

COMPULSORY COURSE 03 (CC-03)
TEACHER FUNCTIONS

BLOCK 03
ORGANISING CO-CURRICULAR
ACTIVITIES

B.Ed. CC-03 : TEACHER FUNCTIONS

Block

3

ORGANISING CO-CURRICULAR ACTIVITIES

Unit-13

Co-Curricular Activities–An Introduction 185

Unit-14

Co-Curricular Activities–Classification 195

Unit-15

Organisation of Co-Curricular Activities-I 207

Unit-16

Organisation of Co-Curricular Activities-II 221

Unit-17

Organisation of Co-Curricular Activities-III 241

Unit-18

Organisation of Co-Curricular Activities-IV 259

INSTRUCTIONAL DESIGN AND EDITORIAL COMMITTEE

Prof. M. G. Krishnan

Vice Chancellor
Karnataka State Open University
Mysore 570 006
Karnataka

Chairman

Prof. Vikram Raj Urs

Dean - Academic
Karnataka State Open University
Mysore 570 006

Convener

Dr. N. Lakshmi

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Karnataka State Open University
Mysore 570 006

Course Coordinator

Prof. B. N. Manjunathaiah

Professor – DOSR in Education
Karnataka State Open University
Mysore 570 006

Course Editor

Shobana S.

Lecturer
Sri KMKG College of Education
Mysore 570 023

Course Writer

Dr. Thejasvi Naviloor

Planning and Development Officer
Karnataka State Open University

Coordinator

ICT Course Content
Development and Delivery

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BLOCK-3 ORGANISING CO-CURRICULAR ACTIVITIES

INTRODUCTION

Curriculum is the core consideration with reference to the courses they are prepared for. Since the twentieth century, along with the curriculum, the extra-curricular activities have come to play a major role in the school activities.

In recent times, the term ‘extra-curricular activities’ have been referred to as ‘co-curricular activities’, as they dominate the functioning of the school, and also because the aim of modern education is the all-round development of the child. Although these activities have been categorized, given names and given great importance now-a-days, these were also part and parcel of education since the times of the Vedic education. Such activities were well integrated into the educational system and played a vital role in the total development of the pupils.

Such being the long standing importance of these activities, in the following Units of this Block, you will come to know the meaning and the concept of what co-curricular activities is, its need and importance in the field of education. The classification of co-curricular activities and the various activities that can be conducted under each class shall also be discussed.

As you are a teacher, you need to know the principles for conducting co-curricular activities and also the criteria for selecting such activities. We shall therefore discuss these aspects too.

Under the various activities, the items discussed in the following Units will be the objectives of conducting the particular activity and how to organize the same. Six Units are included in this Block. In Units- 13 the meaning and importance of co-curricular activities are explained. You will read about a Classification of co-curricular activities in Unit- 14. In the next three Units of this block Unit- 15, Unit- 16, Unit-17 and Unit- 18 you will study, in detail, about various co-curricular activities which are Organized in schools.

UNIT 13 □ CO-CURRICULAR ACTIVITIES–AN INTRODUCTION

Structure

- 13.1 Introduction**
- 13.2 Objectives**
- 13.3 Co-curricular activities**
 - 13.3.1 Meaning, Definition and Importance**
 - 13.3.2 Need and Importance**
 - 13.3.3 Objectives**
- 13.4 Let Us Sum Up**
- 13.5 Answers to ‘Check Your Progress’**
- 13.6 Unit-End Exercises**
- 13.7 References**

13.1 Introduction

As teachers, you are all aware of the various school programmes that are conducted throughout the academic year. These activities that comprise the calendar of events are done with numerous objectives that are to be realized through them. In this Unit, we shall see what these activities are. Since they are part of the curriculum for school, they are termed as ‘co-curricular activities’. What exactly is the meaning of this? How important are they to the learners? Why is it essential to conduct such activities? What are the objectives to be realized through these activities? We shall now seek answers to these questions.

13.2 Objectives

After you have studied this Unit, you will be able to:

- Define ‘co-curricular activities’
- Explain the concept of ‘co-curricular activities’
- Reason out the need for these activities to be part of the school programme
- Highlight the importance of co-curricular activities

- Recognize the importance of these activities in the development of the individual
- List out the useful aspects of co-curricular activities
- Recall the objectives that are realized by the various co-curricular activities

13.3 Co-Curricular Activities

Until about twenty-five years ago, the school was a place that only taught school subjects like General Science, Social Science, Languages etc. The term ‘Curriculum’ then referred to only the teaching of these subjects. The other activities were looked down upon as encroaching upon and interfering with the smooth performance of the academic activity. Gradually this attitude underwent a slow change. The term ‘Curriculum’ slowly and gradually gave way to the inclusion of multiple activities. This was when the activities termed as ‘Extra-curricular activities’ made their appearance. These activities that led to the mental, physical, emotional and social development in an orderly manner are now rightly termed as ‘co-curricular activities’. The present educational system lays great stress on these activities as education you know is expected to bring about the all-round development of the individual, thus realizing the aims of ‘man-making education’. Moreover, these activities have the full support of the learners as they originate from the interests and abilities of students.

13.3.1 Meaning, Definition and Importance

Co-curricular activities are now considered an intrinsic part of the educational programme in a school. If we go back to the *Gurukula* system of education, we will recall that the disciples in the *Gurukula* were asked to fetch wood from the forest, do social service, tend to the garden and also perform physical exercises. Numerous Arts and hobbies were developed in the Ancient Indian Universities like the *Nalanda* University. Even literary activities were included. The importance of such activities is well highlighted by the following remark made by the Secondary Education Commission: “they are as integral a part of the activities of a school as its curricular work, and their proper organization needs just as much care and forethought. If they are properly conducted, they can help in the development of very valuable attitudes and qualities”. This remark makes clear the meaning of co-curricular activities - those activities that are conducted apart from the formal teaching-learning in the classroom, which only provide the knowledge prescribed. These activities help the learner to learn the art of living by training him in the habits that help him live co-operatively and successfully in a society. Such activities that help to inculcate such habits in the pupil comprise the co-curricular activities.

Before we venture to define 'co-curricular activities', we need to define what 'curricular activities' are. Any activity that goes into the curriculum of a school is called 'curricular activity'. Anything and everything that goes on in the school campus within the school hours or after school hours are considered part and parcel of the school curriculum and comprise the 'co-curricular activities'. To quote the Secondary Education Commission once again, co-curricular activities are "a scheme of hobbies, occupations and projects that will appeal to and draw out the powers of children of varying temperaments and aptitudes."

In order to explain the concept of co-curricular activities, we will have to resort to recognizing what activities go into making up this concept. This can be interpreted in various ways. As per Dr. Radhakrishnan's view, they are those activities that help "Release the talents of children and help them to become what they are in potential." As per the Secondary Education Commission, these activities provide opportunities to the children for developing individual characteristics, abilities and self-confidence. They also provide training in promoting discipline and qualities of leadership.

'Check Your Progress' -1

1. Why were activities other than academics shunned in earlier days?

2. What do you mean by 'Curricular activities'?

3. What do you mean by 'co-curricular activities'?

4. How does Dr. Radhakrishnan define co-curricular activities?

5. How does the Secondary Education Commission interpret the concept of co-curricular activities?

13.3.2 Need and Importance

As has already been discussed, co-curricular activities help in the all-round development of the pupils, by helping to develop the physical, intellectual, social and emotional aspects. This clearly shows why these activities need to be included in the school programme. In order to put it in a more specific manner, the need for co-curricular activity, the utility aspects of these activities are to be highlighted. Now what are these co-curricular activities? Are they necessary for the all-round development of the child? The different types of activities are the tools that draw out the inherent potentialities in the child. These activities help in the development of very valuable attitudes and qualities. They provide opportunities for self-expression of the child. These activities are essential as they provide outlets for the surplus energy of the students.

The importance of co-curricular activities, although stem out of the reasons for these to be included in the school programme. These may be listed as follows:

- These activities are organized as per the interest of the students.
- They provide relaxation amidst the severe toll of academic work.
- Through these activities, students learn to adjust in their social environment.
- The students develop virtues of fraternity, sympathy, co-operation and affection through these activities.
- A major requirement of any democratic country is the development of the democratic spirit and leadership qualities through which students become aware of their rights and duties. These important qualities are developed through the co-curricular activities.
- The leisure time of pupils is constructively and usefully utilized by participating in these activities and this in turn helps to develop further his interests and hobbies
- Moral values are developed through participation in these activities, as students learn to be just and honest.

- They provide a means of sublimation of the surplus energy of adolescents, channelising the same into performing constructive, creative and social activities.
- They provide the students an opportunity for developing self-confidence and the habit of sustained effort in any work taken up by them.

The supporters of co-curricular activities put forth the following arguments in-support of including the same in the school programme:

One of the most important requirements of children is their good health and physical fitness, which is achieved through sports and games. It paves the way for the proper growth and development of the body. The functional efficiency of the body can be maintained only when there is a provision for regular physical exercise, organized games and sports and other related activities.

Effective citizenship cannot be built through classroom instruction in civics and politics alone. There must be a co-relation between what the child learns in the civics class and what he practices in life. As such, activities like the students’ self-government should be included as they offer an opportunity to educate pupils in taking responsibilities and sharing responsibilities, exercising self-discipline and develop the required qualities expected of a good citizen.

With a strict implementation of the academic programmes, pupils no doubt exhibit academic brilliance, but more often than not are socially backward, as they lack social adjustment. A balance between scholarly achievement and social adjustment is to be attained. This can be done so by providing opportunities for pupils to grow socially. Activities that help in bringing pupils together and actually practice the art of social living, help them to adjust themselves to their classmates or schoolmates in later life helps them to adjust with the people in the society at large.

The general school instruction does not provide an outlet for emotional expression. The syllabus of the course does not meet the drives, needs and interests of the pupils, especially the adolescents. Therefore co-curricular activities like Art, Music and drama can give emotional training.

‘Check Your Progress’ - 2

1. Give any two valid reasons for including co-curricular activities in the school programme.

2. Give three important aspects of co-curricular activities.

13.3.3 Objectives

Tompkins divides the objectives of co-curricular activities into three broad categories under which the respective objectives are listed as follows:

I. Individual Outcomes:

1. To provide for the constructive use of leisure time.
2. To develop personality.
3. To enrich personality.
4. To achieve self-understanding.
5. To take initiative in individual responsibility and functioning.
6. To learn how to organize a meeting or conference and how to participate in it.
7. To provide opportunity for self-evaluation.

II. Social Outcomes:

1. To provide for physical and mental entertainment.
2. To practice working in harmony with others.
3. To develop democratic responsibility.
4. To learn to practice good human relations.
5. To understand group processes.
6. To encourage good student-teacher relations.
7. To increase social contacts.

III. Civil and Ethical Outcomes:

1. To establish bonds of understanding of each other without racial, religious, economic or intellectual differences.
2. To put national ideas and values in practical use.

3. To help pupils develop a liking for the school.
4. To provide meaning to curriculum and diversify it.

‘Check Your Progress’ - 3

1. What are the three broad categories of objectives of co-curricular activities as given by Tompkins?

2. Mention any two objectives that can be realized by the individual in the individual outcome category.

3. Mention any two objectives that can be realized by the individual in the Social outcome category.

4. Mention any two objectives that can be realized by the individual in the Civil and Ethical outcome category.

13.4 Let Us Sum Up

Activities other than the teaching-learning of the school subjects were not performed in the school until twenty-five years ago, as they were looked down upon as encroaching upon the smooth performance of academic activity. Although the term co-curricular activity has been of recent origin, such activities have been conducted right from the days of the

Gurukula system of education in the Vedic times, when the disciples were asked to fetch firewood from the forest, tend to the garden and perform other such activities.

Co-curricular activities are now considered an intrinsic part of the educational programme in a school. Anything that goes into the curriculum of a school is called 'curricular activity'. Anything and everything that goes on in the school campus within the school hours or after school hours are considered as co-curricular activities.

As per the Secondary Education Commission, co-curricular activities are "a scheme of hobbies, occupations and projects that will appeal to and draw out the powers of children of varying temperaments and aptitudes." The need for co-curricular activities to be part of a school programme is attributed to numerous reasons of which the major one's are that these activities draw out the inherent potentialities in the child, develop valuable attitudes and qualities in the child, and that they provide an outlet for the surplus energy of the adolescents, thus channelising the same into performing constructive, creative and useful activities.

The importance of co-curricular activities can never be exaggerated as they develop virtues; qualities of democratic citizen, get students involved in these activities with eagerness and happiness as they provide a relaxation from the academic work. As per Tompkins, the varied objectives of conducting co-curricular activities in schools can be listed under three major categories, namely Individual outcomes, Social outcomes and Civil and Ethical outcomes.

13.5 Answers To 'Check Your Progress'

'Check Your Progress' -1

1. They were looked down upon as encroaching upon and interfering with the performance of the academic activity.
2. Tending the garden, collecting firewood from the forest.
3. Any activity that goes into the curriculum of the school is termed as curricular activity.
4. Anything and everything that goes on in the school campus within the school hours or after school hours and considered part and parcel of the school programme comprise the co-curricular activities.
5. Dr. Radhakrishnan talks of co-curricular activities as those that release the talents of children and help them to become what they are in potential.

6. The Secondary Education Commission interprets co-curricular activities as, “a scheme of hobbies, occupations and projects that will appeal to, and draw out the powers of children of varying temperaments and aptitudes.”

‘Check Your Progress’ - 2

1. Co-curricular activities develop desirable qualities and abilities; they are essential for providing an outlet for the surplus energy of the adolescents. (or any two other reasons given).
2. Provide relaxation amidst the severe toll of academic work; help students use leisure time constructively and usefully; help develop self-confidence and habits of sustained work.

‘Check Your Progress’ - 3

1. Individual outcomes, Social outcomes and Civil and Ethical outcomes.
2. Constructive use of leisure time; develop personality. (Or any two given)
3. Practice working in harmony with others; practice good human relations. (Or any two given)
4. Put national ideas and values to practical use; develop a liking for the school. (Or any two given)

13.6 Unit-End Exercises

1. What is the distinction between curricular and co-curricular activities? Discuss the need of removing the distinction and difference, if any.

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UNIT 14 □ CO-CURRICULAR ACTIVITIES– CLASSIFICATION

Structure

- 14.1 Introduction**
- 14.2 Objectives**
- 14.3 Classification**
 - 14.3.1 Literary activities**
 - 14.3.2 Activities for Physical Development**
 - 14.3.3 Activities to Develop Citizenship Qualities**
 - 14.3.4 Activities for Aesthetic and Cultural Development**
 - 14.3.5 Craft-related activities**
 - 14.3.6 Leisure-time activities**
- 14.4 Let Us Sum Up**
- 14.5 Answers to 'Check Your Progress'**
- 14.6 Unit-End Exercises**
- 14.7 References**

14.1 Introduction

In Unit 13, we had discussed the need and importance of co-curricular activities. You will now agree that introduction of these activities is essential in schools for the complete education of the children, more so, because these activities have a direct bearing on the civic and moral development of the child. Such being the paramount importance of the co-curricular activities, we need to know what types of co-curricular activities can be conducted in a school. We shall see the various activities, and get briefly introduced to a few major types of co-curricular activities in this Unit.

14.2 Objectives

After studying this Unit, you will be able to:

- Name the types of co-curricular activities

- List out the various activities that can be conducted in the Literary activities category
- Name the types of Physical activities that can be conducted in the school
- Explain the activities that can develop the Aesthetic and Cultural dimensions of the individual
- Identify the activities that help in developing citizenship qualities in the child
- Name leisure-time activities that help students to constructively use their leisure time
- Establish how Craft-related activities help in motor development and self-expression
- Explain the advantages of the various co-curricular activities
- Cite examples of various hobbies that can be taken up during leisure-time

14.3 Classification

It is now observed that progressive schools are devoting time, energy and also providing various facilities to device ways and means for encouraging and organizing co-curricular activities to a very great degree that was not attempted earlier. In the words of J.R. Shannon, “the participation in co-curricular activities was more likely to produce wholesome attractive personalities than routine class work.” But it is necessary that activities should be sufficient in range and variety to provide opportunities for all the pupils desiring to participate in them. Such activities will naturally vary within limits, from school to school depending upon its location, its resources and the interests and aptitudes of the staff and students. Let us now see what these types of activities are that can be conducted.

14.3.1 Literary Activities

Classroom situations provide theoretical knowledge, whereas co-curricular activities supplement the same and provide opportunities for developing them further. Literary activities give practice and improve the written as well spoken abilities of the pupils by encouraging them and providing opportunities to participate in them. Some such literary activities are as follows:

Debates and Discussions: These are academic activities. In a debate, students who are asked to debate on the given topic, speak for or against the motion. This can be conducted with reference to any general topic of interest that may be controversial, and having an effect on humanity, so as to generate interest. The topic for Discussion need not be too controversial. Discussions are of various types, like the panel discussion wherein a panel of members sit at a table and discuss on the same topic where each member gets many opportunities to express his views openly.

Symposium: In this type of activity, a topic is selected and all speakers talk on different aspects of the same topic.

Story-Writing Competition: This activity is more suitable to the middle school pupils. But it can also be used for the High school pupils at a higher level, wherein they are provided opportunities to exercise their imaginative mind in creating fictitious writings, as well as true life stories, as experienced by them. This paves the way for the improvement in expressing their thoughts and ideas.

Essay-Writing Competition: This is a very useful academic activity that can be used to test the knowledge of pupils on various topics, be it a topic pertaining to the syllabus, or a general topic. It also helps to improve expression.

Newspaper Reading: At the present rate of knowledge explosion, pupils need to update their knowledge to keep abreast of the happenings all over the world. By having the activity of Newspaper reading, as part of the Morning Assembly, this objective is realized in a very limited manner.

Library Work: This activity becomes part and parcel of the study of any subject. Any textbook that is prescribed, will never give the recent development, or information. Library is the place that supplements the information pertaining to that topic. Reading of magazines and journals give a lot of information that enriches the pupil's knowledge.

Recitation: Generally this is a language related activity, wherein pupils recite the poems they are expected to memorise. It could also be a self-composed poem that the pupil recites. Thus, this kind of co-curricular activity provides an opportunity for exhibiting the talent of the pupils and also for improving the pronunciation, intonation, vocabulary and so on.

Dramatics: This is an activity that appeals to almost all. This is an art that needs the co-ordination and control of the organs of speech and the muscles. It trains the imaginative abilities of the pupils.

Organizing literary club: Pupils can form a literary club, and under the auspices of this club, the various literary activities can be systematically organized and conducted.

Wall magazine: Another activity that offers scope for exhibiting the various talents of the pupils is to have a regular Wall Magazine that will put up the self-composed poems of the pupils, paintings and drawings, articles written by them, and interesting pieces of information or pictures collected by them.

School magazine: The annual school magazine is another form of written literary expression, wherein pupils express their ideas, views that they can share with others. This

provides an opportunity for cultivating in pupils a clear and vivid style of expression, and also provides a lot of ego satisfaction too.

‘Check Your Progress’ - 1

1. Name any four types of co-curricular activities.

2. Give three examples of literary activities.

14.3.2 Activities for Physical Development

Physical fitness is a very important need of the pupils. Sports and games are therefore to be included in the school programme to promote physical fitness and proper growth and development of the body. The functional efficiency of the body can be maintained only when there is a provision of regular physical exercise. A few forms of physical exercises are as follows:

Mass Drill: The pupils perform exercises together on certain days of the week or on days like the celebration of national festivals. This group activity is rhythmic and calls for a considerable degree of unity and adjustment among the pupils, thus developing valuable attitudes.

Yoga: This is a system of exercises for the body and the mind, controlling the breathing and thus bringing about the improvement of the mental and physical aspects of the pupil. Already many schools have this activity as a part of their physical activities.

Indoor Games: It is but a matter of logical necessity that every school has facilities for indoor games, as all students cannot at the same time be engaged in outdoor games due to the lack of sufficient playground facilities to accommodate all students. Moreover there are students who are interested in various indoor games like chess and carom. Thus such games cater to these students and provide opportunities for participating in competitions, representing their schools and bringing laurels to themselves and their institutions.

Outdoor Games: The playground has been called the cradle of democracy. Each student should therefore be given opportunity for taking part in one game or the other. This

is fully supported by Aldus Huxley when he says that sports inculcates responsible co-operation.

Athletics: Athletic activities absorb the pupil’s whole being and develop the full personality of the individual. It has a wholesome effect on the physical, mental, social and moral development of the individual.

Wrestling: This is an activity that is suitable for the highly energetic adolescent, whose surplus energy can find an outlet. Pupils interested in this activity could be provided opportunity to develop the same.

Gardening: This academic activity, as a co-curricular activity goes a long way in the study of academic subjects like biological science and geography. It also is a kind of leisure-time activity that keeps the pupil engaged in the activity that interests him and might even bring financial dividends in the long run.

Other activities that can be included in this category are boating, swimming, trekking etc. Such activities are generally provided in residential schools. As mentioned earlier, the activities that a school conducts depends on the facilities available there and the locality where it is situated in.

‘Check Your Progress’ - 2

1. Name three activities that bring about physical development.

2. What is the importance of conducting yoga?

3. What is the criterion that decides the selection of co-curricular activities in a school?

14.3.3 Activities to Develop Citizenship Qualities

Effective citizenship cannot be built through classroom instruction in civics and politics alone. There must be a correlation between what the pupil learns in the class and what he practices in life. Therefore activities those give the pupil opportunities to gain practical

experience of sharing responsibilities and exercising self-control should be provided. Few such activities are:

Mock Parliament: Every student of today is a citizen of tomorrow. This calls for the awareness of the aspects of democratic administration. One of the ways this can be done is to conduct Mock Parliament which helps the students to get to know how the parliament functions. The direct relay of the same in our TV channels makes this easy as students can now view how the members interact and familiarize with the procedures of the Lok Sabha.

Students' Council: This is a students' self-government. The Dictionary of Education defines it as "the maintenance of order and the regulations of matters of conduct in schools by elected representatives, chosen from the student body by the students themselves."

Co-Operative Store: This provides for the formation of a society by the students, and through this they buy and sell stationery, books and other school related articles. Through this activity, students get a feel of sales and the knowledge of maintaining accounts.

Visits to Places of Social Interest: When students visit such places they get to learn the importance of such places which might be the birthplace of a renowned freedom fighter, a social leader who had done yeomen service for the state or the country, the silent worker who brought progress to the community around, and so on. Visiting such places awakens in the students' mind a longing to serve the society or the country.

Organization of Camps: Camps like the N.S.S. and N.C.C. go a long way in motivating the students to imbibe the spirit of social service and patriotism.

Community Living: As the goal of education is 'man-making', living in close proximity of the community gets the students to know how inter-dependent the people in the community are, what are the problems people face in their day-to-day lives, how to improve their livelihood, what can be done to bring this improvement and so on.

'Check Your Progress' - 3

1. Name three activities that help to develop citizenship qualities.

2. How does the Dictionary of Education define Students' Council?

14.3.4 Activities for Aesthetic and Cultural Development

Aesthetic sensibility cannot be discussed and taught in the ordinary classroom teaching. They have to be provided by way of experiences provided through appropriate co-curricular activities. Some such activities are given below:

Music and Dancing: All forms of music, either vocal or instrumental, develop the aesthetic sensibility of the students. This is essential for the harmonious development of the students.

Drawing and Painting: Students interested in drawing and painting derives great satisfaction out of these forms of expression. Indulging in such activities not only gives them pleasure, but also paves the way for providing opportunities for improving their capabilities in these activities. They are a means of maintaining sound mental health.

Variety Entertainment: In a variety entertainment programme, students interested in various activities can participate and exhibit their talent. This provides an opportunity for students of varied aptitudes and abilities to mingle together, thus creating an environment for attitudes like co-operation, adjustment, sympathy, appreciation etc. to develop in them.

Celebrating Festivals: School, as you know is a miniature society. Here we find students belonging to different religions, castes and regions. Celebrating festivals of different regions and religions helps in them understanding each other better and also brings about a unity among them.

Decorating the school, organizing exhibitions, conducting fancy dress competitions, arranging flower show etc., are some of the other activities in this category.

‘Check Your Progress’ - 4

1. Name three activities that, may pave the way for aesthetic and cultural development of the individual.

2. Give one advantage of celebrating festivals in schools.

14.3.5 Craft Related Activities

Craft forms an important part of the curriculum of school programme. These activities concern motor development and also pave the way for the pupils to appreciate the value of good workmanship. Some of the craft-related activities are:

Paper Folding, Cutting And Mounting: Using materials like colored paper, a pair of scissors or a knife, ordinary sheets of paper and paste, the craft teacher demonstrates patterns, and the students repeat and alternate the pattern, thus develop ability in designing.

Clay Modeling: Using clay, real objects and a board or a slate, pupils are shown how to make a model of the object. The models prepared increase in difficulty. This helps to establish in the minds of the pupils a connection between geometrical shapes and objects of art.

Toy Making: Toys being a source of joy for children, they can be taught to make toys with paper and cardboard, cloth stuffed with cotton wool, sawdust and fiber.

Needlework: This activity has constructive and decorative qualities. But as it is not a very interesting activity, the craft teacher should arouse the interest of the students. This is possible only by a trained teacher, who can get the pupils to make garments and household necessities in a skilful manner.

Weaving: Pupils may be trained to weave scarves, towels, belts and bags in a variety of patterns and textures.

Sculpturing: This is the art of arranging and altering plastic or rigid materials. This is achieved by carving, mounding and other procedures.

Graphics: This is an expression of art produced by printing from various screens, stencils, types such as etching, block-printing, photography etc. Other craft-related activities are knitting, Bookbinding, Leatherwork, Basket-making etc. Where academics are concerned, making of teaching aids like models, charts, maps etc. are craft-related activities. The subject teacher, taking the help of the craft teacher in preparing these items, could train pupils. The earlier mentioned activities could be taught to students as per their interest and aptitude.

‘Check Your Progress’ - 5

1. Mention three craft-related activities that can be conducted in schools?

2. How can craft-related activities be used to enrich academics?

14.3.6 Leisure-Time activities

These are those activities that pupils engage themselves in, when they are free. Naturally they will be doing so, only in those they are interested in. Such activities take the name of ‘hobbies’. These activities provide some sort of recreation to students as they engage in activities that provide them a reprieve from the drudgery of classroom environment, which becomes monotonous at times for them. When such activities are not made available to pupils, they seek recreation in wandering, gossiping, gambling and other such anti-social activities. Therefore, it is the responsibility of the school to provide opportunities for students to indulge in hobbies that provide healthy recreations. Hobbies can be of the following types:

- i. Stamp collection (philately)
- ii. Coins collection (Numismatics)
- iii. Album making
- iv. Photography
- v. Collecting things like pictures, stones, or anything curious that interests the individual.

‘Check Your Progress’ - 6

1. What name is give for activities that are taken up during leisure?

2. Mention three leisure-time activities that students can engage themselves in.

14.4 Let Us Sum Up

- Types of co-curricular activities are-literary activities, activities for physical development, activities to develop citizenship qualities, activities for aesthetic and cultural development, and craft-related activities and leisure-time activities.
- Some activities that can be conducted under the literary category are debates, discussions, essay writing, story-writing, school magazine, wall magazine etc.
- Mass drill, yogasanas, indoor and outdoor games, gardening are a few activities that can be conducted for bringing about physical development.
- Activities like conducting mock parliament, having a students' council in the school, visiting places of social interest are a few activities that develop citizenship qualities in students.
- Music and dancing, drawing and painting, variety entertainment, celebrating festivals are some activities that help in the development of aesthetic and cultural development in the individual.
- Craft related activities can be conducted both as academic as well as non-academic activities. Academic activities that are craft-related are preparation of teaching aids like models, charts, maps etc. Some non-academic activities are basket making, book binding, clay modeling, knitting etc.
- Leisure time activities or hobbies as they are generally called help the pupil to come out of the rigid routine of studies and academics. Some such hobbies are stamp collecting, coin collecting, album making and photography.
- Social welfare activities are those that help the students to give to the society something by way of service. activities like first aid, boy scouting, girl guiding, Red Cross etc. are some such activities.

14.5 Answers To 'Check Your Progress'

'Check Your Progress' -1

1. Literary activities, activities for physical development, activities for developing citizenship qualities, activities for aesthetic and cultural development.
2. Debates discussions, elocutions.

‘Check Your Progress’ - 2

1. Indoor games, outdoor games, wrestling (Or any three given).
2. Brings about improvement of the mental and physical aspects of the individual.
3. The activities that a school conducts depends on the facilities available there and the locality where it is situated in.

‘Check Your Progress’ - 3

1. Mock parliament, students’ council, and co-operative store. (Or any three given)
2. “The maintenance of order and the regulations of matters -of conduct in schools by elected representatives, chosen from the student body by the students themselves.”

‘Check Your Progress’ - 4

1. Music and dancing, drawing and painting and variety entertainment.
(Or any three given)
2. Celebrating festivals of different regions and religions helps in pupils understanding each other better and also brings about a unity among them.

‘Check Your Progress’ - 5

1. Clay modeling, toy making, sculpturing. (Or any three given).
2. By preparing teaching aids like charts, maps, models etc. and also train the pupils in preparing the same.

‘Check Your Progress’ - 6

1. Hobbies.
2. Numismatics, philately, photography.

14.6 Units-End Exercises

1. Give a broad classification of co-curricular activities with three kinds of activities that can be conducted under each category.

14.7 References

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UNIT 15 □ ORGANISATION OF CO-CURRICULAR ACTIVITIES-1

Structure

- 15.1 Introduction**
- 15.2 Objectives**
- 15.3 General Principles**
- 15.4 Criteria for Selection of Activities**
- 15.5 Let Us Sum Up**
- 15.6 Answers to ‘Check Your Progress’**
- 15.7 Unit-End Exercises**
- 15.8 References**

15.1 Inrroduction

We have now come to terms with the fact that organizing co-curricular activities in schools is a must for the all-round development of the child. Stating the importance of these activities, The Secondary Education Commission observes, “They are as integral part of the activities of a school as its curricular work and their proper organization needs just as much care and forethought. If they are properly conducted, they can help in the development of very valuable attitudes and qualities.” Reiterating the role of such activities in the development of the individual, it further remarks, “we do not visualize this school merely a place of formal learning whose main concern is to communicate a certain prescribed quantum of knowledge, but rather as a living and organic community, which is primarily interested in its pupils in what we call ‘gracious part of living’. The art of living is a much more comprehensive concept than the acquisition of knowledge, however intelligently planned. It includes training in the habits and graces of social life and capacity for co-operative group work. These can only be cultivated in the context of social life and the many co-curricular activities that must find a recognized place in the school.”

Having thus established the necessity for having co-curricular activities in schools, let us now see how these activities are generally conducted. These cannot be conducted haphazardly without any objectives. Moreover, certain principles have to be borne in mind

in planning and conducting co-curricular activities in schools. Let us first see what these principles are, that have to be followed in conducting co-curricular activities, what activities are selected and what criteria the selection of these are based on.

15.2 Objectives

After you have studied this Unit, you will be able to:

- List out the general principles that need to be borne in mind before organizing co-curricular activities.
- State the criteria for selecting a particular co-curricular activity.
- List out the criteria to be followed in selecting any activity.
- Reason out why these criteria have to be given due consideration.
- Analyze the principles as to the necessity in their being adhered to.
- Conduct co-curricular activities effectively in school.

15.3 General Principles

There are a few principles which when followed diligently, results in making co-curricular activities more useful, educative, interesting and meaningful. These principles can be classified into the following categories:

1) Selection of activities: Since the criteria for selecting activities will be dealt with in detail in Para 15.4, I will barely mention the criteria here. They are:

- a) Number of activities
- b) Resources
- c) Educational value of the activity
- d) Activity to be in accordance with pupils' interests
- e) Activity shall be the means to an end and not the end in itself
- f) Activity to suit the size, educational level of the pupil and individual interest of the pupil

2) Providing Time and Place: In order to conduct co-curricular activities in a serious and organized manner, a scheduled time and place to conduct the same should be

provided. It is desirable to conduct the activities within the school hours by providing a schedule in the school timetable. This allows for students to get opportunities to mingle with and gain both experience as well as training in citizenship.

As regards the place, the concerned authorities should specify this. If it an outdoor activity, the place could be the playground. If the school does not have a sufficiently large playground to accommodate the students, a nearby playground could be utilized and prior information given to students sufficiently early. An indoor activity may be conducted in the general hall as this can accommodate all the students since this is where any function is conducted.

3) Providing Motivation: Even though they have the interest and ability in certain activities some pupils require being motivated. Motivation can be provided in a number of ways. The pupils when joining the school could be given a list of activities that are conducted in the school, and asked to register as a member of the club/society for the respective activity. Another way would be to leave the organization of the activities to the pupils, so that they take more interest and are naturally motivated in participating in the activities. A third way of motivating pupils would be to award prizes and merit certificates for the creditable performances. When eminent dignitaries who are invited to the school distribute these prizes, it makes the pupils proud and also motivates the others too.

4) Providing Advice: The role of advisers of the co-curricular activities, as suggested by the Secondary Education Commission is as follows: “while the students should be encouraged in every way to stand on their own feet and develop these activities through their own initiatives, the teachers should be at hand to help and guide them so that their educative possibilities may be fully exploited and they may ensure that students take part in one or more of those activities.”

Though all staff members are associated in the activities, each one may be the adviser for a particular activity. If the group is large, then junior members may assist the adviser. To be a successful adviser, the staff member should have the knowledge of the specific activity, the purpose and function of the activity. He should also have the experience in organizing the same in order to be in a position to guide the pupils to conduct the activity smoothly.

5) Providing Equal Opportunities: In holding office as well as participating in the activities pupils should be given equal opportunities. Care should be taken to see that nobody is allowed to neither occupy many offices nor participate in too many activities.

6) Aptitude as the Basis: Membership of the organization and participation in the activity should be preferably given to those who have a special aptitude for that. This

should be taken care of by the staff adviser who could help pupils select activity as per their aptitude.

7) Small Size Membership: Each organization for an activity should comprise of a small group so that it facilitates better co-ordination, co-operation and participation.

8) Having Definite Objectives Behind Activities: Any activity conducted should have worthy objectives to be realized in conducting the same. Such objectives should make the students and teachers aware. This makes provision for the evaluation of the end of the activity, after it has been conducted. Realization of the objectives brings a sense of achievement and satisfaction, paving the way for further motivation.

9) Having a Code of Rules: Each organization should have a written code of rules with the name, objectives, membership, method of electing office-bearers, duties of office-bearers and all other necessary details about it included. It can also have the name of the sponsor entered therein.

Over and above these principles, some general suggestions to conduct co-curricular activities so as to derive the maximum benefit from these, may be listed as follows:

1. Necessary equipment should be provided for these co-curricular activities. For example, if a drama has to be enacted, the public address system, the curtains, lights, costumes etc. have to be provided so as to get the pupils to get used to conducting the activity in the right manner and proper spirit of the activity.
2. The teachers who are in charge of the activity may lead the team, but the staff members should equally share the duties regarding the activity, without burdening the staff-in-charge alone.
3. A calendar of events of the year, at the beginning of the academic year should be prepared, specifying the time, place during which the various activities are to be conducted. This prepares both the staff and the students to plan the activities sufficiently early and making necessary arrangements for successfully conducting the activities. Such a timetable schedule should be circulated aiming the staff and students.
4. The activities should reflect the ideals and practices of the institution so that they bear uniqueness in relation to the particular institution.
5. Although funds may be allotted and are made available for organizing the activities, great care should be taken in spending the same. Unnecessary expenses should be avoided and funds should be judiciously and usefully spent. The staff adviser should keep a close watch on this and the members will gradually adopt this too.

6. The activity organized should not be for the sake of showing off but to achieve the prescribed aim. When this principle of realizing the objective is adhered to, the activity succeeds in achieving the same and naturally this gains public recognition and is appreciated by all.
7. It is essential that a written record of all the activities conducted in an academic year be maintained. This should include the name of the activity, nature of the activity, expenses incurred, participation of students, equipments/instruments required etc. This record comes in handy when preparing the annual report of the school. It also serves as a reference for following years.

‘Check Your Progress’ -1

1. Why should certain principles be followed in conducting co-curricular activities?

2. What is the significance of co-curricular activities as per the Secondary Education Commission?

3. List out four major principles that have to be followed for successfully conducting co-curricular activities.

4. Mention how pupils can be motivated to participate in co-curricular activities.

5. What is the basis for participation in various activities?

6. Why should activities be organized in small groups?

7. What is the utility of maintaining records of the activities conducted during the academic year?

15.4 Criteria For Selection of Activities

In the opinion of the Secondary Education Commission, co-curricular activities provide opportunities to pupils in developing individual characteristics, abilities and self-confidence. They also give training in promoting discipline and leadership qualities. Such being the expectation from the various co-curricular activities conducted in institutions, the criteria for selecting the activities must be given due importance. In 15.3, where the general principles for conducting co-curricular activities were discussed, a mention of the criteria to be borne in mind while selecting the activities was made. Let us now discuss these criteria in some detail.

1. Number of activities: This is the first and foremost criterion that has to be considered. The number of activities selected should neither be too many nor too less. They should be sufficient in number so as to provide enough opportunities to all pupils to participate. If they are too less, pupils will be restricted in participation. If there are too many, it places heavy strain on the pupils, teachers and resources.

2. Resources: Activities are to be selected keeping in mind the availability of funds for conducting the same. Selecting activities, which call for too much expense, will be uneconomical.

3. In accordance with interests of pupils: Unless the activities interest the pupils, they do not come forward to participate in them. And it is not advisable to force pupils to participate in something they have no interest as without the willing participation of pupils in any activity, neither objectives nor values is realized.

4. In accordance with the size and educational level of the pupils: Different activities cater to different schools in different areas and grades of pupils. Those that are suitable for urban areas may not suit schools in rural areas. The activities suitable for primary level will not be suitable for the high school. All this should be kept in mind in the selection of co-curricular activities.

5. Fulfill the needs of adolescent period: Adolescent is a critical period of stress and strain. The surplus energy that the adolescent has should be properly channelised for constructive utilization of the same and the co-curricular activities can be the way this can be achieved. This therefore results in the development of a healthy, balanced individual.

6. Help development of moral characteristics: Participating in co-curricular activities should develop moral traits like honesty, justice, politeness, discipline and obedience. These go into building up a good character.

7. Help development of special interests: Co-curricular activities should help pupils in identifying their inherent talents and skills and develop the same to their potentiality.

8. Educational value of the activity: When we talk about educational values, it includes values pertaining to all areas of development of the individual, as the broad goal of education is to bring about the all-round development of the individual. Let us see what these values are:

i. Physical value: These activities should provide a channel for the proper utilization of energy of the pupils. This helps them in the normal growth and development of the body and the mind. Physical activities like athletics, sports and games contribute towards realizing this value.

ii. Psychological value: The co-curricular activity should be instrumental in providing an outlet for the satisfaction of attitudes like curiosity, constructiveness, self-assertion and so on. Since adolescence is the peak for such instincts, the activities selected should help in the sublimation of such instincts.

The peer group influence being great during this period, group activities are enjoyed greatly by pupils of the Secondary School. Even pupils, who are dull in the classroom, seem to come alive during these group activities and their self-perception improves giving them self-confidence when applauded for the laudable performance in the activity. Thus

positive emotional development is a major advantage of group activities, which should be included in schools.

iii. Academic value: This is of two types - theoretical and practical. Theoretically this is taught in the classrooms. Taking the example of a subject like Science, scientific hobbies provide opportunities for supplementing the theoretical knowledge in Science. Thus all subjects like Geography, Language, Library activity, excursions/field trips etc., supplement learning.

iv. Civic value: Experiences of civic life should be provided to pupils in order to develop in them the awareness of rights and duties of a citizen of tomorrow. Since school is a society in miniature, it has to reflect the society around. Therefore activities like the Students' Self Government, organizing School Panchayath, co-operative store etc, which provide the necessary experiences, should be part of the co-curricular activities of a school.

v. Ethical value: The activities should train pupils in character development by providing opportunities for acting in obedience to the group and school authorities. It should also develop traits of truth, love, non-violence and justice. In short, each activity should contribute to the inculcation of moral ideas, because such traits are acquired, when opportunities are provided for practicing them, as they cannot be taught,

vi. Social value: Social traits are also not learnt from books or lectures. These are acquired only from practical experiences Co-curricular activities should therefore provide opportunities for developing these traits like co-operation, sincerity, fellow feeling, loyalty, group discipline etc. Group activities should provide experiences for the development of such traits.

vii. Cultural value: Many programmes presented under co-curricular activities are in the name of 'cultural programmes'. Activities like folk-music, folk dance, dramatics, and celebration of religious, social and national festivals and so on, impart knowledge of culture. We can therefore conclude that when activities are selected keeping in mind the criteria mentioned above and included in the co-curricular activities of the school, will undoubtedly pave the way for the all-round development of the pupil. Although guidelines for conducting co-curricular activities are followed, we cannot claim that they are without any limitations. Let us now see what these defects and limitations are:

Limitations of co-curricular activities:

i. Interference with studies: When students or teachers give more emphasis to co-curricular activities, there is a very great possibility of the pupils neglecting their studies. It is an undeniable fact that academics are the major concern of every parent and also the

pupil. Pupils are over-enthusiastic about participating in numerous activities; are bound to miss classes for practice and out of the school participation of competitions frequently. The recognition and laurels they earn for themselves and their school tends to be the first priority. This results in their falling back in academics. Therefore, care should be taken to see that the co-curricular activities are well balanced with the curricular in such a way that neither is over-emphasized.

ii. Excessive responsibility on the staff: A great responsibility rests on the staff adviser, who has to stay back long hours after school in order to attend to the activities. Though ideally these activities should be conducted within the school timetable, it is not practically possible, as many activities have to be performed outside class hours. Some such activities are games, practicing for variety entertainment, preparing for an exhibition etc. This calls for a great sacrifice on the part of teachers, as a lot of stress and strain and time is involved in preparing and conducting these activities. Therefore, the time for these activities should be judiciously adjusted as far as possible during the working hours and only when it is inevitable should the teachers and students made to stay back after school hours.

iii. Failure to achieve actual purpose: A specific activity is conceived and planned for achieving specific, objectives. But many a time, realizing these objectives is given the last priority. This happens when planning is not given the importance it calls for. Let me explain this with an example. Students, who want to stage a play, show great interest in the costumes, settings, curtain, selling tickets, getting cosmetics for the make-up, arranging for the light and sound system etc. whereas, the actual plot construction, dialogue delivery, direction etc. which are the major aspects from the educational point of view, are neglected.

iv. Inadequate facilities: Under the heading “principles to be followed in conducting co-curricular activities”, we had discussed about providing facilities for the organization of co-curricular activities. These facilities like playground for sports and games, funds for all kinds of activities, necessary equipment etc. may not be available in every institution. Therefore, in order to conduct co-curricular activities, the school has to make some makeshift arrangements as far as the playground and equipments etc. are concerned. As for the non-availability of funds, this can be solved to a certain extent by getting the people in the nearby community to sponsor.

Despite the hurdles that an institution may anticipate in organizing and conducting co-curricular activities, it is a widely observed phenomenon that every school has in its calendar of events, at least a few regular activities that are conducted, overcoming the obstacles they face. Unless this is done, the interests, abilities, and energy of the adolescents go unnoticed. There is also a danger that these may be misused thus leading to the development of antisocial elements in future.

‘Check Your Progress’- 2.

1. Mention four main criteria for the selection of Co-curricular activities.

2. Why it is not desirable to force pupils in participating in activities that they are not interested in?

3. List out the various Educational values that can be realized through Co-curricular activities.

4. How are psychological values developed through Co-curricular activities?

5. Name two ethical values that can be developed through Co-curricular activities.

6. Name two activities that develop Civic values.

7. Name two activities that develop Cultural values.

8. Mention four social traits that can be developed through group activities that are conducted as co-curricular activities?

9. Mention three limitatons of Co-curricular activities.

10. Under what circumstances do Co-curricular activities interfere with studies?

15.5 Let Us Sum Up

- The concept of Co-curricular activities was known and practiced in the Ancient Vedic Age in the Gurukula where children fetched wood from the jungle and tended the kitchen garden.
- It was also found in the Ancient Greece in 400 B C, where activities like debating, games and dramatics were given great importance.
- Co-curricular activities draw out the best in the child and man—body, mind and spirit.
- The importance as stated by the Secondary Education Commission is that they help in developing valuable attitudes and qualities.

- It reiterates that they also teach the art of living, train in the habits and graces of social life and capacity for group work.
- The general principles to be followed in conducting Co-curricular activities are :
 - ❑ Selection of activities
 - ❑ Providing time and place
 - ❑ Providing advice
 - ❑ Providing equal opportunities
 - ❑ Aptitude as the basis
 - ❑ Small size membership
 - ❑ Having definite objectives behind activities
 - ❑ Having a code of rules.
- Other suggestions that facilitate the organizing of co-curricular activities are:
 - ❑ Providing necessary equipment
 - ❑ Sharing of duties regarding activities by all the staff members
 - ❑ Activities to reflect the ideals and policies of the school
 - ❑ Judicious use of funds
 - ❑ Realizing the objectives prescribed for the particular activity
 - ❑ Maintaining a record of all the activities conducted in an academic year
- The criteria to be borne in mind while selecting activities are:
 - ❑ The number of activities - neither too many nor too few
 - ❑ Resources to be made available for conducting the activities
 - ❑ Activities to be in accordance with the interests of pupils
 - ❑ Activities to be in accordance with the size and educational level of the pupils
 - ❑ Activities should fulfill the needs of adolescents
 - ❑ Activities should develop moral characteristics
 - ❑ Educational values of activities - physical, psychological, academic, civic, ethical, social and cultural
- Limitations of co-curricular activities are:
 - ❑ Interference with studies

- ❑ Excessive responsibility on the staff
- ❑ Failure to achieve actual purpose
- ❑ Inadequate facilities

15.6 Answers To ‘Check Your Progress

‘Check Your Progress’ - 1.

1. Principles should be followed to make co-curricular activities more useful, educative, interesting and meaningful.
2. They can help in the development of very valuable attitudes and qualities.
3. Selection of activities, providing time and place, providing motivation, providing equal opportunities.
4. The pupils when joining the school could be given a list of activities that are conducted in the school, and asked to register as a member of the club/society for the respective activity.
5. Having an aptitude for that particular activity.
6. It facilitates better co-ordination, co-operation and participation.
7. This record comes in handy when preparing the annual report of the school. It also serves as a reference for following years.

‘Check Your Progress’ - 2

1. In accordance with interests of pupils, in accordance with the size and educational level of the pupils, fulfill the needs of adolescent period, educational value of the activity. (Or any four mentioned.)
2. If there are too many activities it places a heavy strain on the pupils, teachers and resources.
3. Physical, psychological, academic, civic, ethical, social and cultural.
4. Due to peer group influence being great during adolescence, even those pupils who are dull in the classroom, come alive during these group activities, and their self-perception increases, giving them self confidence, resulting in positive emotional development.
5. Non-violence and justice. (Or any two mentioned)

6. Students' Self Government, organizing School Panchayath. (Or any two mentioned)
7. Dramatics, celebration of religious, social and national festivals. (Or any two mentioned)
8. Co-operation, sincerity, fellow feeling, loyalty.
9. Interference with studies, excessive responsibility on the staff, failure to achieve actual purpose, inadequate facilities.
10. When students or teachers give more emphasis to co-curricular activities.

15.7 Units-End Exercises

1. Explain the concept of co-curricular activities. Explain the organization of any four of them.
2. Explain the role of co-curricular activities in training the character and developing interests of pupils.

15.8 References

1. Raghunath Safaya and Shaida. B. D., "*School Administration and Organization*", Dhanpath Rai and Sons, Jullundur, Delhi, 1964.
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UNIT 16 □ ORGANISATION OF CO-CURRICULAR ACTIVITIES-2

Structure

- 16.1 Introduction**
- 16.2 Objectives**
- 16.3 Prayer/School Assembly**
 - 16.3.1 Objectives**
 - 16.3.2 Organization**
- 16.4 Students Self-Government**
 - 16.4.1 Objectives**
 - 16.4.2 Organization**
- 16.5 School Day**
 - 16.5.1 Objectives**
 - 16.5.2 Organization**
- 16.6 Sports and Games**
 - 16.6.1 Objectives**
 - 16.6.2 Organization**
- 16.7 National Day Celebrations**
 - 16.7.1 Objectives**
 - 16.7.2 Organization**
- 16.8 Let Us Sum Up**
- 16.9 Answers to ‘Check Your Progress’**
- 16.10 Unit-End Exercises**
- 16.11 References**

16.1 Introduction

In the previous Unit i.e. Unit 15, we had discussed about the general principles for conducting co-curricular activities and also the criteria to be followed for selecting co-curricular activities in schools. Keeping this in mind, we shall now go into certain co-curricular activities that are generally conducted in a majority of schools.

As you are in-service teachers, you might be familiar with a few of them and would have also conducted them. Therefore, when we talk about co-curricular activities, the very first activity that comes to your mind will be the School Assembly with which a school starts its day's curricular activities. Then there are the other activities that go to make up the calendar of events in an academic year of any educational institution. Some of these are the School Day, Sports and Games, National Day Celebration etc. For the benefit of conducting such activities in a befitting manner, let us now discuss what the objectives of conducting such activities in a school are and how these can be organized to be conducted in a successful manner so as to realize the objectives.

16.2 Objectives

After you have studied this Unit, you will be able to:

- State the objectives of conducting the School Assembly
- Organize the School Assembly in a befitting manner
- Explain what is meant by Students' Self Government
- Bring out the advantages of the Students' Self Government in a school
- List out the Sports and Games activities that can be conducted in a school
- Bring out the importance of Sports and Games in the all-round development of the individual
- Organize the celebrations of National Days effectively in schools.

16.3 Prayer/School Assembly

This is an activity that is performed in every school and also one that heads the list of activities on a working day, with all the members of staff and students assembled together.

16.3.1 Objectives

- **To arouse a feeling of belongingness and unity:** When students of different classes assemble together they develop a sense of belongingness to the school.
- **To develop a sense of spirituality:** With a prayer to God, that has no reference to any particular religion, there is a sense of spirituality and unity among the students and staff assembled there, which helps in developing an emotional stability among them.
- **To inculcate a spirit of patriotism:** Singing of the National anthem and taking the national pledge by every student reiterates their duty towards their country and this constant reminder helps in the building up of qualities of citizenship.

- **To provide a common platform for announcement of changes and innovations:** The head of the institution can utilize the School assembly to announce any minor changes in the program for the day without disturbing the classes thereafter.
- **To instill discipline among students:** The students are expected to come well dressed in their uniforms and take proper positions. They are also expected to maintain silence and be well behaved when the assembly is in progress. Thus the School assembly provides opportunities for training in discipline.
- **To provide source of inspiration:** When achievements of the students are announced in the morning assembly, it motivates and inspires others too, to participate in various competitions and secure prizes.
- **To provide opportunities for ego satisfaction:** When announcements of achievements are made, the concerned students feel proud of their achievement and this reinforcement provides the ego satisfaction.
- **To develop positive habits:** Attending the Morning assembly regularly develops the habits of punctuality and regularity.
- **To unify the school:** The Morning assembly provides an opportunity for the school to come together as a family and plan together as a single unit, for the improvement of the institution, when the staff and students share their experiences and problems.
- **To develop leadership qualities among students:** It is generally seen that a group of students lead the prayer and the National anthem, with one of them giving the command. This can be done on a rotation basis, providing opportunities for all to come and lead the activities, thus helping to instill leadership qualities in them.
- **To encourage good audience behavior:** The staff present at the School assembly will supervise the student behavior and with their co-operation students are encouraged to depict good behavior as expected from a decent audience. This results in the students developing good citizenship qualities too.
- **To provide an opportunity for the Head Master of the institution to present problems and seek solutions to the same:** The Head Master might need to point out certain undesirable acts that had been observed among students and at the morning assembly he/she might suggest courses of action that can tackle the problem constructively.

16.3.2 Organisation

For the School assembly program to be conducted well, it has to be organized bearing certain points in mind, which may be listed as follows:

- Students and staff should come, stay and disperse in a disciplined manner.
- Gossiping and whispering should be checked.
- The atmosphere should be calm and serene.
- Students' leading the assembly in the prayer and singing of the national anthem should be given turns so as to provide opportunities for all and expose them to facing large audiences and get out of stage fear and develop confidence.
- Faults of individual pupils should not be pointed out in the assembly, but the bad conduct pertaining to a general nature could be addressed in the Morning Assembly.
- Sermonizing should be avoided in the morning assembly. Frequently talking about the shortcomings of pupils creates a wrong impression, for it inflicts hurt on those not at fault.
- Including activities like daily news reading and the thought for the day would provide opportunity for improving reading and speech ability.
- The prayer that is sung should be of a general nature, without reference to any particular religion, so that it is of a secular nature. This inculcates the ideology of secularism among students.
- The class teachers should be given the responsibility to check the neatness and cleanliness of students so as to gradually develop these habits in the pupils.
- The school band could be made to play while leaving the assembly, so that it makes for a disciplined way of dispersing and also provide an opportunity for learning to march properly.
- Important announcements regarding the school activities or programs, results of competitions and games should be made. Such announcements make way for better preparation by all for the effective functioning of the school.

When the School Assembly of an institution is conducted effectively, it creates a good impression on any visitor who visits the school and this enhances the image of the school. W.R. Smith considers the School Assembly as the focusing center of all forms of co-curricular activities.

‘Check Your Progress’ – 1

1. What aspect of the School Assembly develops spirituality and unity among the students?

2. What is the purpose of making the students take the national pledge during the morning assembly?

3. How does the Morning assembly help in training in discipline among students?

4. What aspect of the Morning assembly helps in motivating and inspiring the students?

5. What aspect of the morning assembly helps to develop leadership qualities among students?

6. What is the role of the teacher in conducting the morning assembly?

16.4 Student's Self Government

It is considered the duty of every school to develop citizenship qualities in students. In a democratic country like ours, this is all the more required. One of the ways this is done is by involving them in activities that train for adult life. This is made possible by associating the students in the management of the school. One such way to realize this is to have a Students' Self Government.

By Students' Self Government it is meant that the students are permitted to participate in the organization, administration, functioning and control, by delegating to them the powers and responsibilities. Goods Dictionary of Education defines 'Students' Self Government' as 'the maintenance of order and the regulation of matters of conduct in school by elected representatives chosen from the students' body by the students themselves'.

Having known the meaning of the concept of Students' Self Government, let us now see why this is necessary. The first necessity as already mentioned is to mould the students into good citizens of tomorrow. The second is that, since the school is a miniature society, a good school has to reflect the outside society and in a democratic set-up of our society, Students' Self Government is the way of reflecting this.

16.4.1 Objectives

The objectives for having a students' Self Government in a school may be listed as follows:

To provide opportunities to respect authority and exercise authority: this is a sign of the successful working of democracy. Students should not be blind followers but trained in exercising authority when required.

To help students practice tolerance and follow the principle of give and take: school being a miniature society, the whole group is heterogeneous in nature and thus a major requirement of democracy is the practice of tolerance that paves way for the policy of 'live and let live'.

To help students to learn to rise above narrow considerations of group, caste, religion and language: a school comprises of students from various backgrounds, class, creed, language and region. When the Students' Self Government needs to tackle problems among students of various backgrounds, they get trained in tolerating the differences among students.

To provide opportunities to students in decision-making: as the Students' Self Government body needs to take decisions on policy matters concerning the successful functioning of the school, students gain experience in taking quick decisions.

To provide opportunities to students in developing leadership qualities: successful democracy depends on good leadership. Students participating in the administration and academic activities of the school through the Students' Self Government, acquire experience in gaining leadership qualities.

To help students realize the rights and responsibilities of a citizen: as part of the activities of the Students' Self Government, the concerned body of members is required to initiate actions in tackling problems. To perform this successfully, an awareness of the rights and responsibilities of the individual is very essential. The Students' Self Government provides this training.

To familiarize students with the mechanism of the system of government: through the functioning of the Students' Self Government, students are made familiar with the process of administration and the related activities. They develop ability to discuss issues intelligently and control parliamentary procedure.

To provide opportunities to students for co-operative action: when students respond to actual requirements of the school community in a practical way through the Students' Self Government the sense of responsibility galvanizes them into co-operative action.

To provide opportunities to develop self-discipline: when students obey laws and rules framed by them, they willingly do so and this inculcates discipline in them.

16.4.2 Organization

The organization to promote self-government is known by different names in different schools, like School Union, Parliament, and Student Panchayat. Students select the members to this and teachers nominate some. By the formation of the Students' Self-government, it is clearly understood that the students are delegated powers in various aspects of the functioning of the school, and means a government of the students, for the students and by the students. Here, pupils are made responsible for most of the activities concerning the management of the school.

While discussing the organization of the Students' Self-government let us first see what are the ways in which it has been done to date. The earliest form was the 'informal type', wherein the senior pupils co-operate with the staff in organizing functions, assisting in the sanitation of the school and maintaining order. In the second type, which is the 'specific service type', some elected senior students are made in charge of specific tasks like roll call, organizing sports, supervising study-rooms etc. In the third type called the "Simple Council type", a proper student council is elected by the students. This council of students

is made in charge of school affairs. Another form of council called 'the Complex Council', which is more elaborate, has separate bodies of pupils in charge of specific activities like the Legislative body that corresponds with the State Assembly. A fifth type is the 'school city type', which corresponds to the municipal organization in a city functioning similar to the municipality of a city.

Generally in organizing the Students' Council, various committees can be formed like discipline, health and cleanliness, games and sports, social activities etc. Teachers should be advisers for every committee. A convener secretary is there for every committee. There should also be an executive committee for the Students' Self government, which is comprised of the convener secretaries of all the committees. The duration of the student council shall be one year.

The Students' council should function on the basis of certain principles like the following:

- The students should have specific and limited functions so that the functioning of the Students' Self-government does not interfere with the administration in taking serious policy decisions like exams, closing for vacation, observing a holiday etc.
- Teachers should train students for citizenship so as to become responsible members of society and having democratic ideals.
- Guidance should be provided to members of the Self-government group by the staff so that there is no misuse of power;
- Criteria should be framed for disqualifying office-bearers so that no complacency sets in among them.
- A proper environment has to be maintained for students' involvement.
- The formation of Students' Self-government should be gradual.
- The size of the students' body should neither too small nor too big, but representative of all classes should be included.
- There should be a written constitution specifying responsibilities and duties of authorities and members.
- All materials and facilities should be provided for the proper functioning of the body.
- An account of income and expenditure should be maintained.
- The primary motto of the Students' Self-government should be the development of the pupils and that of the institution, neither taking a back seat.

- The office bearers should neither be given too much freedom nor restricted too much, for both these are equally harmful to the welfare of the pupils as well as the institution.

Advantages of Students' Self Government:

1. Co-curricular activities can be organized more effectively.
2. Teachers get better opportunity to get to know their students due to the proximity created by the contact between them.
3. It inculcates habits of self-reliance, independent judgment, leadership qualities, respect for law and authority, and a sense of responsibility. Students also realize the values of co-operation, adjustment, and democratic citizenship, sympathy, impartiality and tolerance.

'Check Your Progress' - 2

1. What is meant by Students' Self-government?

2. What are the five types of Students' self-government?

3. How does the 'informal type' function?

4. How is the 'simple council type' different from the 'complex council type'?

5. Mention two major principles that should be borne in mind with regard to the organizing of the Students' self-government.

6. Why it is advisable for the Students' self-government to be given limited functions?

7. Mention two advantages of the Students' self-government.

16.5 School Day

Every school celebrates Annual School Day during the last term of the year. As this is a routine activity every year, and included in the events of the academic year, the teachers who will be responsible for guiding the students in various activities will be informed well in advance, so that they have sufficient time to prepare the students for these, in their spare time.

16.5.1. Objectives

- To provide opportunities for the school-community interaction.
- To provide opportunities for students for exhibiting various talents.
- To honor prizewinners of various competitions conducted throughout the year.
- To inform about the various events conducted and also the achievements of the school by reading the Annual Report.
- To provide a free mingling of pupils of all classes through the various cultural items presented.

16.5.2 Organisation

The celebration of the School Day is an event that pupils eagerly look forward to. In organizing the activities for this day, the principal/headmaster of the school may convene a meeting of the staff members and allot them various responsibilities in connection with the activities for the day. The responsibilities may include the arrangements for the following:

- School banner (the presentable condition of the same).
- Public address system
- Staff advisers for the various cultural activities
- Welcome speech
- Compeering
- Inviting the chief guest
- Printing of invitation cards
- Making arrangements for receiving the guests
- Dais and hall arrangement and decoration
- Refreshments
- Seating arrangements for the audience

Activities that may be organized on the Annual School Day are:

- Reading the Annual Report on the activities conducted during the academic year, highlighting the achievements and also giving a hint regarding the future shape of things.
- Introducing and welcoming the guests.
- Prize distribution to winners in the various competitions conducted during the academic year.
- Speech by the guest, management representative and students' representative.
- Cultural program comprising of group songs, group dances and skits.

The Annual School Day celebration should be done in such a manner so as to be an inspiration to all the stakeholders of the institution, like the students, parents, and school authorities. This is achieved by involving as many staff members and students as possible. The parents of the pupils should be received warmly and the report may acknowledge the support provided to the institution by the parents and the community at large. This paves

the way for their continued co-operation, which is of utmost importance to the successful functioning of any educational institution.

‘Check Your Progress’ - 3

1. Mention two major objectives of conducting the Annual School Day.

2. What is the role of the teachers as far as the preparations of the Annual Day celebrations is concerned?

3. Why is it essential to acknowledge the support of the parents and the community?

16.6 Sports and Games

Sports and games are very important for the physical as well as mental development of the child. It is therefore essential that the school understands the purpose of including sports and games as a part and parcel of the co-curricular activities of its regular programs. These can be realized through the resourcefulness of the persons in charge of these activities, with the proper timely guidance of the head of the institution.

16.6.1 Objectives

- To conserve health of the pupils.
- To develop healthy habits.
- To develop sportsmanship and qualities of leadership.
- To develop traits of alertness, courage, self-confidence, fair play, perseverance, judgment, foresight and judiciousness.

- To develop social qualities like co-operation, team-spirit and self sacrifice.
- To develop all-round personality of the pupils.
- To redirect surplus energy of adolescents to fruitful activities.
- To provide opportunities for training for citizenship.

In short the objective of conducting sports and games in schools to quote the Secondary Education Commission “to mould the character of students in addition to providing recreational facilities and contributing to their physical well-being”.

16.6.2 Organization

In order to derive maximum benefit from games and sports, these activities should be conducted bearing in mind the following points:

- Provide opportunities to every pupil in the school, thus bringing in the democratic aspect. Pupils should be formed into small groups and these groups should be rotated for participating in the various activities of sports and games.
- A timetable that allots various periods to the different groups should be framed so that special practice can be given to all at their fixed time.
- The equipments that are essential for various sports and games should be provided in sufficient quantity so that they are made available to all pupils.
- A qualified physical instructor is to be appointed on full time bases to provide necessary training and guidance and for the activities to be performed efficiently and effectively. He may also seek the help of the other staff members on rare occasions when needed. This also provides opportunities for those teachers who have an interest in such activities to put their knowledge and aptitude to positive use.
- Pupils should also be involved in organizing the tournaments and games as this gives them a sense of satisfaction of having been a part of the organizing committee.
- Winners of events and matches in the school matches as well as inter-school matches should be awarded prizes, so as to motivate them further.
- Healthy competition should be encouraged between the teams, so that the outcome of the matches is taken in the spirit of sportsmanship.
- A mention of the individual pupil’s achievement in the sports and games should be recorded in the pupil’s cumulative record and school leaving certificate for further reference and progress.

- Games that are economical by way of less/no requirement of equipments should be introduced, so that finance is not a constraint for the conduct of games, like kho-kho, kabadi etc.
- Group games should be encouraged more than individual games.
- Conducting inter-school tournaments and competitions help in developing fraternal feelings and sympathy and also opportunities to interact with pupils of different schools.

Activities on the playground go a long way in the development of the personality of the pupil. They present a healthy diversion from the routine activities-of the school.

‘Check Your Progress’ - 4

1. Mention two important objectives of conducting sports and game.

2. What objective is achieved by conducting sports and games, according to the Secondary Education Commission?

3. How can the democratic element be introduced into the sports and games activities?

16.7 National Day Celebrations

India as a nation celebrates certain days as National Days. The National festivals that are thus celebrated are the Independence Day and Republic Day. These two days are declared as central holidays. Though the offices and educational institutions do not work on these days they have some programs to celebrate these national Festivals. The schools and classrooms especially are well decorated to reflect the festive atmosphere.

16.7.1 Objectives

- To bring about national unity
- To develop patriotism among pupils
- To develop secularism among pupils
- To develop democratic values of equality, fraternity and liberty among pupils
- To develop discipline among pupils
- To develop respect for the national flag

16.7.2 Organisation

Every year we celebrate August 15th and January 26th as National festivals. These are celebrated with great fervor and enthusiasm in the schools. Several programs are organized to celebrate these important days.

The activities for the day should be planned well ahead under the guidance of the staff adviser. Other than the staff adviser, the music teacher and the sports master have a considerably major role in preparing the students to participate in the cultural programs and drill/exercises, respectively.

The officers and members of the students' council under the guidance of the staff adviser, the physical instructor, and the arts teacher have to chalk out the program. The aspects that need to be discussed and finalized relate to the following:

- Deciding the speakers for the day.
- Arranging the conveyance for them, if necessary.
- Informing about the time and venue of the celebration.
- Selecting appropriate items for presenting on the stage.
- Purchasing prizes/mementos for the creditable performances of students and guests respectively.
- Practicing the songs/dances/drills for effective presentation.
- Allotting responsibilities to students like compeering the program, introducing the chief guests, welcome speech and vote of thanks, and distribution of sweets, recording the day's activities for the Annual Day Report.
- Ascertaining the proper condition of the National Flag, erecting the pole for the flag.
- Arranging for the purchase of necessary materials like flowers, decorating materials etc. as per requirements.

The agenda for the special day's program on the Independence Day and the Republic Day may be as follows:

- Hoisting the National Flag
- Dhwaja Geethe
- Singing of patriotic songs
- Speech by the guest
- Speeches by the students on-significance of the day, duties and responsibilities of a citizen, sacrifices made by freedom fighters and great personalities in gaining freedom and in the progress of the country.
- Mass drill/exercises
- Skit based on patriotic theme
- Singing of the National Anthem
- Distribution of sweets

The celebration of National festivals is the duty of every Indian. When these are celebrated in schools, it provides the students of today an opportunity to get an insight into how patriots had to struggle for the independence of the country. It resolves them into strengthening the nation and also cherishes the hard earned freedom. The speeches enlighten them on the rights and duties of a citizen. Talks about the great personalities inspire and motivate them into following their footsteps and working for a better and more united, secular India. These attitudes can also be fostered in students by arranging for competitions like essay writing and elocutions on these days or related topics which can be conducted earlier to the function, and prizes distributed to the winners on the festival days.

‘Check Your Progress’ - 5

1. Mention three objectives of celebrating the National Days.

2. How can students be inspired and motivated to follow the footsteps of the great patriots?

16.8 Let Us Sum Up

- In an educational institution the general co-curricular activities include the following- the School Assembly, celebration of National Days, School DAY, Spoils and Games, organization of Students' Self-government etc.
- The School Assembly achieves the purpose of inculcating a spirit of patriotism, helps to develop positive habits like punctuality, discipline, and also provides an opportunity to the head of the institution to identify and solve problems.
- The staff and students share the responsibility of effectively organizing the School Assembly, a major part resting on the staff and student representatives.
- A Students' self-government helps in maintaining order in an institution as the elected representatives of the students initiate the regulations of the school.
- A few major objectives of the Students' Self-government are to provide opportunities for developing leadership qualities in students, familiarizing them with the mechanism of the system of government, develop self-discipline and also familiarizing with the process of administration.
- The successful functioning of the Students' self-government depends upon the guidance provided by the staff; students having specific and limited functions without letting it affect serious policy decisions, not losing sight of the major objective of improving the institution and the pupils.
- The celebration of the School Annual Day is a regular feature of every school. This is celebrated to provide a free mingling of pupils of all classes as well as with the community. It also informs about the various events conducted and the achievements of the school.
- Sports and games are part and parcel of the co-curricular activities of any educational institution, keeping in view the objectives of conserving the physical and mental health of the students.
- Such activities help to develop traits of alertness, courage, self-confidence, fair play, perseverance, judgment, foresight, judiciousness and co-operation.
- For successfully conducting the activities of sports and games, these should be allotted regular periods in the timetable, involving groups of students.
- The objectives of celebrating National Days like August 15th and January 26th, is to bring about national unity and develop patriotism among pupils.

16.9 Answers to ‘Check Your Progress’

‘Check Your Progress’ -1

1. Singing of prayer songs with no reference to any particular religion.
2. To inculcate the spirit of patriotism.
3. The students are expected to come well dressed in their uniforms and take proper positions. They are also expected to maintain silence and be well behaved when the assembly is in progress. Thus the School assembly provides opportunities for training in discipline.
4. When achievements of the students are announced in the morning assembly, it motivates and inspires others too, to participate in various competitions and secure prizes.
5. Providing opportunities for all to come and lead the activities of the Morning Assembly, like singing the Prayer and the National Anthem helps to instill leadership qualities
6. Responsibility to check the neatness and cleanliness of students so as to gradually develop these habits in the pupils.

‘Check Your Progress’ - 2

1. By Students’ Self Government it is meant that the students are permitted to participate in the organization, administration, functioning and control, by delegating to them the powers and responsibilities.
2. Informal type, Specific Service type, Simple Council type, Complex Council type, Legislative Body type, School City type.
3. By pupils co-operating with the staff in organizing functions, assisting in sanitation of schools and maintaining order.
4. The Complex Council type is more elaborate with separate bodies in charge of specific activities.
5. To train students for citizenship and democratic ideals.
6. So that the functioning of the Students’ Self-government does not interfere with major policy decisions.

‘Check Your Progress’ - 3

1. Provide opportunities for school-community interaction and provide a free mingling of pupils of all classes through various cultural activities.

2. Taking up the responsibility concerning the various activities connected with the School Annual Day.
3. For getting the continued co-operation for the successful functioning of the institution.

‘Check Your Progress’ - 4

1. Conserve health of pupils; develop traits of alertness, courage, self-confidence, judgment etc.
2. “To mould the character of students in addition to affording recreational facilities and contributing to their physical well being.”
3. By allowing groups of pupils to participate in rotation in various sports and games activities, so that every pupil participates in at least one activity.

‘Check Your Progress’ - 5

1. To bring about national unity
To develop patriotism among pupils
To develop secularism among pupils
2. Talks about the great personalities inspire and motivate them into following their footsteps.

16.10 Unit-End Exercises

1. Explain the objectives and organization of the Students’ Self-government.
2. Bring out the importance of organizing Sports and games in schools. How can you effectively conduct these activities?

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UNIT 17 □ ORGANISATION OF CO-CURRICULAR ACTIVITIES-3

Structure

- 17.1 Introduction**
- 17.2 Objectives**
- 17.3 Fairs and Exhibitions**
 - 17.3.1 Objectives of arranging Exhibitions**
 - 17.3.2 Organization**
- 17.4 General/Hobby Clubs**
 - 17.4.1 Objectives of forming Hobby Clubs**
 - 17.4.2 Organisation**
- 17.5 Excursions and Field Trips**
 - 17.5.1 Objectives**
 - 17.5.2 Organization**
- 17.6 Museums and Special Corners**
 - 17.6.1 Objectives**
 - 17.6.2 Organization**
- 17.7 Let Us Sum Up**
- 17.8 Answers to ‘Check Your Progress’**
- 17.9 Unit-End Exercises**
- 17.10 References**

17.1 Introduction

In Unit 16, we had discussed the objectives and organization of a few co-curricular activities. Although in this Unit too we will be dealing with a few more co-curricular activities, there is a difference between the earlier ones and those discussed here. The earlier ones were general in nature, whereas the ones discussed, like Fairs and Exhibitions, field trips, Excursions etc. are subject related. You will see that these activities can be resorted to so as to enrich the knowledge and understanding of concepts in subjects like General Science, Social Science taught in schools. As a result, this will help you as teachers

to organize co-curricular activities which will help you to deal with the teaching of the subjects more effectively and efficiently, by bringing out better clarity and understanding of the topics/concepts among your pupils.

17.2 Objectives

After having studied this Unit, you will be able to:

- Bring out the importance of conducting Fairs or Exhibitions
- Successfully conduct Fairs or Exhibitions in school
- Establish subject related Hobby-clubs in school
- Organize a field trip successfully in the school
- Arrange Excursions to places of historical/ geographical/industrial/botanical/ zoological interest
- Evaluate the utility of organizing Exhibitions
- Inculcate in pupils the aptitude for-preparing exhibits
- Interpret the strengths and weaknesses of an Excursion/field trip/exhibition, for further improvement

17.3 Fairs and Exhibitions

An exhibition is a collection of items displayed. In a school exhibition, the exhibits are those prepared by the pupils of the school. This is a technique to exhibit the talents of the pupils. These exhibitions that are arranged in schools are usually planned to communicate to the parents and the public, the creativity and imagination of the pupils in preparing these items. Thus they depict to the community the progress made by students in the various educational projects undertaken by them from time to time.

The types of exhibits that may be displayed in a school exhibition are:

- Models prepared by students
- Products prepared by students like embroidered cloth, baskets, paintings, dolls etc.
- Albums containing collection of coins, postage stamps, photographs, herbarium, insects, portraits etc.

- Charts depicting problems of general interest
- Tools, equipments etc.

Exhibitions can be arranged on various subjects like Science exhibition, Geographical exhibition, Art and Craft exhibition, Photographic exhibition, Home Science exhibition etc. While planning the exhibition, the following points given by Edgar Dale will be very useful as tips:

- Have a central theme for the exhibits
- Place the exhibits where it is certain to be seen
- An exhibition is seen, not read - so make your labels short and simple. The labels should be uniform and legible
- Motion attracts attention; so having dynamic exhibits serves to attract the visitors.
- Be sure that the exhibit is well lighted
- Color may add interest and attractiveness
- Sound and various mechanisms add attraction

17.3.1 Objectives of arranging Exhibitions

- To reveal special talents of pupils
- To foster creativity among pupils
- To provide an opportunity of expression through art forms
- To encourage cooperative spirit among pupils
- To reveal to the parents and community the achievement of pupils in various fields other than academics
- To motivate pupils in preparing exhibits
- To provide psychological satisfaction to those who are actively involved in the preparation of the exhibits.
- To demonstrate the progress made by pupils in the projects undertaken by pupils.

17.3.2 Organisation

Exhibitions must be an annual affair of a school. All sections of the school should contribute to the exhibition. In order to achieve success, planning for the exhibition must be

done right from the beginning of the academic year. The teachers must guide the pupils in the preparation of the exhibits, and in arranging the same. For an exhibition to be conducted successfully, the following points may be considered as guidelines:

- The exhibits prepared should be as varied as possible
- Each exhibit should be properly classified and labeled
- Exhibits should be made of durable material so that they are not easily damaged
- Care should be taken to see that the exhibits are kept in cases to protect from dust and possible damage
- A record of every exhibit should be maintained
- Exhibits should be properly labeled; labels should be uniform and legible
- Too many exhibits should not be crowded in a room
- The rooms where the exhibits are kept should be well lit
- Working and static exhibits should be intermingled so as to avoid overcrowding
- Sections should be devoted to art work, creative work and meaningful themes
- Educational films can also be screened to attract the attention of the pupils
- The entire campus should be clean and potted plants could be placed at suitable points for decorative purposes
- In organizing exhibitions, the teachers should be appointed as guides
- The organization should be a co-operative effort between the students and pupils
- The pupils who are entrusted with the responsibility of explaining the exhibit should be conversant with the details of the same
- Publicity should be given about the exhibition and the nearby schools may be invited to visit
- The parents and guardians should be specially invited
- Judges could evaluate the best exhibits and prizes could be awarded
- Visitors' book should be maintained for entertaining their suggestions.

Values of exhibition:

- Fosters self-activity where individual interest, skills and talents are exhibited.
- It has a pedagogic value where the pupils' understanding is expressed in their exhibits.

- Team spirit is encouraged in conducting an exhibition.
- Values like vocational value; aesthetic value, cultural value and ethical values are realized in varying degrees in organizing and conducting the exhibition.
- With parents visiting the exhibition, the parent-school contact is improved further.

The role of the teacher: The teacher will guide the pupils in the preparation of the exhibits, organizing and displaying the exhibits, training the volunteers in explaining to the visitors about the exhibits that they are in charge of.

The products prepared under the work experience or SUPW program also can be exhibited during exhibition. As only volunteers will have opportunity to actively participate in organizing the exhibition, others may be given opportunity by arranging for musical programs, short plays etc. so that all these activities create a festive atmosphere.

The importance of exhibitions is well conveyed by the famous psychologists Crow and Crow who asserts that the exhibition is an excellent learning aid that depicts the materials or samples of pupils' work. He further adds, "in every classroom, a certain section should be reserved for the display of such materials. Many school have display cabinets in their corridors; some have exhibit rooms where materials of current interest, or the handiwork of pupils themselves is displayed. There are available in many school systems, collection of pictures, objects and other interesting materials that are circulated from school to school. Exhibits of the pupils' work in the fields of art, home economics, Science, Social

Studies and other related subjects are resources of great pride to the young people, and they excite the interests of other pupils, of parents, and of other lay people."

'Check Your Progress' -1

1. Name three types of exhibits that can be prepared.

2. Name three types of exhibitions.

3. Mention three important objectives of conducting exhibition.

4. Mention points to be taken care of while preparing exhibits.

5. Mention three guidelines to be followed while exhibiting the exhibits.

6. What is the role of the teacher in conducting exhibitions?

7. Mention three values that are realized by exhibitions.

17.4 General / Hobby Clubs

Leisure time interests find their expression in the clubs that are organized under various subjects in school. The students utilize their leisure time to engage in activities that they are interested in. In recent times the school takes upon itself the responsibility of training its pupils to utilize their leisure time constructively. Based on this requirement is the formation of clubs. The interests of the youth in Secondary School stage have to be creatively channelised and widened so as to fix good habits of engaging in useful hobbies.

On a broad basis, hobbies can be classified into those that satisfy the interests of an intellectual character that are related to the school subjects like language, history, science etc. hobby clubs that are formed in relation to these subjects are History clubs, Science clubs, Language clubs etc. Other than these subject related clubs, pupils interested in arts and fine arts can form Music club, Arts and Dramatic club etc. A third category of hobby club involves service-oriented activities like Scouts and Guides, Red Cross etc. which are fostered by central agencies and provide necessary facilities to the school students to participate in the same.

A hobby is a social necessity in modern times. School days are the right time for laying the foundations of a hobby. A hobby club is an organized body having members of common interests engaged in purposeful activities during their leisure times. Depending on the specific interests of the students of the students, hobbies can be of the following types:

- Collection of various items like stamps, coins, parts of plants, insects, feathers, fossils, stones, pictures etc.
- Artistic hobbies like drawing, painting, clay/plaster of Paris modeling, toy making, sculpture, embroidery etc.
- Scientific hobbies like preparation of various items involving knowledge of Science, such as soaps, detergents, radio repairing, photography, preparing improvised apparatus, repairing electrical appliances of daily use etc.
- Literary hobbies like writing poems, stories, for magazines etc.
- Craft hobbies like spinning, weaving, basket making, knitting, embroidery, tailoring, kitchen gardening etc.

17.4.1 Objectives of forming Hobby Clubs

The various objectives of forming hobby clubs may be listed as follows:

- To help in engaging pupils in activities of interest
- To widen and deepen interest of pupils
- To help in developing and fostering creativity in pupils
- To provide a relief from the monotonous day-to-day work
- To provide a substitute for games when facilities for this are not available
- At times to provide economic self-sufficiency to pupils

- To provide opportunity for practicing a worthy ideal
- To motivate and enrich school work
- To provide opportunity for development of the child

17.4.2 Organisation

It is the responsibility of the school to provide the necessary resources for the formation of the hobby clubs. Let us see the criteria to be borne in mind in organizing this:

- First of all, a variety of hobby clubs should be introduced for catering to the varied interests of the pupils.
- Pupils must be given the freedom to opt for the membership of the club of their choice / interest.
- The school timetable should have a fixed schedule for conducting the activities of the hobby clubs.
- Teachers who have a knowledge of the activities should guide the students in the activities of the club
- Records of the activities conducted should be maintained
- Sufficient finance must be made available for conducting the various activities of the clubs
- Accounts of the expenses incurred should be maintained
- If products are made out of these activities, these could be sold and accounts of the sales could be maintained

A major factor to be taken into consideration is the safe-keeping of the items like the collection of stamps, coins, albums etc. that are prepared by the pupils under the auspices of the various clubs. These are to be preserved and saved from being spoilt.

‘Check Your Progress’- 2

1. What is a hobby club?

2. What are the three broad types of hobby clubs?

3. Give two objectives of hobby clubs.

17.5 Excursions and Field Trips

Anything learnt from books or from others do not provide for any first hand experience. Therefore it may not be out of place here to mention that full knowledge cannot be acquired in the classroom situation. In order to give those experiences, the pupils can be taken out on an excursion/field trip. The field trip is an educational trip undertaken, that makes it possible for the pupils to acquire real experience in a real life situation.

The excursions can be of various types like historical, geographical, industrial, botanical, or zoological. In a historical excursion, pupils may be taken to visit places of historical importance like forts, historical buildings, etc. Geographical excursions may be made to lakes, forests, hills, dams, etc. Industrial excursions can include factory visits, visit to a bank, etc. Botanical excursions can be made to botanical gardens and so on.

17.5.1 Objectives

- To acquaint pupil with his environment: Taking the pupils on an excursion to the bird sanctuary or a forest nearby his place, provides him with the opportunity of getting familiar with his environment.
- To supplement and enrich teaching-learning experiences: When visits are arranged in connection with the subjects, the information given in the class is supplemented and enriched by the excursion. Such visits bring reality and clarity to the theoretical information given in the classrooms.
- To provide opportunities for group activity and active participation: Students are given opportunities to plan and organize the trips, which thus become a group activity with scope for active participation.

- To bring variety in teaching-learning: Students following the monotonous routine that is practiced in the classroom find a welcome change in the excursion thus infusing enthusiasm among them.
- To develop qualities of leadership and co-operation: When the pupils organize educational trips, they are provided with opportunities to develop leadership qualities that are acquired in planning and organizing a trip. Since this is a group activity, it also infuses co-operation and unity among the pupils.
- To develop aesthetic sense: An excursion made to places famous for its natural environment, create and develop love for nature and an appreciation for the beauty of nature.
- To foster emotional and national integration: The excursion made to regions outside, provide opportunities for pupils to mingle with the people there and get to know more about them and this makes them realize the affinities and diversities between themselves and the people there. This brings about an emotional and national integration among the people of different regions of the county.

17.5.2 Organization

In organizing an excursion, the major consideration is the planning aspect, which should be done judiciously. Planning has to be done right from deciding the place to be visited, dates for making the trip, reservation to be made for the required mode of travel, lodging facility, etc. Information regarding all these aspects is to be got sufficiently in advance in order to plan properly.

Before starting to go, certain essentialities that are to be considered are as follows:

- The teacher as well as the pupils should decide the utility of the excursion as to its role in supplementing the classroom activities and experiences.
- The educational aims as well as the recreational aims of the excursion should be borne in mind.
- The pupils should be guided as to the ‘why’, ‘what’, and ‘how’ of the places and things to be seen.
- Girl pupils should be put under the charge of a lady teacher.
- Committees of students may be formed to take charge of various aspects like seating in the bus/train, counting heads at intervals to confirm that nobody is missed at any point, serving food, getting to see to the cleaning of utensils, dormitory organization, maintaining discipline etc. all this helps in the smooth conduct of the excursion.

- Pupils should be advised to make a note of the entire excursion by way of entering important aspects of the excursion, in a diary.
- This will also help in evaluating the excursion, and as the views and entries are of different individuals, many points of view emerge, which provide scope for an elaborate discussion and evaluation.
- The evaluation done will be helpful in avoiding the mistakes committed and strengthening the good aspects in future trips.

‘Check Your Progress’ - 3

1. What purpose is served by a field trip?

2. Name two types of excursions.

3. Mention any two objectives of conducting excursions.

4. How do excursions enthuse the pupils?

5. How can emotional and national integration be achieved through excursions?

6. What is the major consideration in organizing excursions?

7. Mention three areas where planning is a must?

8. On what should the pupils be given guidance?

9. How does formation of committees help in organizing excursions?

10. What is the purpose of evaluating an excursion?

17.6 Museums and Special Corners

The word Museum is derived from a Greek work ‘Muses’, considered being the Goddess of poetry, music, literal arts and sciences. From this, we can safely consider that museum is a place where articles related to arts, music, literature and science are kept. A Museum is undeniably an agency of education.

A ‘special corner’ is a place in every classroom that is reserved for the display of materials that are prepared by pupils. These specimens are changed at intervals. Such a section motivates the other pupils to make efforts in preparing such materials.

A school museum generally exhibits specimens of production of the pupils. While on this aspect of exhibiting items in a museum, it would not be out of place to quote Khan Bahadur Mian M. Afzal Hussain, a former Vice Chancellor of Punjab University - “No scheme of education is complete without paying attention to this aspect in question”.

17.6.1 Objectives

The objectives of having museums and special corners in schools could be listed as follows:

- To satisfy the various instincts of the child like the instincts of curiosity, constructiveness and acquisition.
- To channelise the creative energies of the child in preparing specimens and exhibits. This brings him emotional satisfaction.
- To encourage the talented pupils in exhibiting their originality.
- As a method of correlating various subjects in the school.
- To exhibit practical talents in conducting scientific experiments and using the same as teaching aids.
- To encourage and evaluate the originality, creativity and power of application of knowledge of pupils.
- To motivate pupils who had the interest or aptitude earlier.
- To act as a means of developing contact with the community and bringing the school and the community together.
- To act as a means of fetching income for the school, by the sale of articles produced.
- To derive publicity by getting high authorities to inaugurate the museum.
- In the words of the Secondary Education Commission, “-to educate the public at large and give them a realistic approach -.”
- To develop aesthetic sense of the pupils.
- To supplement the knowledge of different subjects like nature study, science etc.
- To promote power of observation.

17.6.2 Organization

A school museum must be divided into various departments, corresponding to the subjects taught and work done in the school, like:

- Art and painting (drawing, painting, modeling etc.)
- Craft (weaving, knitting, embroidery etc.)
- Home industry (soap making, candle making, basket making etc.)
- Geography (specimens of stones, minerals, rocks etc.)
- Zoology (specimens of birds, insects, animals etc.)
- Botany (album of leaves, plants, seeds etc. botanical specimens)
- Physics (improvised apparatus, small machines like telephone, radio etc.)
- Social studies (charts, models, album of items of historical, geographical, economical importance)
- Teaching aids (audio-visual aids, charts, models)
- Home science (jams, syrups, pickles etc.)
- Books (manuscripts, books)

You have now seen the types of exhibits that can be prepared under various departments. Now let us see what has to be done regarding the preparation of such exhibits. Pupils should prepare exhibits on the basis of their interest, ability and aptitude. The teacher should guide them in selecting the materials and in the process of preparation.

The next aspect, which is also the most important one too, is the arrangement and display of these exhibits. The first step in this direction is the setting up of the museum room. There should either be a room spacious enough to include all sections or different rooms for various sections. In the former case, the name of the section should be displayed and in the latter case, the room allotted for the specific section should display the signboard above the door prominently. The exhibits should be arranged in a non-congested way.

Next comes the care of the exhibits. In order to prevent any damage or spoiling of the exhibits, these have to be preferably kept in containers, labeled and arranged systematically on the tables or shelves. A request should be made, preferably in writing, kept by the shelves or on the table, prohibiting the public from touching or damaging them. The items should be well taken care of, maintained well and dusted occasionally. Then comes the aspect of providing the details of the exhibits. Under this, the details of the preparation or collection of the item, their utility, name of the producer or collector, cost of the item, and the selling price, if it is to be sold, should also to be written.

Any activity should be evaluated, to know the weakness and strengths, for the sake of improvement. Placing a visitors' book for the visitors, who may be requested to record

their impressions about the exhibits and the maintenance of the museum and also give valuable suggestions, would go a long way in bringing about improvement in all aspects concerning the museum. Any activity when judged and rewarded creates further interest and motivation among the pupils. As a means of providing this reinforcement, judges may be appointed to assess the exhibits in the museum.

A final word of caution should be made regarding this co-curricular activity of organizing a museum, as it is for any other. Organizing a museum and preparation and arrangement of exhibits should not be done at the cost of the academic activities in the classroom.

‘Check Your Progress’ - 4

1. What do you mean by a ‘special corner’?

2. Mention two main objectives of having museum in schools?

3. List out the sections that can be had in a museum.

4. Mention two main points to be borne in mind regarding the care of the exhibits.

17.7 Let Us Sum Up

- An exhibition is a valuable co-curricular activity, which is a collection of items prepared by pupils or pupils and teachers, and provides an opportunity for the pupils to reveal their creativity and imagination.

- A variety of exhibits are classified and labeled and exhibited in rooms that are well lit.
- Hobby clubs as a co-curricular activity, helps in organizing activities of interest that can be organized based on subjects, wherein pupils can be given freedom to choose the membership for the club they are interested in.
- Excursions and field trips are co-curricular activities that very greatly supplement the curriculum in the sense that what cannot be learnt from the classroom situation is learnt through firsthand experience.
- Such trips help pupils to get acquainted with their environment and provide opportunities for group activity, to develop aesthetic sense and qualities of leadership and co-operation.
- A school museum generally exhibits specimens produced by pupils.
- When exhibits are displayed in a certain section of the classroom earmarked for the same, such a section is termed as a ‘special corner’.
- Museums and special corners satisfy the various instincts of curiosity of the child and the creative energy.
- A school museum can be divided into various sections like Art and painting, Craft, Home industry, Geography, Zoology, Botany, Physics, Social science, Teaching aids, Home science and Books.

17.8 Answers to ‘Check Your Progress’

‘Check Your Progress’- 1

1. Models, albums containing coins, stamps, and charts.
2. Science exhibition, Arts and Crafts exhibition, Geographical exhibition.
3. Reveal special talents of pupils, foster creativity and motivate pupils.
4. Variety made of durable materials, popular, difficult and easy exhibits should be prepared.
5. The exhibits should not be exhibited in a crowded manner, working and static exhibits should be intermingled, and exhibits should be properly labeled.
6. Guiding students as to the preparation of exhibits, organizing and displaying the exhibits, training the volunteers in explaining to the visitors about the exhibits they are in charge of.

7. Vocational, aesthetic and ethical.

‘Check Your Progress’ -2

1. An organized body having members with common interest engaged in purposeful activities.
2. Those that satisfy the interest of intellectual characteristics
 - a. Those that satisfy artistic interests
 - b. Those that involve service oriented activities
3. Help pupils in engaging in activities of interest and Provide relief from monotonous work in school.

‘Check Your Progress’ - 3

1. Experiences that cannot be given during classroom teaching are provided by a field trip.
2. Historical, botanical (or any of the two given).
3. To acquaint pupils with their environment, to supplement teaching-learning experiences.
4. By providing a way of teaching out of the monotonous routine followed in the classroom.
5. When trips are made outside the state, pupils get opportunity to mingle with people of other languages and regions, which bring about emotional and national integration.
6. Planning.
7. Deciding the place to visit on the basis of the educational aims to be realized, arrangements for travel and lodging, getting enough information on the places.
8. On ‘what’, ‘why’, and ‘how’ of the places and things to be seen.
9. In aspects of discipline and smooth conduct of excursion, through delegating duties to groups and leaders.
10. To avoid mistakes committed and strengthening good aspects in future trips.

‘Check Your Progress’ - 4

1. A section of the classroom reserved for display of exhibits prepared by pupils.
2. To encourage talented pupils in exhibiting their originality; to evaluate the originality, creativity and power of application of pupils.

3. Art and painting, Craft, Home industry, Geography, Zoology, Botany, Physics, Social studies, Teaching aids, Home science, Books.
4. Prohibiting the public from touching or damaging them and dusting them occasionally.

17.9 Unit-End Exercises

1. Mention four co-curricular activities related to school subjects that can be conducted in schools.
2. What are the objectives of conducting exhibition in schools? How will you organize one in your school?

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UNIT 18 □ ORGANISATION OF CO-CURRICULAR ACTIVITIES — 4

Structure

- 18.1 Introduction**
- 18.2 Objectives**
- 18.3 Literary and Cultural activities**
 - 18.3.1 Objectives**
 - 18.3.2 Organization**
- 18.4 Social Service**
 - 18.4.1 Objectives**
 - 18.4.2 Organization**
- 18.5 Observation of Special Days (I.E, Birthdays of Famous Personalities Internatioanl Days)**
 - 18.5.1 Objectives**
 - 18.5.2 Organization**
- 18.6 Guest Lectures/ Special Lectures**
 - 18.6.1 Objectives**
 - 18.6.2 Organization**
- 18.7 Let Us Sum Up**
- 18.8 Answers to ‘Check Your Progress’**
- 18.9 Unit-End Exercises**
- 18.10 References**

18.1 Introduction

In Unit 14.3.1 you have already been introduced to some literary activities. But it was only a brief one. In this Unit, we shall discuss a few literary activities in some detail. Along with the literary activities we shall also see a few other activities too.

It is a fact that we as members of the society are enjoying the benefits of it in varying degrees. Therefore, in return we need to give back the society at least to some extent. Participating in social service activities does this. We shall see a few such activities that pupils can perform so as to become useful contributors to the society.

As teachers you would have observed certain special days in your school. Special Days i.e. the birthdays of famous personalities include the most celebrated ones like Children's Day (Pundit Jawaharlal Nehru's birthday) and Teachers' Day (Dr. Radhakrishnan's birthday). How such days can be celebrated in a befitting manner will be discussed here.

Effective teaching learning in the school is enriched by an important co-curricular activity called guest lecture or special lecture. These can be arranged so as to enrich the knowledge and understanding of the students pertaining to their course or studies or even in a general way by creating awareness of the world and the happenings in various fields. In this Unit we shall see how such activities can be organized.

18.2 Objectives

After you have studied this Unit, you will be able to:

- List out a few literary activities that can be conducted in schools
- Organize literary activities like debates, discussions, school magazine etc. in your school
- Guide pupils in conducting cultural activities in school
- Inculcate in students the urge for social service
- Organize activities for observing special days in the school
- Arrange guest lecturers relevant to the various school subjects/topics so as to enrich pupils' knowledge by supplementing that acquired in the classroom

18.3 Literary and Cultural Activities

Of the literary and cultural activities, let us first deal with the literary, with regard to the objectives and organization of the same and then move on to the cultural activities.

Literary activities: Expression is an important ability that has to be developed through education. The ability to communicate one's thoughts and feelings effectively is essential for successful participation in society and in personality development. Literary activities foster such abilities in pupils. Among such activities we shall discuss a few of them in the oral as well as the written category.

18.3.1 Objectives

The objectives of conducting literary activities in schools are numerous. Let us now attempt to list out the major ones:

- To provide opportunity for creative work and self-expression.
- To train youth in the art of communicating ideas fully, clearly and effectively.
- To organize ideas and reason out logically.
- To cultivate in pupils a clear and vivid style of oral/written expression.
- To bring about a link between school and community/day-to-day life.
- To provide a medium for discussing common school issues.
- To project the school ideal before the pupils.
- To give authentic information regarding the school to the pupils, parents, other schools, patrons etc.

18.3.2 Organization

As the basic criterion of any literary activity is the power of expression, these activities can be broadly categorized into the oral and written activities. Let us first discuss a few **oral** activities.

DEBATES: This activity has important educational values. In this activity, the debater has to investigate a problem/issue. He has to convince the audience that his views on the topic are correct and worth accepting. Therefore, the points made by the debater should be delivered with clarity and force and in an emphasized manner. Such being the demand made on the debater that it helps the pupil to develop the ability to analyze the facts pertaining to that particular issue and organize these in a systematic manner. A very important point to be kept in mind by the debater is that he/she has to exercise self control and should never indulge in violent retorting or ridiculing of his opponent. He should show courtesy to his opponent and have self-confidence in sticking to his point of view.

As for the topics that are selected for the debate; these should pertain either to the course subjects or the day-to-day life of the students, or issues of national and international importance. Unless the topic is of interest, the pupils will not be eager to collect necessary material to substantiate their views on the particular issue. In this aspect the teacher plays a major role, for it is the teacher who has to guide and assist the pupils in selecting the topic and the materials so that second-hand and ill-organized material are not mechanically presented by the debater. The teacher could make a list of topics relating to the various course subjects, or those related to school life, current topics or social life of the community. This could be done by taking the suggestions of the pupils and then allow the pupils to select the subject of their choice/interest. The teacher should then guide the pupils in regard

to the source of information and in selecting and organizing the same. After the pupils have done this, the teacher should constructively criticize the prepared material.

DISCUSSIONS: A discussion is an exchange of ideas that results in active learning with all the members of the group participating in it actively. The teacher will direct discussions and the students are encouraged to express their views and observations. For this to take place fruitfully, it has to be well planned. The responsibility of this rests with the teacher who has to plan, organize and conduct it effectively. For an effective discussion to materialize, the teacher has to follow certain principles, which may be listed as follows:

- The topic for discussion is related to either the school subjects or the common needs and interests of the participants. Be what it may, the students are motivated to discuss if the topic is of vital importance to them.
- The students should have enough information about the topic they are to discuss, so that each one of the participant is in a position to actively participate in it.
- Students should be encouraged to express their thoughts and ideas in a proper manner and in correct language.
- The teachers should stimulate the students to ask thought-provoking questions and at the same time encouraged to think on their own.
- If the teacher finds that the discussion is going away from the topic or that it is prolonged unnecessarily, he/she should discontinue the ineffective discussion.
- The students should be encouraged to evaluate the progress of the discussion.
- The conclusions that are arrived at should find a place in the classroom application, or day-to-day life.

PUBLIC SPEAKING: This activity has a high social value as well as an intellectual value since it involves the training of leaders in social action. Pupils develop the ability of persuading the audience through their persuasive expression of their views. They train in speaking animatedly, so as to keep the audience spellbound.

The major advantages of this literary activity are that it provides scope for acquiring knowledge of topics of current interest and improvement in oral expression.

DRAMATIZATION: This is a co-curricular activity that can be used with reference to any subject, be it History, Science or Mathematics. Yet, this form of co-curricular activity has not been popularly used in schools in India as in other foreign countries. It is an art involving the co-ordination and control of the organs of speech as well as the muscles of the body. This activity gives a lot of scope for expression of ideas and emotions that the

pupil wishes to convey. Training in this activity helps the pupil to become less self-conscious and more confident.

This activity can be usefully employed with minimum requirements by selecting simple one-act plays. These will not require long time for rehearsal. Neither will it need elaborate equipments. Moreover, the pupils who are trained in dramatics acquire training in various areas like arranging the stage, preparing costumes, writing dialogues, directing the play. Over and above all, the pupils get opportunities for cooperative work and this provides scope for good social training. And like any other oral literary activity this also helps in developing his speech ability, originality and ingenuity.

In this, the role of the teacher is to guide the pupils in selecting a play that will not require elaborate preparation, equipment and too much time. The school library should also have books that can provide sufficient guidance in all spheres of production of drama like, selection of play, direction, costume making, make-up etc.

The importance of dramatics has been very eloquently asserted by Dr. Jaswanth Singh, who says, "It provides a healthy outlet to adolescent urges and needs of pupils. If properly planned and integrated with the academic programme of the school, it can become a very effective vehicle of instruction."

Let us now discuss a few **written** literary activities.

SCHOOL MAGAZINE: The school magazine is an effective way of providing an outlet for the expression of feelings of students. Students can write articles like a story/incident/essays etc. that can be scrutinized by the editor of the magazine. The editor could also be a member of the staff, who can also guide the students in selecting appropriate topics on which to write. When the students find their articles printed in the School magazine, it gives them immense pleasure and satisfaction. Teachers can also write articles. As the magazine carries news of the school, it helps to establish the popularity of the school far and wide as it reaches different people through the pupils of the school.

The school magazine can be started with a wall magazine. For the wall magazine, the pupils can give articles in manuscript. These articles can be displayed on a board hung on the wall. Before displaying them, corrections should be made wherever necessary. If necessary, the pupil should be asked to re-write the article, when mistakes are numerous. The duration for which these should be displayed could be a week or a fortnight. This depends on the number of articles received from the pupils. If there are more articles, then the duration may be reduced and if less, the duration could be increased. The wall magazine facilitates in preparing the Annual School magazine, as those articles found good can be included in the School magazine.

The content of the School magazine could include short stories, essays, students' self-composed poems, notes on current topics, school news like the activities conducted in the school etc. The role of the teacher here is not only to advise but also motivate the students to contribute to the magazine. It is also very essential that the teacher has a good command over the language and school events so that it is possible for him/her to handle material given by the students. As an adviser, he should provide constructive criticism and correct the material provided.

The publishing of the Annual School Magazine will depend on the availability of funds in the institution. It is an undeniable fact that this literary activity improves the literary taste of the pupils. It also serves as a link between the school and the community. From the students' point of view, the Annual School magazine may be a stepping-stone to becoming future writers, poets and philosophers.

ESSAY WRITING: This is form of co-curricular activity, which is very frequently practiced in any school. It is an activity, which provides scope for the students to exhibit their knowledge on various topics. Generally the topics for this will be those of public interest or connected with the school subjects like History, Science, Civics or the contemporary condition of the society. The list is not-exhaustive.

The teacher who is in charge of this will have to announce topics that are of interest to the students and also guide them as to the source of information. In organizing literary activities, especially the oral ones, it is always better to plan class wise/grade wise or one for the whole school. The class/grade activities provide for a smaller society of students who can gain experiences to be made confident to face a larger crowd of older students in future.

CULTURAL ACTIVITIES: These are those activities that depict the particular society. When we talk about customs, they are nothing but those activities passed on from one generation to another. These vary from region to region, and state to state. The activities that can be listed under this category are: performing arts like dancing, singing, playing on musical instruments, enacting skits and plays, etc.

Conducting these cultural activities in school has many advantages. Firstly, they are based on the interest and aptitude of the pupils and thus provide an opportunity for them to exhibit their talent. For some, it may be the stepping-stone to a further full-fledged profession or occupation that helps them to lead a satisfactory livelihood and achieve name and fame from far and wide.

‘Check Your Progress’- 1

1. Into what categories can literary activities be classified?

2. Give two examples each for the oral as well as written literary activities.

3. What is the role of the teacher in a debating activity?

4. What is the advantage of public speaking as a literary activity?

5. What is the role of the teacher in the literary activity of dramatization?

6. Give two examples of School publications.

7. Give four examples of the content that could be included in the School magazine.

8. What is the role of the teacher in the publication of the School magazine?

9. On what topics can the activity of essay writing activity be organized?

10. Give three examples of Cultural activities.

18.4 Social Service

According to the Eshwar Bhai Patel Review Committee, Social Service activities include: -

- Clearing slum areas
- Digging drainages
- Educating adults
- Attending to the sick
- Helping the poor
- Laying roads etc.

If such activities have to be performed by the pupils, they can be done through movements like the Boy Scouting, Girl Guiding, The Junior Red Cross Society, NCC, and

ACC. Let us now go into the objectives and organization of these one by one.

18.4.1 Objectives

Going by the objectives of the individual activity would help you to recall them. Therefore, we shall go into the objectives of each activity one by one:

BOY SCOUTING:

1. To harness the potentialities of adolescents for the benefit and service of the community
2. To realize the aptitudes and potentialities by providing a variety of activities
3. To sublimate tendency, curiosity, restlessness, assertiveness and heroism

GIRL GUIDES:

1. To help girls attain maximum powers as a woman
2. To promote health and well being of the pupils through a network of physical activities
3. To contribute to the mental health of adolescents
4. To provide fruitful channels for expression of various tendencies
5. To train aesthetic sensibility through observing beauties of nature
6. To promote spirit of adventure through camping and outdoor life
7. To provide efficient training in activities developing citizenship qualities
8. To provide training in useful activities of daily life like first aid, nursing, kitchen-gardening etc.

THE JUNIOR RED CROSS SOCIETY:

1. To promote health, personal hygiene, school hygiene and community hygiene
2. To provide service to others, especially health
3. To promote fellowship among people of all countries

18.4.2 Organisation

As we have individually discussed the objectives as the various movements, so also we will discuss the organization of these one by one.

BOY SCOUTING AND GIRL GUIDING: Sir Robert Baden Powell initiated Boy

scouting Movement in 1908 and this was introduced in India in 1911. The Girl Guiding Movement was started for the girls, as an alternative for Boy Scouting.

Scouting is a multipurpose activity for boys in the age group between 11 and 18. They are initially expected to take a solemn pledge to obey the Scout Law. The 'Code of ten' law relates to honor loyalty, obedience, friendliness, usefulness, courteousness, cheerfulness, thrift and cleanliness. The training has three grades. The scouts have a special uniform. They learn the use of rope and sticks, learn first aid, social service, organize campfires, picnics and outings, learn how to lead a camp life and live together with team spirit. They get trained in all aspects of independent life.

The Girl Guides have activities including cooking, nursing, first aid, singing, dancing, games, drill and social service. The training is given in three stages, for girls below 11, for girls between the age of 11 and 16, and for girls above 16.

These two movements namely The Boy scouting and girl Guiding, through co-operative activities help in the development of ideals of citizenship and co-operation. This is possible because of pupils of all castes, creed, color and religion being together for all activities. This teaches them toleration, fellow being, sympathy and self-sacrifice. They are trained in rendering social service like flood relief work, adult literacy work, first-aid and nursing. The activities they undertake, give importance for manual work and dignity of labor.

In organizing these activities of the Boy Scouting and Girl Guiding movements in schools, a few points have to be borne in mind. These are:

- A group should not exceed 32 pupils.
- A trained Scoutmaster should guide the boys.
- A preliminary training should be given to the selected ones in training in getting them to know the ten code laws, pledge, loyalty to the group, tasks and functions.
- Produce necessary equipment like uniforms, ropes, badges first aid material, camping material and books.
- Provide opportunities to work in rural areas
- Camps must be started at far off places
- Recreational activities like music, campfire, dramatics etc. must be organized.
- Evaluation of the work done must be undertaken
- A record of all the activities should be maintained

Outstanding work must be recognized by giving badges or other rewards

THE JUNIOR RED CROSS SOCIETY: This is the school branch of the Red

Cross Organization. Like the other two movements, the Boy Scouting and Girl Guiding, this is also a voluntary, non-government, non-sectarian organization. The programmes conducted by the Junior Red Cross Society are also on personal health and service to others who are in need. It brings together pupils of all castes, creed and nations. The activities basically train the pupils for citizenship. The difference between Boy Scout and Junior Red Cross Society is that the Boy Scouts gives importance to moral and social aspect whereas the Junior Red Cross Society gives importance to health and local communal life.

THE INDIAN RED CROSS lays special emphasis on activities connected with personal and school hygiene. As such, activities connected with these are given prominence in the Junior Red Cross Society. These are achieved by the following activities:

- Making posters illustrating health rules.
- Acting plays related to the theme of health, representing health rules and at the same time providing entertainment for the community.
- Conducting exhibitions and discussions by members to spread knowledge of health.
- Training in swimming for life-saving purposes.
- Formation of health squads.
- Co-operating with the public health staff in preventing spread of diseases such as malaria, plague, smallpox, cholera and improving sanitation.
- Providing service to other young people like visiting the sick, making toys, making garments for the sick, providing food, clothing and other necessities for the homeless.

While organizing the activities, a teacher should lead the pupils as the adviser for the Junior Red Cross Society. The group should elect its office bearers and draw the activities of the programme. The finance for this should be mobilized by the members by saving pocket money, by the sale of garden produce from the garden maintained by them, sale of articles made, entertainment organized etc.

The Junior Red Cross Society develops social responsibility, civic consciousness in the youth, and as a co-curricular activity, it also motivates interests in academic subjects like Geography, History, Civics and Languages.

‘Check Your Progress’ - 2

1. Mention two objectives of the Boy Scouting Movement.

2. What two important objectives the Girl guiding Movement may realize?

3. What does the 'code of ten' relate to?

4. What does the Boy Scout Movement train the boys for?

5. What activities are the girls trained in, in the Girls Guiding Movement?

6. Why should a preliminary training be given to the group selected for the Boy Scouting?

7. What are the major differences between the Boy Scouts Movement and the Junior Red Cross Society?

8. Mention two important objectives of the Junior Red Cross Society.

9. How is finance mobilized for the activities of the Junior Red Cross Society?

18.5 Observation of Special Days

Special days may be taken to be those days on which virtuous, famous personalities were born and days on which globally significant events occurred or initiations were taken for the welfare of mankind. On all such days, functions and festivals are organized reflecting the school's social and academic commitment to promote the welfare of mankind, with reference to the special theme of the day.

Several institutions earmark a particular day to remind mankind of the importance of the days like the importance of Red Cross, the Founding day of UN, World Human Rights Day and International Population Day etc.

18.5.1 Objectives

The objectives of observing special days are related to the particular special occasion. But generally all such days have a few common objectives as follows:

- To recall with reverence the ideas, ideals and values practiced and upheld by such persons to inspire students.
- To help students to emulate to the extent possible, the lofty ideals for which these persons stood.
- To highlight the theme of the day's celebration.
- To sensitize students to discharge their role as future leaders of the community.
- To increase awareness of issues which demand acting globally and think globally.

18.5.2 Organisation

Before going into the activities that are conducted on such special days, let us first list out such days that are generally celebrated in schools. A few of these important days are:

- Jawarharlal Nehru's birthday (Children's Day)
- Dr. Radhakrishnan's birthday (Teachers' Day)
- Gandhi Jayanthi

- Ambedkar’s birthday
- UN Day
- Mahaveer Jayanthi

Now coming to the organization of activities on such days, it is imperative that it should be done so with maximum student involvement activities such as essay writing, elocution, pick and speak, books exhibition, pictures and posters exhibition etc. could be conducted. A formal function where a chief guest can be invited and asked to give a talk on the personality can also be arranged. The school should place a garlanded portrait of the personality on the dais.

An interesting discussion on the theme /person can also be arranged and persons who have a good knowledge of the same or had known the personality personally well could be invited to give the talk. Such activities help to bring awareness of this personality to the students, so that they get to know more information about the personality or the topic.

Towards the end, prizes could be distributed to the best essay, speech etc. and this to be given off to the prizewinners, by the chief guest of the day, so as to motivate more students to participate in such activities.

‘Check Your Progress’ -3

1. What are special days?

2. Name three days that are special days in schools.

3. Mention one major objective of celebrating special days in schools.

18.6 Guest Lectures / Special Lectures

Guest lectures are characterized in effective educational strategy to enhance and enrich quality academic inputs in any child-centered, reformed school administration. Guest lecturers, are by definition, experts and renowned resource persons with whom the school must establish a good academic networking. It is known in East USA that Einstein visited some schools and interacted with school children with a high academic output educational agenda. A good school has no choice but to have a live and regular panel of such resource persons to share their knowledge and scholarship with school teachers and pupils. For example, in a city like Mysore, a good school can deploy the finest academic input through special lectures in content subjects from astronomy to Zoology, or in curricular activities from debating and dramatics to professional music and dance, not to forget the enormous expertise available for the school in Physical Education. There is no need to make a hard and fast distinction between Guest lectures and special lectures. In fact, school administrators known for their success, use this system to provide a unique edge and force to academics.

18.6.1 Objectives

- To discuss significant current topics connected to the curriculum, locality, state and nation.
- To substantially supplement the knowledge acquired from the textbooks.
- To update knowledge regarding significant advances in the various school disciplines.
- To identify noteworthy current affairs that affect man and the world.
- To explain significant details about people, places and events that are the focus of the special lecture programmes.

18.6.2 Organization

Generally textbooks and reference books are the major source of information for students and teachers. There are instances and topics for which such reference materials are not available. In such a situation, it is the responsibility of the concerned teacher to seek out experts in the particular discipline and area of knowledge and seek his/her guidance in enriching the knowledge of the pupils. This also helps the teacher to acquire the knowledge that he/she lacked and motivate him/her to update his/her knowledge so as to become more resourceful.

The system of arranging Guest Lectures must be done imaginatively and keeping in mind the requirement and relevance of the lecture. In organizing a Guest Lecture, following points are to be given due consideration:

- The resource person should be an expert who can deliver the goods.
- The lecture should be such as to cater to the level of the school pupils.
- The language used by the resource person should be simple and lucid so as to be comprehended by the pupils.
- Whenever there is an opportunity, the lecture should be clubbed with demonstrations.

Organizing Guest Lectures has nowadays become more of a necessity due to the gap the pupils face in situations when textbooks are not updated to include recent advances in every field. Thus it is the responsibility of the concerned subject teacher and the institution to develop a good rapport with the community as well as the experts in various disciplines so that such resources are profitably utilized for updating the knowledge of the teachers and pupils.

‘Check Your Progress’ - 4

1. What is a Guest Lecture?

2. Mention two objectives of conducting Guest Lectures.

3. What two major points have to be considered while arranging for lectures?

4. Why a Guest Lecture is considered a necessity nowadays?

18.7 Let Us Sum Up

- Literary activities have the scope of providing opportunities for creative work and self-expression. These can be of two types-oral and written.
- Both these types of activities train the youth in the art of communicating ideas fully clearly and effectively.
- Oral activities like debates and discussions, public speaking etc. help to cultivate in pupils a clear and vivid style of expression.
- The School magazine is an effective medium for the pupils to express their ability in writing stories, articles, essays etc.
- Cultural programmes are greatly enjoyed by pupils due to the varied activities that they participate in as per their interest and aptitude, which provide an opportunity for the pupils to exhibit their talent.
- The various Social Service activities like Scouting and Guiding, NCC, etc. play a great role in harnessing the potentialities of adolescents for the benefit of the community. They also promote the mental health of the adolescents and help them in developing citizenship qualities.
- Special Days like the birthdays of famous personalities and founding days of organizations like UN are celebrated to remind mankind of the contributions of the personalities to the welfare of the mankind. These celebrations help to recall the ideas, ideals and values practices by such persons and thus inspire students.
- Guest lecture are characterized to enhance and enrich academic as well as Para-academic inputs in a school. This is performed by getting expert resource persons to share their knowledge and scholarship with the schoolteachers and pupils.
- The topics for the Guest lecture could be one that substantially supplements knowledge in the textbooks or of a current topic connected with the curriculum, locality, state or nation.

18.8 Answers to ‘Check Your Progress’

‘Check Your Progress’- 1

1. Literary activities can be classified into two categories - oral and written.
2. Oral activities like debates and dramatics. Written activities like school magazine and essay writing.

3. Guide students in selecting a topic, access information with reference to the topic and how to organize the same.
4. It provides scope for acquiring knowledge of topics of current interest and improvement of oral expression.
5. Selecting a play which will not require elaborate preparation, equipment and too much time.
6. School magazine and wall magazine.
7. Short stories, essays, self-composed poems, school news on the school activities conducted.
8. Motivate the students, correct the materials given by the students, and as an adviser provide constructive criticism.
9. Topics connected with the school subjects, topics of public interest, topics connected with the prevalent conditions in the society.
10. Performing arts like dancing, singing, playing, on musical instruments, enacting skits and plays.

‘Check Your Progress’ - 2

1. To sublimate tendencies like curiosity, restlessness, assertiveness and heroism and to realize the aptitudes and potentialities by providing a variety of activities.
2. To help girls attain maximum power as a woman and to train emotions.
3. It relates to honor, cheerfulness, and cleanliness.
4. The boys are trained for the use of rope and sticks, organize camp fires, picnics and outings, learn how to lead a camp life and live together with team spirit, generally in all aspects of independent life.
5. Cooking, nursing, first aid, singing, dancing, games, drill and social service.
6. To get them to know the ten code laws, pledge loyalty to the group, tasks and functions.
7. The Boy Scouting gives importance to moral and social aspects whereas the Junior Red Cross Society gives importance to health and local community life.
8. Provide personal hygiene, school hygiene, community hygiene and promoting fellowship among people of all countries.
9. By pocket money saved by members, sale of garden produce from the garden maintained by them, sale of articles made and entertainments organized.

‘Check Your Progress’ - 3

1. Special days may be taken to be those days on which virtuous, famous personalities were born and days on which globally significant events occurred or initiations were taken for the welfare of mankind.
2. Teachers’ day, Children’s day, Gandhi Jayanthi.
3. To recall with reverence the ideas, ideals and values practiced and upheld by such persons to inspire students.

‘Check Your Progress’ - 4

1. Lectures by experts who can throw sufficient light on an important topic so as to sufficiently enlighten the pupils and teachers on the topic that they require.
2. To discuss significant current topics connected to the curriculum, locality, state and nation. To substantially supplement the knowledge acquired from the textbooks.
3. The lecture should be such as to cater to the level of the school pupils. The language used by the resource person should be simple and lucid so as to be comprehended by the pupils.
4. Organizing Guest Lectures has nowadays become more of a necessity due to the gap the pupils face in situations when textbooks are not updated to include recent advances in every field.

18.9 Unit-End Exercises

1. What are the literary activities that could be organized in a school?
2. As a teacher how would you organize a debate in your school for high school students?
3. What is a Guest lecture? What are the points to be kept in mind while organizing a guest lecture in your school?

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