

LEARNING ENHANCEMENTS PROGRAMMES IN SCHOOLS

KIRAN DALAL

Lecturer in School Education Department, Government Girls Senior Secondary School Gandhra, Rohtak,
Haryana, India

ABSTRACT

Learning enhancements programmes are necessary to fulfill the aims and objectives of life. These activities motivate students for learning and make their lesson enjoyable. It helps to channelize the hidden potential of the students and make them a good citizen. This paper describes the role of learning enhancements programmes and their positive effects that they can have on students of all kinds ranging from the average student to the student that is at the edge of dropping out of school and to boost creativity among students in government schools. These programmes inculcate the feelings of harmony, thus develop unity and togetherness in the society.

KEYWORDS: Learning, Programmes, Activities, Students

INTRODUCTION

Education plays a fundamental role in the making of a man and his development as a culturally well developed social animal. To fulfill these objectives, there should be a balance among syllabus, curriculum, books and also co-curricular activities beyond that. Education along with co-curricular activities helps in the overall development of personality. Co-curricular Activities furnish many values among students. To maintain physical health, vitality and endurance of the students participation in physical activities is must. Learning enhancements programmes play a vital role in the personality development of a child and make good citizens out of them by making them realize their responsibilities in each and every field. Chinese proverb states: Tell me, I'll forget; Show me, I'll remember; Involve me, I'll understand..

History

Learning by doing is not a new concept in the modern curricular education syllabi. It can be traced into Indian ancient schools, gurukuls, and religious places. All the Indian scriptures like Mahabharata, Ramayana, Ved, Upnishad, etc., mentioned about extra-curricular activities. In the ancient times, various activities in school were organized such as wrestling, cooking, singing, playing, magic, etc. In the rest parts of the world co-curricular programmes were also common in various ancient civilizations.

In Spartan Civilization (Greece) warfare, heroic activities, archery, creativity and artistic talents were widespread. In Roman Civilization, concrete arts & crafts, and religious ceremonies were given importance. Great educational thinkers such as Rousseau, Herbert Spencer, Dewey, all gave much more importance to activity based learning in school education. According to them, these activities play vital role in student's life.

Activity Based Learning Programmes in Haryana

Haryana government has launched these programmes named Classroom Readiness Program (CRP) and Learning Enhancements Programmes (LEP). The "Classroom Readiness Program" is an ambitious programme by the department

intended to make children more comfortable in school environment and utilize those initial days of session when attendance is very low. The learning enhancements programmes (LEP), an initiative of Haryana Government prepared in collaboration with Boston Consultancy Group, 18000 primary school teachers have been trained to improve education.

Objectives

- To enhance quality of education
- To develop interest
- To ensure that all students acquire the competencies of previous classes, necessary to come up to the level of current classes.
- To relate new syllabus with old one
- To promote creativity.
- To engage students in classroom
- To promote scientific thinking
- To enable students to use acquired knowledge.
- No need to cram.
- To promote critical thinking
- To improve behavior
- To make the students active and energetic
- To harness the in-depth potential of students.
- To nurture student's ability in co-operation, co-ordination, organization
- To provide exposure to personality
- To help in psychological and sociological transformation

Benefits of Learning Enhancement Programmes

The aim of learning enhancement programmes is to enhance the quality of education and to boost creativity among students. Through various activities students acquire firsthand knowledge of things. The activities like quiz contests, role playing, yoga, movies, picnic etc. promote critical thinking. Students learn social behavior and team spirit. It helps in developing features like speech fluency and extempore. Discussion also helps in generating ideas and inculcating values. The participation in drama, play enables in developing balanced personality. Games and Sports make them mentally and physically fit and sound. They learn how to perform while losing or winning an event. Such activities provide a very good platform to students to excel in acting, singing, speaking, and recitation.

For effective teaching & learning engagement is most important. The aim of CRP initiated by Haryana Government is to make the students learn different things in a more practical way. The current findings indicated that having practical knowledge of things has its own unique benefits and is effective for various levels of learning. These

learning enhancement programmes include all the senses and make stronger senses in brain and improve the memories of the child. Any techniques involve the students in the learning process and holds students responsible for their own learning (Yoder & Hochevar, 2005).

Co-curricular activities are necessary to fulfill the aims and objectives of life. In co-curricular activities, students participate in various cultural programmes, which help them in socialization, self-identification and self-assessment. Sometimes, classroom teaching becomes monotonous and routine. Here, co-curricular activities can bring pleasant and joyous experiences. Thus, co-curricular activity has many advantages in student's life of school, college and university.

Role of a Teacher

The teacher has to perform multi-dimensional functions in organizing and executing extra-curricular activities. It is also the school, which play pivotal role in conducting co-curricular activities. It is the teacher's responsibility to perceive how activities should proceed further. The teacher can be a planner, leader, innovator, director, organizer, manager, recorder, advisor, motivator, communicator or coordinator. So teachers must create a dynamic, educational environment that affords students the opportunity to practice every concept that they are learning. After all to facilitate learning is the primary responsibility of a teacher. Certain principles and rules have to be followed to have more and more advantage of extra-curricular activities. The teacher should encourage students so that more and more of them can participate in the activities by arranging the same during school hours. The role of teacher is just like as an advisor. These activities should be executed in a democratic manner and all the students should be given opportunity to lead their respective teams.

The formal lecture method is an example of one-way communication and is an incomplete model of education. In today's age we see students who are intelligent enough or even brilliant but morally down. Without meaningful interaction with student's teachers spent a lot of time on verbal communication. It depends on teacher's ability to describe various things. Students passively absorb the information and later on cram before an exam. Research suggests that these methods do not engage students. Many recent studies (e.g. Bonwell & Eison, 1991; Michel, et al., 2009) suggest that the passive method may not be the most effective way for students to learn. For the better benefits of co-curricular activities, certain principles and rules have to be followed to have more and more advantage of extra-curricular activities. Those activities should be promoted, which are curricular related and educationally relevant. Activities like creativity, writing, poetry, painting and discussion will help to understand the lessons well. They have positive effects on student's lives by improving behavior, school performance, school completion, positive aspects to make successful adults, and social aspects. Those students that are at risk of failure appear to benefit even more from participation in extracurricular activities than those who are normal achievers. This is especially important for students who belong to ethnic minorities, students with disabilities, and at risk of dropping out because students in some of these groups have almost a 40% drop out rate. (Casinger, 2011) Engagement in extracurricular activities is linked to decreasing rates of early drop out rates in both boys and girls.

Challenges

- It is not possible to cover whole syllabus in given time.
- All topics can't be covered with the help of these activities
- At higher level these activities are not beneficial and can't be applied
- A lot of fund is required but in govt. schools and colleges there is always a dearth of money

- Time consuming
- Wastage of money and energy.
- Not possible to involve each and every child
- Need extra man power.

CONCLUSIONS

As we know character, not the knowledge makes a nation better. Activity based learning is an effective way of increasing student's depth of learning. Everything learned with the help of these activities has a permanent appeal. They have positive effects on student's lives by improving behavior, school performance, positive aspects to make successful adults, and social aspects.

REFERENCES

1. Bonwell, C. C., & Eison, J. A. (1991). Active learning: Creating excitement in the classroom (ASHE-ERIC Higher Education Rep. No. 1). Washington, DC: The George Washington University, School of Education and Human Development.
2. Massoni, Erin (2011) "Positive Effects of Extra Curricular Activities on Students," ESSAI: Vol. 9, Article 27. Available at: <http://dc.cod.edu/essai/vol9/iss1/27>.
3. Michel, N., Cater III, J. J., & Varela, O. (2009). Active versus passive teaching styles: An empirical study of student outcomes. *Human Resource Development Quarterly*, 20(4), 397-418.
4. Casinger, J. (n.d.). College extracurricular activities: the history of activities [Article Directory]. Retrieved March 17, 2011, from Article Dashboard website: <http://www.articledashboard.com/Extracurricular-Activities--the-History-of-Activities/>
5. Yoder, J. D., & Hochevar, C. M. (2005). Encouraging active learning can improve students' Zaitsev, D. V. (2010). The focus of the attention is on the handicapped student. *Russian Education and Society*, 52(2), 57-67. doi: 10.2753/RES1060-9393520

AUTHOR DETAILS

Kiran Dalal has done M.A. in English, M. Phil. in English and M.A. in Education. Her interests in research include pedagogy. Currently she is working as lecturer at Government Girls Senior Secondary school Gandhra, Rohtak, Haryana, India.