



Research Paper

## Emotional development to nourish and develop positive emotions

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**ABSTRACT:** Man is a rational being and as such doing or displaying the behaviour, he makes use of his rational thoughts, reasons and applies logic in doing activities for which he is motivated to do. As an emotional being he confronts with emotions such as feelings of joy and sorrow, excitement and disappointment, love, fear, hope and despair. These emotions and feelings have additive judgments and disturbances. Hence, emotions are both energizing as well as enervating.

Emotions, like motivation, cannot be observed directly. However, inferences by observing the overt behaviours accompanied by reflections on face, voice, gestures etc. can be drawn.

But, man is a dynamic being, such inferences sometimes go away. Emotion is a subjective feeling which varies from individual to individual. Emotions are often spontaneous. Thus an emotion is a sudden reaction to stimuli perceived and evaluated as emotional.

Emotionally aroused organism is aroused in terms of his internal physiological organs and organs including nervous system. But, studies have revealed that the most basic emotions are inborn and do not have to be learned. However cross-cultural comparative studies have shown that learning plays an important role in emotions.

Emotions are universal phenomena; however, they are affected by culture. While some emotions are universal and are experienced in similar ways as a reaction to similar events across all cultures, other emotions show considerable cultural differences in their antecedent events, the way they are experienced, the reactions they provoke and the way they are perceived by the surrounding society.

Culture provides structure, guidelines, expectations, and rules to help people understand and interpret behaviours. Several ethnographic studies suggest there are cultural differences in social consequences, particularly when it comes to evaluating emotions. Culture also influences the ways emotions are experienced depending upon which emotions are valued in that specific culture. Through cultural activities in educational institutions emotional development can be curricular activities.

Co-curricular activities facilitate in the development of various domains of mind and personality such as intellectual development, emotional development, social development, moral development and aesthetic development.

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### I. INTRODUCTION

Man is a rational being and as such doing or displaying the behaviour, he makes use of his rational thoughts, reasons and applies logic in doing activities for which he is motivated to do. As an emotional being he confronts with emotions such as feelings of joy and sorrow, excitement and disappointment, love, fear, hope and despair. These emotions and feelings have additive value to life. These add colour and spice to life. But, emotions when intense, lead to incorrect judgments and disturbances. Hence, emotions are both energizing as well as enervating.

**Emotions:-** Emotions like motivation, cannot be observed directly. However, inferences by observing the overt behaviours accompanied by reflections on face, voice, gestures etc. can be drawn.

But, man is a dynamic being, such inferences sometimes go away. Emotion is a subjective feeling which varies from individual to individual. Emotions are often spontaneous. Thus an emotion is a sudden reaction to stimuli perceived and evaluated as emotional.

Emotionally aroused organism is aroused in terms of his internal physiological organs and nervous mechanisms. As a result, some kind of changes occurs in the functions of various body organs including nervous

system. But, studies have revealed that the most basic emotions are inborn and do not have to be learned. However cross-cultural comparative studies have shown that learning plays an important role in emotions.

**Emotions** are universal phenomena; however, they are affected by **culture**. While some emotions are universal and are experienced in similar ways as a reaction to similar events across all cultures, other emotions show considerable cultural differences in their antecedent events, the way they are experienced, the reactions they provoke and the way they are perceived by the surrounding society.

**Cultural Norms of Emotion:-** Culture provides structure, guidelines, expectations, and rules to help people understand and interpret behaviours. Several ethnographic studies suggest there are cultural differences in social consequences, particularly when it comes to evaluating emotions. Culture also influences the ways emotions are experienced depending upon which emotions are valued in that specific culture. These cultural expectations of emotions are sometimes referred to as display rules. Psychologists (Ekman & Friesen, 1969;<sup>[12]</sup> Izard, 1980;<sup>[13]</sup> Sarni, 1999<sup>[15]</sup>) have also suggested that these “unwritten codes” govern the manner in which emotions may be expressed, and that different rules may be internalized as a function of an individual’s culture, gender or family background.

**Culture and Emotion Regulation:-** Emotions play a critical role in interpersonal relationships and how people relate to each other. Emotional exchanges can have serious social consequences that can result in either maintaining or enhancing positive relationships through cultural activities in educational institutions. Emotional development can be used to nourish the ways of dealing with emotions to be released as positive and constructive co-curricular activities.

**Co-curricular activities** facilitate in the development of various domains of mind and personality such as intellectual development, emotional development, social development, moral development and aesthetic development.

Creativity, Enthusiasm, and Energetic, Positive thinking are some of the facets of personality development and the outcomes of Co-curricular activities.

### **Meaning of Co-curricular Activities**

Co-curricular activities (CCAs) earlier known as Extracurricular Activities (ECA) are the components of non-academic curriculum helps to develop various facets of the personality development of the child and students. For all-round development of the child, there is a need of emotional, physical, spiritual and moral development that is complemented and supplemented by Co-curricular Activities.

### **Definition of 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 lead to learning effectiveness. Learning effectiveness is defined as the psychosocial factors affecting students’ academic performance and outcomes, such as academic self-esteem, efficacy, and confidence (Chemers, Hu, & Garcia, 2001; Friedlander, Reid, Shupak, & Cribbie, 2007; Zajacova, Lynch, & Espenshade, 2005).

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.

### **Examples and Types of Co-curricular Activities**

- Sports
- Musical activities
- Debate
- Model
- Art
- Music
- Drama
- Debate and discussion
- Declamation contest
- Story writing competition
- Essay writing competition
- Art craft
- Recitation competition
- Wall magazine decoration
- Writes ups for school magazine
- Folk songs
- Folk dance

- Flower show
- School decoration
- Sculpture making
- Fancy dress competition
- Preparation of chart & models
- Album making
- Photography
- Clay modelling
- Toy makings
- Organization exhibitions
- Celebration of festivals (National as well).

### **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. While aesthetic development, etc. are supported by co-curricular activities. Frankness and clarity in 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 (CCA)**

1. Co-curricular activities stimulate playing, acting, singing, recitation, speaking and narrating in students.
2. Activities like participation in game debates, music, drama, etc., help in achieving overall functioning of education.
3. It enables the students to express themselves freely through debates.
4. Games and Sports help to be fit and energetic to the child.
5. Helps to develop the spirit of healthy competition.
6. 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.
7. It provides the avenues of socialization, self-identification and self-assessment when the child come in contact with organizers, fellow participants, teachers, people outside the school during cultural activity.
8. Inculcate the values to respects other's view and feeling.
9. It makes you perfect in decision making.
10. It develops a sense of belongingness.
11. CCA provide motivation for learning.
12. CCA develop the values like physical, psychological, Ethical, academic, civic, social, aesthetic, cultural recreational and disciplinary values.

### **Role of a Teacher in organising curricular Activities**

1. The teacher must be a good planner so that the different activities could be carried out systematically throughout the year.
2. It should be the duty of the teacher to give more and more opportunity to the child while performing co-curricular activities.
3. The Teacher should act as Innovator by introducing some innovative programmes.
4. The teacher must be a good organiser 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.

### **List of Co-curricular Activities as classroom interventions**

1. Dramatics
2. Music and dance
3. Drawing and painting
4. Decoration
5. Weaving
6. Clay modelling
7. First Aid
8. Tailoring
9. Rangoli
10. Book binding

11. Card board work
12. Leather work
13. Organizing school panchayat
14. Student self government
15. Art and craft

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