



EFFECTIVENESS OF DIFFERENT CO-CURRICULAR ACTIVITIES FOR DEVELOPING HEALTH AND ENVIRONMENTAL CLEANLINESS AWARENESS AT PRIMARY LEVEL STUDENTS

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Abstract

Environmental Education and Health Cleanliness is very important as concern to the primary level children. As they are the part of this environment it is very necessary that they should have the basic knowledge about this. Though Environmental Education is a very important part of the primary level syllabus, but it is not easy work for the teachers to inculcate the basic knowledge of health and Environmental cleanliness among the children. so co-curricular activities can play a important role, for this purpose it is very important that teacher can arrange such innovative co-curricular activities in their school to give the basic knowledge of environment.. These are the very important part and parcel of educational institutions to develop the students' personality as well as to strengthen the classroom learning. These activities are organized after the school hours, so known as extra-curricular activities. Co-curricular Activities have wide horizon to cater to the cultural, social, aesthetic development of the child.



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INTRODUCTION

Environmental Education

Environmental Education is the new areas of study of the discipline of education. Environmental education is a new source of concern for education is a new source of concern for education, teachers and students. As with the rapid development in each area, there are problems both internal and external ones to be confronted and resolved.

Definition of Environmental Education

R.A. Sharma (1996)

Environmental education refers to the awareness of physical and cultural environment and perceive its relevance for real life situation. The problems and issues are to be identified the imbalances of environment are to be improved in view of sustainable development.

Importance of environmental education at primary level.

1. Environmental Education benefits both children and Earth.
2. Nature has always been an integral part of child hood children learn about life as they watch tadpoles transform into frogs or examine the intricate system of veins on a leaf

yet, kids today are left with little time in their busy schedules for outdoor play and they often opt for videogames and television when they do have time off environmental education is an important way to reconnect kids to nature and the benefits it has to offer.

3. Environmental education provides a well rounded mode of education developing emotional intelligence and creative capacity in addition to intellectual ability.
4. It helps kids with attention disorders focus better in school too.

Objectives of Environment Education at primary level.

1. Awareness

Acquire an awareness of an resistivity to the total environment and its allied problems.

2. Knowledge

Gain a variety of experiences and acquire of experiences and acquire a basic understanding of the environment and its associated problems.

3. Attitude

acquire a set of values and feeling of concern for the environmental improvement and protection.

4. Skill

acquire skills for identifying and solving environmental problems.

5. Evaluation ability

evaluate environmental measures and education programmes in terms of ecological, economic, social, aesthetic and educational factors.

6. Participation

. provide an opportunity to be actively involved at all levels in working towards the resolution of environmental problems.

Aims and Objectives of the environmental education:

The objectives of environmental education is to increase public awareness about environmental issues, as explore possible solutions, and to lay the foundations for a fully informed and active participation of individual in the protection of environment and the prudent and rational use of natural resources. The resolutions provide the following guiding principles for environmental education.

1. The environment as a common heritage of mankind.
2. The common duty of maintaining protecting and improving the quality of environments, as a contribution to the protection of human health and safeguarding the ecological balance.
3. The need for a prudent and rational utilization of resources.
4. The way in which each individual can, by his own behavior and action, contribute to the protection of environment.
5. The long term aims of environmental education are to improve management of environment and provide satisfactory solutions to environmental issues.
6. Encourage pupils to examine and interpret the environment from variety of perspectives physical geographical, biological, sociological, economic, political, technological, historical, an esthetic and ethical.
7. Arouse pupil's awareness and curiosity about the environments and encourage active participation in resolving environmental problems.
8. Environmental education is closely linked to the other cross circular themes of other subject areas.

Back ground of the study

Cleanliness is both the abstract state of being clean and free from dirt, and the process of achieving and maintaining that state. Cleanliness may be endowed with a moral quality, as indicated by the aphorism "cleanliness is next to godliness," and may be regarded as contributing to other ideals such as health and beauty.

In emphasizing an ongoing procedure or set of habits for the purpose of maintenance and prevention, the concept of cleanliness differs from purity, which is a physical, moral, or ritual state of freedom from pollutants. Whereas purity is usually a quality of an individual or substance, cleanliness has a social dimension, or implies a system of interactions. "Cleanliness," observed Jacob Burckhardt, "is indispensable to our modern notion of social perfection." A household or workplace may be said to exhibit cleanliness, but not ordinarily purity; cleanliness also would be a characteristic of the people who maintain cleanness or prevent dirtying.

On a practical level, cleanliness is thus related to hygiene and disease prevention. Washing is one way of achieving physical cleanliness, usually with water and often some kind of soap or detergent. Procedures of cleanliness are of utmost importance in many forms of manufacturing. As an assertion of moral superiority or respectability, cleanliness has

played a role in establishing cultural values in relation to social class, humanitarianism, and cultural imperialism.

Co-Curricular Activities

Co-curricular Activities are defined as the activities that enable to supplement and complement the curricular or main syllabi activities. These are the very important part and parcel of educational institutions to develop the students' personality as well as to strengthen the classroom learning.

These activities are organized after the school hours, so known as extra-curricular activities. Co-curricular Activities have wide horizon to cater to the cultural, social, aesthetic development of the child.

Role of Co-curricular activities in student's life

Co-curricular activities are the true and practical experiences received by students. To a greater extent, the theoretical knowledge gets strengthened when a relevant co-curricular activity is organized related to the content taught in the classroom. Intellectual aspects of personality are solely accomplished by Classroom, while aesthetic development, character building, spiritual growth, physical growth, moral values, creativity, etc. are supported by co-curricular activities. Frankness and clarity in language and personality is supported by these activities. It helps to develop co-ordination, adjustment, speech fluency, extempore expressions, etc. among student both at the school as well as college levels.

Importance and Benefits of Co-curricular Activities

1. Due to Co-curricular activities teacher can create interest of student in playing, acting, singing, recitation, speaking and narrating.
2. Due to activities like participation in game debates, music, drama, etc., helps students for achieving overall functioning of education.
3. Students can freely express themselves through debates.
4. Games and Sports helps to be fit and energetic to the child. It helps to develop the spirit of healthy competition.
5. These activities guide students how to organize and present an activity, how to develop skills, how to co-operate and co-ordinate in different situations-all these helps in leadership qualities.
6. Students become socialized. It provides the avenues of self-identification and self-assessment when the child come in contact with fellow participants, teachers, people outside the school during cultural activity.

7. Inculcate the values to respects other's view and feeling.
8. It makes you perfect in decision making.
9. It develop a sense of belongingness.
10. It also gives motivation for learning.
11. It can develop Environmental awareness,Individual awareness values like physical, psychological, Ethical, academic, civic, social, aesthetic, cultural recreational and disciplinary values.

Role of a Teacher in Organizing curricular Activities

- 1.The teacher should plan perfect co-curricular activities so that it could be carried out systematically throughout the year.
- 2.Teacher should give more and more opportunity to the child while performing co-curricular activities.
- 3.The Teacher should be innovative for planning different activities.
- 4.The teacher must be a good organizer so that the students experienced maximum of it.
- 5.He should too act like as director, recorder, evaluator, manager, decision maker, advisor, motivator, communicator, coordinator, so that the student and child could gained maximum of finer aspects of Co-curricular activities.

Statement of study

Effectiveness of different co-curricular activities for developing Health and Environmental cleanliness awareness at primary level students.

Operational definitions

1) Cleanliness

Cleanliness is both the abstract state of being clean and free from dirt, and the process of achieving and maintaining that state.

2) Environmental cleanliness:

Environmental cleanliness Pure and clean natural resources: clear, healthy air, uncontaminated water, and healthy plant life etc.

3) Primary School

One to Seventh class students.

5) Co-Curricular Activities

Co-curricular Activities are defined as the activities that enable to supplement and complement the curricular or main syllabi activities. These are the very important part and

parcel of educational institutions to develop the students' personality as well as to strengthen the classroom learning.

Objectives of the problem

1. To develop different co-curricular activities to make the primary school students aware about health and environmental cleanliness awareness .
2. To study the effectiveness of different co-curricular activities to develop health and environmental cleanliness awareness at primary school students.

Hypothesis of the study

1. There is no significant difference between the performance of Pre Test & Post Test of Health and Environment Cleanliness awareness..
2. There is no significant difference between the performance of Girls and Boys in the Post Test of Health and environmental cleanliness awareness.

Scope of the study

The study was for the I to VII class students of Nagpur city.

Variables

1. Independent: health and environmental cleanliness Tests.
2. Dependent : Pre and Post test Marks

Limitations of the study

1. The study was confined to English Medium schools of Nagpur .
2. The study was confined to students of standard I to VII.

Method of Study:

Experimental Method was adapted by the researcher for present study.

Research Design for Research:

Pre test-Post test single group design was selected for particular research by the researcher.

Population:

All the students of class I to VII th students of English medium school of Nagpur city was the population for the present study.

Sample:

For the present study 50 students of English medium school of Nagpur City was selected.

Tools of study:

For the present study Pre test and Post test was created by the researcher in which different objective type questions, picture based questions, match the pair questions on Health and Environmental cleanliness was given.

Procedure of administration of Study and Data Collection:

With the prior permission of principals of the selected English medium school, researcher conducted different co-curricular activities for Health and Environmental cleanliness awareness at primary level students. Co-curricular activities were conducted for a week in particular school for different classes. Then Pre test based on Health and Environmental cleanliness was administered to all the selected students based on their previous knowledge. The marks were noted down likewise post-test was administered for the same group on which different co-curricular activities were administered.. The obtained marks by the students were noted.

Method of Scoring:

The scores obtained on post-test of different English language skills were used for testing the hypothesis. The mean, standard deviation and 't' value were computed to test the hypothesis.

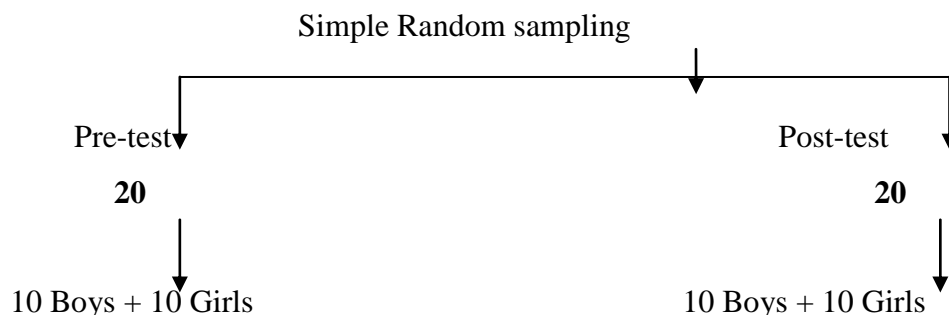
POPULATION

All the students of I st to VII class of English medium school of Nagpur city was the population for the study.

Limitations

The present study is for Ist to VII class of English medium school.

Sample



Tools for the study

These are various tools for collecting information or data.

- 1.Pre-test and Post-test.
- 2.Activity No. 1 - All organisms need an Environment to live
- 3.Activity No. 2 - Human beings obtain several materials from the environment.
- 4.Activity No. 3:- Environment consists of both living and non – living things.
- 5.Activity No. 4:- Biodegradable and Non – Biodegradable materials.
- 6.Activity No. 5 :- Dental Checkup
- 7.Activity No. 6 :- Related to health

Activity 1: All organisms need an Environment to live

Materials : A note book and pencil.

Target Group : Class IV – V

The Task : Critically observe over a week the various activities of a bird or a domestic animal such as a cow / sheep / goat /buffalo or a pet animal such as a dog / cat. Specific answers for the following questions must be obtained.

Where does it live?

What does it eat?

What does it drink?

What does it wear?

When and how does it sleep?

Can it live only on natural things?

Does it use man – made things?

What are its activities during daytime?

What are its activities during nights?

Does it make any noise? Does it disturb us?

The Teacher : The teacher opens a discussion about the observations made by children and summarizes that all organism need a ‘home’ and environment is the home for most of the organisms. We must care not only for the organism but also for the environment because a good environment means a good home for all the organisms.

Activity 2: Human beings obtain several materials from the environment.

Materials : Note book, Pencil

Target Group : Class IV – VI

The Task : Ask children to make a list of all the people living in their house. Let them also list all the things (at last fifteen) which they use / need daily. Help them to categorize them into naturally available things and man – made things and arrange them in a table as shown below.

Activity 3 : Environment consists of both living and non – living things.

Materials : Note book, Pencil

Target Group : Class VI – IX

The Task : Take children to a garden / park or to an open are within the school premises. Divide them into groups of 4 -5 children. Critically observe the surrounding environment air, water, and soil. Dig the soil a little and observe the soli below the surface:

list as many things. Care must be taken to classify only things that are naturally available and not man made things.

The teacher : Teacher examines the list and leads the discussion to conclude that environment consists of both living and non – living things. Non living things should not be construed. As things are not necessary or less important. emphasize that everything in nature has some use or the other.

Activity 4 : Biodegradable and Non – Biodegradable materials.

Materials : Dry leaves, flowers, fruits, a few plastic covers, used refills, buttons, soil, water,

Target Group : Class V – VII

The Task : Dig 2 Shallow pits at a distance of a foot from each other. The pits should be approximately 6” X6” X 6” Into pit I, put the dry leaves, flowers and fruits and into pit 2 [put the plastic covers and refills. Cover both pits with mud such that the materials are completely buried.

Water the pits every day. After 15 days, dig up the pits and carefully observe the materials.

Have the materials undergone any change?

What changes do you observe?

Is there a change in color?

Is there a change in Shape?

Are the materials Intact?

Is the plastic torn?

Has the plastic changed colour?

Has it crumpled into small bits?

Does the plastic smell?

Do the materials in pit I smell foul?

What causes the smell?

What happens to materials in pit A ultimately?

What happen to material B ultimately?

Activity 5 : Dental Checkup

Activity 6 : Related to health

Analysis and interpretation

Statement of hypothesis no. 1

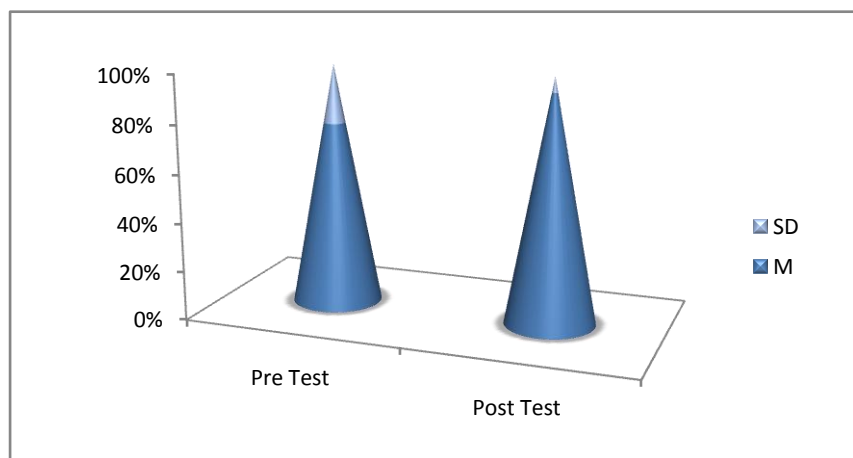
There is no significant difference between the performance of Pre Test & Post Test of Health and Environment Cleanliness awareness..

Table No. 1

The mean, stand and deviation and ‘t’ value of the Test on Health and Environment Cleanliness awareness.

Group	N	M	SD	t Value	Table Value
Pre Test	20	19	6.04	16.10	0.05 – 2.02
Post Test	20	43	2.91		0.01 – 2.71

Graph No. 1



Observation

From the above table it is seen that mean of Pre test of Health & Environmental cleanliness awareness is 19 and post test is 43 S.D. is 6.04 and Post test is 2.91 and ‘t’ value is found 16.10 which is significant at both the levels of significance. Therefore the hypothesis is rejected which indicates that there is significant difference between the performance of Pre Test and post Test of Health and Environment Cleanliness awareness.

Conclusion

We can inculcate Health and Environment Cleanliness awareness in our students through different co-curricular activities.

Statement of hypothesis no. 2

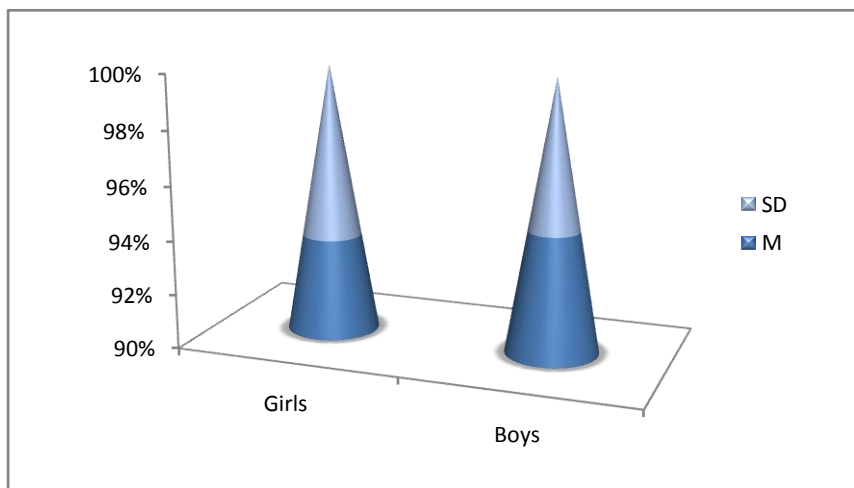
There is no significant difference between the performance of Girls and Boys in the Post Test of Health and environmental cleanliness awareness.

Table No. 2

The mean, standard deviation and ‘t’ value of the Health and Environment Cleanliness awareness.

Group	N	M	SD	t Value	Table Value
Girls	10	44	3	1.2	0.05 – 2.10
Boys	10	42	2.44		0.01 – 2.88

Graph No. 2



Observation

From the above table it is seen that mean of Girls of Health and Environmental cleanliness awareness is 44 and Boys is 42. S.D. is 3 and that of Boys is 2.44 and ‘t’ value is found 1.2 which is not significant at both the levels of significance. there for the hypothesis is accepted which indicates that there is no significant difference between the performance of Girls and Boys Test of Health & Environmental cleanliness awareness.

Conclusion

Girls and Boys are equally aware about Health & Environmental cleanliness through different co-curricular activities.

Conclusions

- 1) Co-curricular activities are very effective for children for developing Health and Environmental cleanliness awareness.
- 2) By different co-curricular activities primary children are able to take care almost their personal cleanliness for example timely bath, teeth cleanliness, nail cuts, proper combing, wear neat and today uniform.

- 3) Environment cleanliness help primary children how they can keep their class, school and home neat and tidy for example throw waste into dustbin only don't throw pits of paper on floor and keep their things at proper place.
- 4) Environment cleanliness awareness help primary children that how they can clean their environment by not spitting on road, do not throw chips rapper on road.
- 6) The activities conducted for imparting Health and Environmental cleanliness awareness amongst the primary school were more effective.

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