhancement of their student's knowledge and interest.
3. The most important co-curricular activities are, 1. Educational visits, excursion and tours 2. Social surveys 3. Bulletin board 4. Magazine 5. Drama 6. Exhibition 7. Collaboration with NGOs 8. Street shows 9. Use of community resources 10. Arranging lectures in the community, villages and slums
4. Educational visits, excursion and tours The social science teacher can play to take out the whole class or small party of his/her students to visit any place about which the students have to learn according to their curriculum such as the following:
5. . 1. A historical building like red fort , Qutab minar, Tipu sultan palace etc 2. National museum New Delhi, Natural history museum New Delhi, sallarjung Museum Hyderabad. 3. Government office 4. Government institution like prison 5. Courts 6. Parliament House, State Legislative Assembly 7. Production unit like a factory, Cooperative Khadi Production Centre 8. A near by village, tribal habitation, slum, ideal colony
6. Social surveys Sociology students are taught what is social survey and are trained how to conduct the social surveys. A social survey is the cooperative effort to gather first hand quantitative as well as qualitative data from the field about the extent of prevalence and gravity, intensity of a social disorganisation problem about which the community is agitated and for the solution of which reliable data based suggestion are desired.
7. . According to the FAO expert Hsin Pao Yang, the social survey process can be divided in to four stages 1. Planning of the survey 2. Collection of data from the field 3. Analysis of the data 4. Interpretation and presentation of data
8. . Bulletin Board Social science teacher should ask and motivate their students to prepare attractive, interesting, colourful and informative bulletin board. They can be a source of information and inspiration to the students of that class as well as the students of other classes

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9. Every good senior secondary school in India brings out its annual magazine. The social science teacher should motivate, guide and help their bright students to write their original essays or article and social surveys reports etc. for their school magazine. Magazine
10. Students can be motivated, guided and helped in writing and presenting dramas on many social problems like social oppression, social evils, sex discrimination, corruption, mockery of police and courts in giving justice and protection to the common man in India, dangers of globalization, privatisation and the like. Drama
11. The social science teachers and students have accesses to a wide arena of knowledge about their national and global society. They can select critical data in the form of statistics, opinions, and views. Exhibition
12. The students can be motivated to prepare and stage street shows like Nukkad drama to develop social awareness in the masses about current social problem, issues and themes like the mockery of justice done in case of Jessica Lal's murder, corruption in police department and judiciary, dowry deaths, superstitions etc Street shows
13. Arranging lectures in the community, Villages and slums etc The social science teacher as well as their bright students can go to the rural areas and urban slums and deliver lectures to public on their rights, duties and other aspects of their development. They can have interactive session with them in which they can answer their queries and render functional guidance and suggestions.

Examples and Types of Co-curricular Activities

- Sports.
- Musical **activities**.
- Debate.
- Model.
- Art.
- Music.
- Drama.
- Debate and discussion.

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Some examples of co-curricular activities are:

- Debating.
- Elocution.
- Taking part in MUNs.
- Essay Writing.
- Spelling Bees.
- Indoor Sports.
- Outdoor Sports.
- Helping Organize **School** Events.

Need for Co-curricular Activities

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.

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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.

2 Types of Co-curricular Activities

Co-curricular activities are categorised under seven headings: I

- I. Literary Activities
2. Physical Development Activities
3. Aesthetic and Cultural Development Activities
4. Civic Development Activities
5. Social Welfare Activities.
6. Leisure Time Activities CO-curricular Activities
7. Excursion Activities.

Need and Importance of Co-curricular Activities

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.

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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. School Activities 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.

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 selfgovernment, 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.

Recognition of Individual Differences

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Co-curricular Activities 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

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' selfgovernment in schools provides an excellent training in exercising one's franchise and shouldering responsibilities. These activities train the students for good citizenship. Cocurricular 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, decisionmaking, judgement, tolerance etc.

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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 I 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.

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Cultural Value

Some co-curricular activities are of tremendous value, as they help in providing opportunities for better understanding of our cultural heritage and traditions, for example, activities like dramatics, folk songs, dance, folk music, exhibitions and celebration of various religious and social festivals provide better knowledge and understanding of our culture, foster cultural tastes and awaken cultural interests among students. Students would appreciate and learn all these though our language, religion, culture, food habits, dress etc. are different but we are one, and that we are human beings of the same universe.

Thus, co-curricular activities will help in developing national and international understanding. We can conclude by saying that co-curricular activities cater to the development of a child's entire personality, draw out the latent powers of children of different temperaments, supplement academic work, develop social and civic sense. Without these activities students would be mere book-worms.

Principles Underlying Organisation of Co-curricular 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 :

The Atmosphere has to be democratic : more suggestions and ideas can be incorporated in democratic atmosphere so nothing is imposed on students.

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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.

What is meant by panel discussion?

A **panel discussion**, or simply a **panel**, involves a group of people gathered to **discuss** a topic in front of an audience, typically at scientific, business, or academic conferences, fan conventions, and on television shows.

What is a panel discussion examples?

An **example** of a **panel discussion** is a TV focus group where a group of viewers are assembled to give feedback to the producers on the show. ... An **example** of a **panel discussion** is when a group of local politicians hold an open **discussion** and invite the public to come with questions or concerns.

Quiz definition and meaning

In this article we'll talk about the definition of a quiz.

A quiz can be defined as a game or brain teaser to test knowledge. It can contain an element of competition when participants play against each other to get the highest score, which helps participants become more engaged.

How many types of quiz are there?

Online quizzes are the main tool for testing knowledge in eLearning. What type of quiz is right for your learners? In this article, we look at **14 types** from the obvious multiple choice quiz to the refreshing drag and drop format.

What does competition mean in social studies?

Competition in biology, ecology, and sociology, is a contest between organisms, animals, individuals, groups, etc., for territory, a niche, or a location of resources, for resources and goods, for prestige, recognition, awards, mates, or group or **social** status, for leadership; it is the opposite of cooperation.

What is the purpose of a competition?

Competition is an essential element in the efficient working of markets. It brings important benefits to the consumer by: encouraging enterprise, innovation, efficiency and a widening of choice; enabling consumers to buy the goods and services they want at the best possible price;

What are examples of competition?

Competition occurs naturally between living organisms that coexist in the same environment. For **example**, animals may **compete** for territory, water, food, or mates. **Competition** often occurs between members of the same species. This is called intraspecific **competition**.

What is social club in school?

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Student participation can contribute to the development of personal responsibility, moral values, cooperation, emotional maturity, self-discipline, **social** competence, individuality, leadership, a realization of the value of group goals, and an understanding of democratic processes.

Social Science Club

Social Science Club is a student Club. It promote and educate others on the importance of the Social Sciences in our world. It advance our own knowledge and understanding of the Social Sciences.

The goals and objective of the Social Science club are as follows:

- 1) It aims at making children capable of becoming Responsible, Productive, and Useful members of the society.
- 2) The activities focus on – patriotism, Discipline, Understanding historical culture.
- 3) Values – Social harmony, Brotherhood, Humanity.
- 4) Integral part of the co – curricular activities.

Need & Significanc

- 5) Provide opportunities for the self- realisation and self – expression
- 6) Generating Genuine interest in the study of social science – Inspiring and energizing the students to work independently
- 7) Objectives
- 8) It will create interests and make the students active in the subjects.
- 9) It will encourage intellectual curiosityamong the students.
10. It will provide practical knowledge of the subject
11. It will create poer of thinking and fosters imagination and creativity among the students.
12. Club activities inculcate various democratic values and qualities.

Activities

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- 1) The club organizes different activities
- 2) Putting up social science exhibition
- 3) Preparation of project reports on current topics
- 4) Decoration of display boards on current issue.
- 5) Taking students on field trip.
- 6) Skits on burning topic.

Social Science Club Committee members

Teacher's Committee

principal Secretary

ck – Vice Secretary

Student Committee