
Research Papers



BULB PLANTATION AND TEACHING: MY EXPERIMENT

Dr.KALPANA ADINATH BELOKAR
ASSISTANT PROFESSOR
GOVT.COLLEGE OF EDUCATION
AMBAJOGAI DIST BEED 431517

Abstract

It is the educational fact that co-curricular activities include curricular activities. The curriculum is the result of co-curriculum. However, in educational institutions the co-curricular activities are being separated from curricular activities. This causes loss to education. To overcome this discrepancy it is necessary to integrate co-curricular activities with curricular activities. In this respect I had performed one experiment dealing with bulb plantation and teaching on B.Ed. students for four academic years. This experiment proved that such integration gives direct, natural and unforgettable experience to students.

RELATION BETWEEN CO-CURRICULUM AND CURRICULUM

The school is the beating of activities. The activities are the inspirations of the school. The activities curricular as well as co-curricular make the school live. The curricular activities constitute the brain of the school while the co-curricular activities supply oxygen to this brain. Without oxygen the brain cannot survive.

This is the correlation or interrelation between curricular and co-curricular activities. The curricular activities remain incomplete without co-curricular activities and vice versa. It is the educational fact that the co-curricular activities include curricular activities. And the co-curricular activities emerge from within the curriculum. The co-curricular activities are the inner voice of curriculum.

It is the mockery that everybody in field of education says that education is continuous process, life long process and sees that it should

not be life-long process. And this inner voice of co-curricular activities is always kept at outside. The care is taken that this inner voice which is kept outside should not disturb the voice inside the classroom. The voice inside the class is after the satisfaction of the examination which is ending the education.

Due to this practice, the curricular activities are totally separated from co-curricular activities by the tall wall like that of jail. Due to this wall, it remains the question that, whether curricular activities or co-curricular activities are in jail or both kinds of activities are imprisoned in separate jails having separate locked barracks one for each activity?

It is totally forgotten that curriculum is the result of co-curriculum. The investigations by the scientists are basically co-curricular in nature. The voyages by seamen have been resulted into discovery of unknown regions of the land.

However, while teaching and learning this

basic thing is totally forgotten. This is causing loss to both co-curriculum and curriculum and ultimately to education. This loss breaks the speed of progress. To overcome this discrepancy it is necessary to close the divide between co-curriculum and curriculum. But how to do this-is the question to every sensitive and honest teacher.

MY EXPERIMENT

I have solved this question by performing the innovative experiment in Government College of Education, Ambajogai for four academic years i.e. from 2006-2007 A.D. to 2009-2010 A.D. I selected 100% sample of B.Ed. students out of the population of 100 admitted students per year. However, I got response 88% students from the sample. I was unable to get response of 12% students from the sample due to their personal problems. With help of response of above mentioned students, I had conducted this experiment as follows.

Up to 2005-2006 A.D. every year in the beginning the program of plantation as the curricular activity was being conducted in our college. However, the plants could not get rooted as there was no protective compound wall to our college campus.

In the academic year 2006-2007 A.D., I had decided to plant wild bulbs on both sides of intra-campus road from gate to office of our college. There are abundant wild bulbs in our college campus. I demonstrated B.Ed. students how to uproot the bulb and then how to study its modification of leaves for storage of food, its adventitious roots, and parallel venation in its leaves. I had given chance to every student for this observation and study. During this study I had also demonstrated how to teach this unit to students in the school by getting the involvement of related environment. I told the B.Ed. students that after such teaching the bulb should not be destroyed. It should not be thrown anywhere. If it is thrown anywhere, it may be rooted or may not be. This may cause loss to plant life and the environment. This bulb can be planted along the side of inside road. Then I had given demonstration of plantation of bulb. After this the students planted bulbs along both sides of the road. Due to rainy season the bulbs get rooted earlier. I had demonstrated the students how to study their growth, flowering and vegetative propagation. The students followed my demonstration. They also studied how the bulbs protect their own life during adverse conditions, when water becomes totally unavailable to them. This experiment was the demonstration of

teaching of lesson in the environment outside the classroom. I had conducted this experiment before college hours.

Every year I got feedback from my B.Ed. students. By studying these feedbacks I came to know that this integration of co-curriculum with curriculum was successful, as it was direct, natural and unforgettable experience to the students. Some of the students from these batches have conveyed that they are teaching science in environment outside the classroom whenever it is possible. However, the number is less. But this is the matter of educational pleasure for me because less is always more than nil.

RECOMMENDATION

I would like to recommend that, the teachers should integrate co-curricular and curricular activities. Such integration is our educational need.

REFERENCES

Feedbacks from the B.Ed. students of 2006-07 to 2009-10 batches.