CONCEPTUAL FRAMEWORK

2.1 Introduction

In this chapter, student activity - its concept, types, functions and principles, personality - its concept and characteristics, goals of secondary education and personality development as a goal of secondary education are discussed.

2.2 Student activity - Its Concept

That education must educate the 'whole man' is a fact that is not debatable. The baby develops into a young child and the child into a man as a coherent whole. The strength of education in preparing one for an effective and satisfying life is well established. There are conditions in a society that an individual must face and which cannot be ignored. Education must prepare the individual both for society as it 'ought to be' and for 'what it is' by providing all the positive factors. The direct goals of education must cultivate the basic values. These are the values for the fullness of life - vocation, health, enjoyable use of leisure, skills of creativity and security in all its aspects. Therefore, the neglect of 'creative faculty' and the lack of attention to 'constructive aptitude' means education is incomplete. Various activities form the part of total education. Activities contribute in part to all goals of education. The educators believe that many of the basic needs of students
could best be met outside the formal classroom. The rapid development of the activities can be attributed, in part, to this belief. Besides, parents prefer a school for quality of its discipline and facilities for co-curricular activities (Manual, 1964).¹ The study of activity programme in secondary schools has flourished with the backing of parents and educators and psychologists. A variety of terms are used to describe this facet of secondary education. The choice of the term 'student activities', 'co-curricular', 'out of class', 'non-classroom', 'leisure-time' or 'recreational' activities, is deliberate.

Robbins and Williams² employ the term by defining as

"an aspect of the curriculum which is voluntarily engaged by students, which is sponsored by the faculty, and which does not carry academic credit towards promotion or graduation."

The student activities are those identifiable programmes sponsored by the school for all educational benefit of its students, which occur adjacent to but separate from regular curriculum. The concept 'student activities' recognises that the entire school experience influences the student. Student activities are a special group of programmes which function to provide the student with channels whereby he can express his talents and interests within a sanctioned social environment. The innovators consider that the practical work is conducive

both the physical and mental development of the children. In addition to emphasis on scholarship or intellectual faculties, some series of activities may have to be introduced in order to provide students with valuable experiences outside the classroom setting so as to help achieve the overall goals of education.

2.3 Student Activity - Its Type

The classification of student activities depends upon the objective of education. For example, if one believes that transmission of the cultural heritage is the most important task of education, one will attempt to discover those elements of the heritage which are most important to be learnt at various levels of the development of the learner. If one believes that adjustment to present day living is most important, one will utilise a procedure which will attempt to discover the activities which make up adult living in our society. Thus the formulation of student activities may differ according to the various objectives of education. Although considerable flexibility exists, there are several broad classifications of activities that are included in the majority of secondary school programmes of India. The number and kinds of activities to be organised depend upon the size and financial condition of the school, the size and special qualities of the staff, the interests of the pupils, local support and the special condition of the locality in which the school is situated.
Following are some of the common activities introduced in Indian schools:

A. Literary Activities - Adolescence is the most appropriate period for forming habits of clear, careful and effective expression and no school can afford to neglect the training. Speaking and listening (Speech), reading (literature) and writing (composition) bring out the educational goals as clear, thoughtful, and correct speech and writing intelligent listening, critical thinking and development of a life-long devotion to literature as a guide to cultural understanding and individual development (Beckner and Cornett, 1960). Education of Athenian citizens in the private school took two main forms and was provided by the types of schools. One of them was the 'Didascaleum' - included reading, writing the literary element of education (Poetry, drama, oratory). These are believed to have high social the intellectual values as clear, logical and vigorous thinking is required in the selection of material and organisation of ideas.

Critics say that for the average student, the short story is probably the literary form best adapted to opening the doors of

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imaginary writing. Conant (1959) has suggested that the time devoted to English composition during the four years of high school should occupy about half the total time devoted to the study of English. Discussion is a purposeful conversation proceeding toward some goal. For a discussion to be successful the participants need sufficient background to know what they are talking about and to base their arguments on fact. Similar is the case with debating. Group discussion can be used as a thinking tool. Properly used group discussion is a method that frees creative power in ways not other method can (Burton, Kimball, and Wing 1960), School Magazines, Newspapers, Annual Handbook, Information Bulletin, etc. are some of the publishing activities engaged in by school varies considerably depending primarily on the size of the school. Publishing activities provide a natural and powerful motive for practice in the art of written expression. School publications provide opportunity for training the sense of responsibility. Inter-school activities published in the school publication stimulate students' pride and loyalty.

Pemberton Billing and Clegg (1965) stated that vague impressions are brought into sharp focus, puzzling impressions are understood.

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fragmentary ones are completed and alarming ones are faced through various literary activities.

B. Physical Activities

It is obvious that physical activities contribute a great deal towards education. Physical education is as old as secondary education itself and is one of the three great aspects of all education, namely, physical, mental and moral training. The Palaestra or gymnastic school for Athenian citizens, emphasised physical development and stressed grace and harmony of body. The UNESCO's Inter Governmental Committee for Physical Education and Sports, first set up on an interim basis in 1976 and made into a permanent body in June 1979 is seeking to encourage more people to take an active part in sports instead of being mere spectators. The Committee's activities are complementary to those of the International Olympics Commission (IOC). The UNESCO committee is designed to make the practice of sport increasingly accessible to all kinds of people. The increasing emphasis on physical education and health is a result of several studies and observations concerning the needs of youth.

Physical education in schools has been essentially a practical and non-examination subject. Physical education programme includes training in ethical character, worthy use of leisure and recreation

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and mental hygiene. The programme in physical education includes interschool contests in such sports as football, basketball and others. Folk dancing and square dancing etc. are also of this category. Activities of an individual nature or those involving two or four only are tennis, boxing, wrestling, golf, archery, gymnastic, swimming, ping pong etc. There is little doubt that the athletic component of the student activity programme commands attention and support in schools today. It is a legitimate part of a sound physical education programme. Athletics act as a powerful physical tonic because blood circulation is quickened and thereby the blood stream is purified and general bodily strength is increased.

A committee constituted under the Chairmanship of Pandit H.N. Kunzru considered how the various physical education and co-curricular activities that are carried on in schools can be co-ordinated. A significant step has been the establishment of the National Institute of Sports of Patiala, under an autonomous Board of Governors, with the primary object of producing first class coaches. The Rajkumari Sports coaching scheme which had been introduced in 1953 to produce coaches of repute for training promising young men and women in different games was transferred to the Ministry of Education in 1957. It is through physical education activities that one learns to respect

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the right of others and to obey the will of the majority, one merges oneself with the group, learns the spirit of self-sacrifice and devotion to the interest of the group.

C. Scouts and Guides and NCC

Scouting is one of the most effective means for the training of character and the qualities necessary for good citizenship. Prof. Russel of Columbia University, New York has remarked that there is nothing comparable to scouts and guides during the educational history of the last three or four centuries. It is possible to lay the foundation of the ideals of social service, good behaviour, respect for leaders, loyalty to the state and preparedness to meet the situation through its various aspects. In India, in November 1950, scouting and guiding were merged into a single organisation, the Bharat Scouts and Guides. It has two broad sections, one dealing with scouts and affiliated to the Boy's Scouts International Bureau and the other dealing with guides and affiliated to the World Association of Girls' Guides and Girls' Scouts. The Boy's scout movement is founded upon a true appreciation of the nature of youth, particularly during the period of adolescence and appeals to his native impulses. In India, the new organisation, Bharat Scouts and Guides has many branches spread in all the States. The state gives adequate financial help to the scout movements and helps to secure suitable sites for scout camps. Some teachers are trained in organising and supervising the activities.
Like the Scouts and Guide movement, NCC has also taken deep root in the schools of India. The Government of India has instituted the Junior division of National Cadet Crops which is open to all pupils. Certain physical and other activities of a quasi-military nature are taught through NCC. The NCC training has been found to have a significant effect on the development of certain personality traits. These activities develop such diverse personal qualities and attributes as good character, a sense of responsibility, self-reliance, initiative, self-respect, willingness to co-operate, aesthetic sensivity (Nair, 1972).\(^\text{10}\) NCC plays an important part in the formation of healthy and positive attitudes, Cadets know the dignity of labour, they are more disciplined, they are obedient and respectful to authority.

Many of the State Governments, owing to financial difficulties mainly, are not able to implement NCC in the schools. If NCC is properly implemented, the personal traits of trained cadets can be developed on desired lines.

**D. Community and Social Service Activities**

Another common type of student activity is what may be termed as 'Community related activities'. In these activities, the importance of community relationship is emphasised. The school should

look after the interests of the community as a whole just as the home looks after the interests of its own children. The school should provide certain minimum opportunities to students irrespective of the class, caste or creed. The school programme should be planned upon the life and work of the people among whom it exists. The community related activities are planned in such a way that they can maintain relation with problems of society. Parents hope that the school will help the adolescent cope with the complexities and problems of the community. The Madalair Commission (1952-53)\textsuperscript{11} says that the activities of the school should be extended to their neighbourhood and to the village or city as a whole. Alexander (1971)\textsuperscript{12} states that a comprehensive, community-centred high school would offer a variety of learning opportunities in which each student could find a programme relevant to his needs and aspirations. It would also reflect the highest aspirations and critical concerns of parents, organisations and institutions that, even if not located within a contiguous area, constitute a type of community served by a school. Education can be made creative and dynamic through community and social service. The community and social service programme can be organised partly within the school campus and partly outside the school campus. There are many activities which can be organised within the campus like


keeping the campus clean, annual repairs of furniture, white washing, painting the buildings etc. (Avinashilingam, 1977). 13 Outside the campus also the students can do lot of work. Sanitary work, educational tasks like adult literacy, non-formal education work and service to people during festivals could be the activities outside the campus.

2.4 Student Activity - Its Functions

Student activities furnish students with healthy outlets for constructive activity. Adolescent youngsters need opportunities to do something specific and intrinsically interesting to them. Cashdan and Welsh (1966) 14 studied several hundred adolescents who attended 'a summer talent programme' and found that they were more creative and independent, non conforming, spontaneous and energetic. The critics say that successful student participation in the activities involves the continuous use of the method of group thinking and an ever increasing appreciation of the role of intelligence in solving human problems. 15 The school has accepted as one of its responsibilities the education of the individuals in the worthy use of leisure time. It is highly desirable that the school be considered as one place

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where satisfying recreational experiences occur.

Miller, Moyer and Parrick (1956) present a fourfold classification of the general functions of student activities. They list -

'Contributions to student'
'Contributions to more effective School administration',
'Contributions to curriculum improvement' and
'Contributions to the community'.

The student activities meet the psychological needs of the early and middle adolescents. They bring forth Physical fitness of the individual. Boys who actively participate on athletic teams are superior to their peers in skeletal maturity, body size, muscular strength, endurance and power (Clarke, 1968). The student activities develop an appreciation of the importance of family life in our society, an understanding of what family life means, abilities and skills in home making activities, the ability to maintain democratic relationship in family life, ability to recognise and conserve values in family living as family patterns change. These activities help the student to be more ascendent and less submissive (Nayar, 1962). The functions of student activities may be information seeking, social learning,


sensorymotor activity, emotional expression or sensorymotor expression.

The school is a training ground for democracy. The survival of democracy depends upon the development of citizens who have common understandings, common ways of behaving and common outlooks on life. Democratic education also recognises that the strength of a democracy lies in the cultivation of uniqueness of each citizen. It is only when the cultivated talents of each individual are utilised for the common good that democracy functions at its best. The student activities lend themselves to make leaders in a co-operative work which trains them in the division and integration of functions and in the allied qualities of discipline and leadership.

2.5 Student Activity - Its Principles

The success of student activity programme depends mostly on the way they are organised and directed. Psychologists and educators after considerable study on and work with normal and troubled children have highlighted the necessity of using certain principles of student activity programmes for the helping process. The first principle is that of accepting the child as he is. The second is that of creating a permissive atmosphere for the child when he plays. The third is that of allowing the child to set his own pace. A child should have freedom of directing his own play and pace in developing relationship with others in order to gain the maximum satisfaction
and meaningful adjustment with the environment. A guiding principle that activities should be related to school purposes and controlled by the school means that each activity that is sponsored by the school must be able to be justified on the grounds that it is meaningfully related to one or more identifiable school purposes. Activities should be built upon genuine student interests and these should be open to all. There should be proper supervision over student activities programme. Supervision and control do not imply that the principal personality oversees each activity and issues frequent orders demanding compliance (Jones, Salisbury and Spencer, 1956)\(^\text{18}\) The students should be allowed to organise such activities under the direction and supervision of the teachers. Peter (1972)\(^\text{19}\) sums up the basic principles on which the student activity programme may be based as follows:

1) Student activity should provide an opportunity for students to engage in worthwhile activities under the professional supervision of adult leadership;
2) it should serve as a safety valve for student energies that might otherwise be channelled into undesirable avenues;
3) it should furnish the student with additional opportunities to satisfy psychological needs such as the need for recognition, the need for acceptance, the need for approval and need for success;
4) it should provide an opportunity to extend the academic curriculum by providing experiences not available in regular classroom;
5) it should serve as a motivating force for keeping students in school who might otherwise drop out;
6) it should offer a variety of opportunities to develop creative talents;


(vi) It should offer students the opportunity to fulfil the need to socialise that often cannot be met in the regular classroom; (vii) it should provide an opportunity for teachers to become better acquainted with students and offer many chances for informal guidance; and (ix) it should provide an excellent training ground for the development of citizenship.

2.6 Personality - Its Concept and Characteristics

The term 'Personality' is extraordinarily complex. It offers difficulties in definition. Attempts to give a generally acceptable definition or concept have been continuing for a long time. According to Watson (1930)20 "Personality is the sum of activities that can be discovered by actual observation of behaviour over a long enough time to give reliable information. In other words, personality is but the end product of our habit systems. Our procedure in studying personality is the making and plotting of a cross section of the activity stream."

Cattell (1950)21 states:

"..... Personality is that which pursuit prediction of what a person will do in a given situation .... Personality is concerned with all the behaviour of the individual, both overt and under the skin."

According to Allport (1950)22

"Personality is a dynamic organisation within the individual

20 Watson, J.B., Behaviourism, Chicago, Univ. of Chicago Press, 1930, p.274.
of the psycho-physical systems that determine his unique adjustment to his environment."

According to Eysenck (1971)\textsuperscript{23}

"Personality is the more or less stable and enduring organisation of a person's character, temperament, intellect, and physique which determine his unique adjustment to the environment."

According to Morton Prince (1929)\textsuperscript{24}

"Personality is the sum total of all the biological innate dispositions, impulses, tendencies, appetites and instincts of the individual and the dispositions and tendencies acquired by experience."

Thus, after having a brief look into the representative sample of the definitions of personality that have been advanced by several eminent psychologists, it may be summed up that personality is taken to mean the ways of behaving which determines an individual's unique adjustments to his environment. Personality includes any characteristics that are important in the individual's personal adjustment, in his maintenance of self respect.

However, all the definitions recognise the idea of totality of elements and they speak about the idea of the primary significance of the interaction of the totality in relationship between the individual


\textsuperscript{24}Prince Morton, 'The Unconscious', The Macmillan Company, New York, 1929.
and other individuals. It is difficult to know the pros and cons of a personality. The psychologists have recognised that the term 'personality' includes a number of traits - physical and mental. A personality trait is some particular quality of behaviour which characterises the individual in a wide range of his activities and which remains consistent over a period of time. Various definitions disclose various personality characteristics. The following characteristics are found to be common in most of the definitions while analysing them:

(i) Personality is the organisation of various systems; (ii) Personality is dynamic; (iii) both physical and psychological elements are there in personality; (iv) it determines behaviour; (v) uniqueness i.e., there are some special features in every personality; and (vi) personality includes adjustment. Cattell recognises both common traits, which have some unity for every one and unique traits, which are special to every individual person. Personality is a function of social situation. Some aspects of personality are easily discernible, for example, traits like sociability, perseverance and termed as 'surface traits' by the psychologists. There are some inner traits also, measurement of which is difficult. These are called 'source traits'. Cattell (1965) believes that the number of such source traits is large, at least twenty five, though only sixteen are perhaps large enough in influence to be put

into test instrument scales.

It may be concluded that no final list of personality traits has yet been prepared. However, the personality characteristics may be studied under the following headings:

i) Physical characteristics which include complexion, height, weight, structure, voice, etc.;

ii) mental characteristics which include intelligence, memory, thinking power, perception, problem solving etc.; and

iii) emotional characteristics such as to find out whether a person is coward or not, anxious or not, kind or choleric etc.

2.7 Goals of Secondary Education

Secondary education is important in any modern society. A society dedicated to the growth of the individual impels us to foster individual fulfilment. Some adjustment in the ends and means of secondary schooling must be sought out. Goals of schooling emerge through a socio-political process. Most parents want much more than reading, writing and arithmetic for their children, even though they want these fundamentals assumed. School constitutes one of the main arenas within which to carry on and develop one's own life. Today's youth must know a good deal about their environment and must have opportunities to develop their personal potential.
To quote Stephen (1976)\textsuperscript{26} "Surely, the educational system has no higher function than to help people to have creative engagements with the world of the free self". Scholar support the proposition that our conception of the goals of high school education inevitably grows out of an interpretation of the meaning of our own particular design for living. The first serious attempt to look into the objectives of secondary education after independence was made by the secondary education Commission of 1952-53.\textsuperscript{27} The Commission states three broad objectives:

(i) Preparation for the responsibilities of democratic citizenship;
(ii) improvement of productive efficiency enabling the national wealth to increase and the standard of living of the people to be raised appreciably; and (iii) development of cultural and aesthetic aspects of the child's personality.

Social and national integration is a major problem which is to be tackled on several fronts including education. Education can play a significant role in it by introducing a common school system of Public education. It can make social and national service an integral part of education at all stages (Education Commission 1964-66).\textsuperscript{28}

The general objectives of secondary education are the cultivation of basic skills, qualities of character, knowledge, and physical well being. Further, the value of educational experience should be assessed in terms of its total impact of the pupil's skills, qualities and personal development, not by basic attainments alone. It might be objected that a purely general education approach to secondary education will only serve to perpetuate the 'academic' character of secondary education and that in the bargain the non-cognitive aspects of a pupil's personality will continue to suffer from lack of stimulation. Regardless of how one defines the ultimate goals of secondary education, there is no escape it seems, from the 'individual fulfilment' - character of secondary schooling. Now, it is being increasingly felt that the school should accept full responsibility for the entire range of intellectual, social, physical and vocational needs of youth and that it should provide a broadly expanded programme to meet these needs.

2.8 Personality Development as a Goal of Secondary Education

In the socialist society, the important task of education is the all-round development of human personality. Education prepares man for his conscientious participation in the political life of his country and serves as the basis for his moral perfection. The progress of a nation depends largely on its fully developed genius which can be enriched by developing intensive special programmes for the personality development of the students.
Keeping various views on the objectives of secondary education advanced by various experimentalists, psychologists and scholars and in order to fulfil certain objectives of education desired for the nation, provision has been made to start a large number of secondary schools. But whether these schools provide a change in the development of the personality of the students is an important question to be probed into.

From the development point of view secondary education aims at the goal of preparing a 'wholeman' out of a child. This implies helping students to understand how they learn, and to make best use of their intellectual abilities, by adapting the curriculum to individual difference in ability, development, interests and the like, and organising curriculum in line with adolescent needs and adolescent developmental tasks.

The secondary education may attain the ultimate goal satisfactorily if attention is given to educational concept of educating the 'whole child' which may be interpreted in terms of personality development for teachers in all disciplines. The experimentalists advocate an experience curriculum in which there is activity for the students. They believe that qualities and values emerge from stresses and strains of living. Schools, then, should become laboratories where there are opportunities to experiment by altering and changing conditions and observing results.