

**CO-CURRICULAR ACTIVITIES IN DIFFERENT TYPES
OF SECONDARY SCHOOLS OF GOA: A STUDY**

**A Thesis Submitted to the
Goa University in fulfillment
of the requirements for
the Degree of**

DOCTOR OF PHILOSOPHY IN EDUCATION

DR. G. C. PRADHAN
Guide

ALLAN J. ABREO
Investigator



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T-128

**P.G Department of Education
NIRMALA INSTITUTE OF EDUCATION
ALTINHO, PANAJI, GOA.**

2003

Dr. G. C. Pradhan

M.A. (Edu.)
M.A. (Pol. Sc.)
Ph.D. (Edu.)

Reader in Education

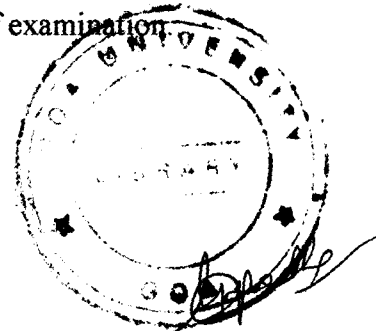
Post-Graduate Dept. of Edu.

Nirmala Institution of Education,
Altinho, Panaji, Goa.- 403 001
Tel : (0832) 2225633 (O), 2459017 (Res.)

Date: _____

CERTIFICATE

Certified that the thesis entitled, "**Co-curricular Activities in Different Types of Secondary Schools of Goa: A Study**", submitted by Mr. Allan J. Abreo for Ph.D Degree in Education, is his own research work carried out under my guidance and supervision. I further certify that the thesis is worthy of examination.



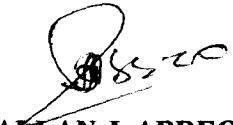
(G C. Pradhan)

Guide

DECLARATION

I, Mr. Allan J. Abreo solemnly declare that the thesis being submitted by me for Ph.D. degree in Education is my own research work on **“Co-curricular Activities in Different Types of Secondary Schools of Goa: A Study”** under the guidance of Dr. Gopal Chandra Pradhan.

I do further declare that to the best of my knowledge and belief, the research work embodied in the thesis is original and has not been submitted in part or full for any Diploma or Degree of this or any other university.



ALLAN J. ABREO
(Investigator)

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Place: Panaji

Date: December, 2003

Mr. Allan Joseph Abreo

Investigator

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CHAPTER I

INTRODUCTION

CHAPTER I

INTRODUCTION

1.1 Background of the Study

On the threshold of the twenty-first century some thought and discussion needs to be given to the future of the human society. The function of education on which human progress depends to a large extent needs to be reviewed. It has been agreed upon by educationists that education should cater to the all round development of the child. Mahatma Gandhi emphasized that education should draw out the best in the child and man: body, mind and spirit. Education recognizes that when a child comes to school he/she must be educated in all the areas i.e., mental, physical, emotional, aesthetic, spiritual, social, vocational, etc. Traditionally the 3 R's – Reading, Writing and Arithmetic have been considered as the main goals of school education. Pt. Jawaharlal Nehru pointed out that education has mainly two aspects, the '*cultural aspect*' which makes a person grow and the '*productive aspect*' which makes a person do things, both being essential for an individual to live in the society.

The International Commission on Education for the Twenty-first Century (1993) under the chairmanship of Jacques Delors proposed in its report "Learning – The Treasure Within", that the four main pillars of education are: *learning to know, learning to do, learning to be and learning to live together*. It implies that education must stress on the all-round development of individuals to make them effective members of the ever-changing society.

In order to achieve the aims of education, apart from the academic subjects, a variety of other activities must be properly organized in schools All great educationists from Plato (429-348), Aristotle (384-322), Alcuin (735-804), Vettorine Da Feltre (1378), John Sturm (1507-1589), Strassburg (1536-1582), Martin Luther of Germany (1483-1546), John Calvin of Switzerland (1509-1564), Richard Mulcaster of England (1531-1611), Francis Bacon (1561-1626), J.A. Comenius (1592-1670), Rosseau (1712-1778), J.B. Basedow (1723-1790), J.H. Pestalozzi (1746-1827), J.H. Herbart (1776-1841),

Fredrich Froebel (1782-1852), Herbert Spencer (1820-1903), Horace Mann (1796-1859), to Henry Bernard (1811-1900), have laid a great deal of emphasis on out of class activities like music, games, sports, etc and have always stressed the importance of providing opportunities to the students in schools to participate in various activities, which are popularly known as co-curricular activities. Co-curricular activities are valuable for developing proper attitudes, habits, interests, and values among pupils. These activities should form an integral part of the school curriculum. The urge for self-activity in the child is of immense value and no education system can afford to ignore this. None of the talents, which are hidden like buried treasure in every person must be left untapped. An opportunity to take part in various co-curricular activities would enable the students to discover these hidden treasures.

In the post-independence period, intellectuals of our country have examined from time to time the state of education at the school level. Valuable documents like the reports of the Secondary Education Commission (1952-53) and Education Commission (1964-66) and National Policy on Education (1986) have stressed for the need to make co-curricular activities as part of the regular curriculum. Highlighting the place of these activities in the school program the Secondary Education Commission (1952-53) remarked, "They are as integral part of the activities of a school as its curricular work and their proper organization needs just as much care and forethought. If they are properly conducted they can help in the development of very valuable attitudes and qualities".

With regard to co-curricular activities the Education Commission (1964-66) states "We conceive the school curriculum as the totality of learning experiences that the school provides for the pupils through all the manifold activities in the school or outside, that are carried on under its supervision". From this point of view the distinction between curricular and co-curricular work ceases to exist. The Commission further states, "There are certain activities such as hobbies of different kinds, debates, dramas which have more of the quality of play than that of work and which give greater opportunities for creative self-expression. Every school should organize a variety of such program so that every child may be able to take up something suited to his/her tastes and interests."

The National Policy on Education (1986) stressed the importance of Art Education, Work experience, Health and Physical Education and Education in Values as an integral part of the curriculum. The Framework of the National Policy on Education (1986) defined the aim of art education an integral part of co-curricular activities up to the secondary stage as sensitization of the learners so that they may learn to respond to the beauty in line, colour, form, movement and knowledge and understanding of the cultural heritage. Health and Physical Education was visualized as vital part of education up to the secondary stage. The Framework laid emphasis on the total health of the learner and the community by promoting desirable attitudes, understanding and practices with regard to nutrition, health and sanitation and developing health, strength and physical fitness of the body through games and sports activities, yoga, scouting guiding, N.C.C, social service, etc. The document emphasized the importance of co-curricular activities for the all round development of the individuals.

The State Level School Complex Scheme of the Government of Goa emphasizes in its Eleven Points Programme ‘the all-round integrated development of the individual’. This integrated all-round development is not merely limited to the academic side which accounts for only ten percent of the total capacity of the brain, but the total personality development of the learner.

1.1.1 Co-curricular Activities: A Historical Perspective

Educational institutions in all progressive countries are now providing for co-curricular activities. If we research into the educational contributions of the educational systems and educationists of the past, we find very revealing information on the historical background of co-curricular activities.

History reveals that the ancient Egyptians had Temple Schools in which the priests and nuns or priestesses under training participated in a number of activities like decoration of the temple, cleaning, gardening, preparations for ceremonies and worship etc., besides receiving their formal education in priesthood, religion, spirituality and philosophy.

Civilizations such as Egyptian civilization, Cretan civilization, Minoan civilization, Mesopotamian civilization, Sumerian civilization, Persian civilization, Indian civilization and Chinese civilization stressed not only on formal education but also co-curricular activities. Formal education had not properly developed in other ancient cultures like Mesopotamia, Sumaria and Persia, but their educational systems greatly emphasized the imparting of practical skills, appreciation of beauty, heroism, sacrifice, truth, love, sympathy, etc. through a variety of co-curricular activities.

Ruhela (1996) has quoted the very brief yet comprehensive account of the educational ideas of great educationalists and educational systems throughout the world presented by M.M. Thompson (1933) in the History of Education as mentioned below:

1. In ancient Greece (3500 B.C), Spartan civilization grew during 404-371 BC in which warfare, physical exercises, community service, heroic activities, archery, etc formed the co-curricular activities in the Spartan military type of schools. In the ancient Greek schools, imagination, creativity and artistic talents were developed through such activities.
2. In the ancient Roman civilization (733-509 BC), practical, skills, concrete arts and crafts and religious ceremonies were emphasized in schools as co-curricular activities.
3. In the Dark Ages (476-1000 AD) of the History of Western Europe, the monks restored books and learning first in Italy and then in nations evolved from German tribes. In their religious schools, they emphasized a great variety of curricular activities. In the Age of Revival (1000-1492 AD) this trend continued.
4. In the Era of Reformation (1492-1648), Era of Political Revolution (1648-1900) and in the Nineteenth Century when there was a Rise of Industrial Democracy, a number of schools, colleges and universities mushroomed all over and there was transfer for control of education from the Church to State. The new concept of school as an agent of the State and as a

universal privilege developed and in this period. Co-curricular activities also received much encouragement.

5. In all the European countries and USA this was the trend, although during the 18th – 19th centuries bookish education was the dominant trend.

J.J.Rousseau's statement such as "Now the youth is to be educated for life with others, and is to be educated in social relationships"; clearly revealed the importance of 'out of class activities'. His ideas had a significant impact on education. In his philosophy of Naturalism in education, such activities had a prominent role.

Pestalozzi's principle of *Anschaung* clearly focused on "the immediate experience of objects and situations" and this involved "personal contact, first hand impressions, face to face knowledge, the direct impact of things and persons". This revealed his concern for co-curricular activities. Herbart emphasized 'correlation, unification, synthesis' in education, and 'exercise of self-discovery and the discipline of self- mastery' which is possible only by giving due place to co-curricular activities in education of children.

The concepts such as 'self-activity on the part of the growing child', 'social participation', 'some serious activity in the production of some definite external piece of work' was emphasized by Froebel. It implied that co-curricular activities in education could not be ignored at any cost.

Also supporting the inclusion of co-curricular activities was Herbert Spencer (1820-1903) with his clarion call "To prepare us for complete living is the function which education has to discharge". He advocated activities which directly as well indirectly helped in self-preservation, activities concerned with family life and the rearing of children, social and political activities, leisure-time activities – music, arts, crafts, etc.

The great educationist John Dewey who advocated the philosophy of Pragmatism provided one of the greatest impetuses to co-curricular activities in education in the 20th century. Dewey shook all those who had forever been emphasizing bookish education for making one's future life and career meaningful and productive with his saying "Education is not preparation for life, but life itself." He emphasized, "Education is growth and as long as growth continues education continues". He further proclaimed "All education proceeds by the participation of the individual in the social process and to make this possible, the school must be a democratic society". Adopting the 'Project Method' in education, he directly brought co-curricular activities at par with intellectual subjects in the school curriculum. It is because of Dewey's pragmatic ideas, no teacher can now afford to underplay the importance of co-curricular activities, so much so that if any one now even uses the term 'Extra curricular activities' instead of 'Co-curricular activities', he is looked down as a backward pedagogue.

French sociologist Emile Durkheim (1840-1917), considered education as nothing but the socialization of the younger generation, and advocated all such activities in education which resulted in the maximum and proper socialization of the younger generation. Karl Marx's contribution to the sociology of ideology and sociology of education lay in his great goal of emphasis on socially useful productive work (SUPW activities.) Karl Manneheim, another important sociologist of education, advocated diversity of educational goals, variety of school subjects and school activities, active social participation and all useful, experience which equipped one to understand, adjust and change the society.

Scriptures of ancient India – Yoga Vashistha, Upanishads, Mahabharata, etc and Altekar's Education in Ancient India inform us that in the ancient Gurukuls and Ashrams of the Vedic Rishis and Gurus about 5-6 thousand years back, students were required to be actively involved in a large number of co-curricular activities like cleaning and decorating the Gurukul or the Ashram, bringing wood for the Guru, serving the Guru, taking the cows to pastures, milking the cows, training animals, wrestling, archery, dying clothes, begging alms, making various articles from locally available materials, cooking, singing, playing, warfare activities, etc. In Chhandogya Upanishad we find an exhaustive

list of all that was studied by students in those days in India and the list includes making of perfumes, dancing, singing, playing, and other fine arts, taming elephants and horses, divination, snake charming and magic. In Bhagavatha Purana, there is a mention that 64 arts were learnt by students in the Gurukuls of famous Gurus like Sandipana – the Guru of Lord Krishna, Guru Dronacharya and others.

Until the seventeenth century, in education institutions such as tols, pathshalas, maktabas, madrasas, and temple schools and monastery schools, students were not only involved in religious, intellectual and vocational activities, but they were also involved in all kinds of co-curricular activities like cleanliness of school campus, beautification, organizing ceremonies, festivals, helping the community in fairs, festivals, social, and cultural and economic activities, and in all kinds of arts, crafts, music, dance and other creative and re-creative activities including wrestling, archery, use of sword, spears, horse riding, attending to animals, etc

However with the advent of the British and their system of education which laid much emphasis on English medium and the study of intellectual subjects of the Western origin, bookish learning, contempt for all oriental learning traditions and socio-cultural activities in our traditional society resulted in the deliberate destruction of all wholesome, practical or functional educational experience that was needed by our students.

During the nineteenth century, all education in India became too bookish. In Geet Mala – a collection of University Convocation Addresses during 1890-1940, we find how our great Indian intellectuals, national leaders and freedom fighters like Madan Mohan Malviya, Hari Singh Gour, C.V. Raman, C.P. Ramaswami Aiyer, Dr. S. Radhakrishnan, had greatly lamented the banes of bookish education promoted in our schools, colleges and universities, which was devoid of the functional social experience, social consciousness, moral values and concern for the masses.

Mahatma Gandhi's system of Basic Education emphasized the practical and pressing needs of the country and especially those of the millions of growing children of the Indian masses living in ignorance, hunger, misery and deprivations of all kinds.

Mahatma Gandhi appeared on the educational front of the Indian nation as a great son during the most crucial decades of 1930s and 1940s with the emphasis on pragmatism, experiential education, social participation, democracy in education, project method, correlation, etc. It made all our educationists, educational administrators and teachers acutely conscious of the importance of involving children in schools in all kinds of socio-cultural-economic activities.

In the Basic Education Curriculum developed by Dr. Zakir Husain, the then Vice-Chancellor of Jamia Millia Islamia, Delhi, on the lines suggested by Mahatma Gandhi, co-curricular activities were given their due place in the form of Physical, Socio-cultural and Craft activities. They were to be exploited as the very media through which pragmatic education was to be provided to the children of the Indian nation, which was then striving hard to win back her national freedom.

In the last three decades – 1970s, 1980s and 1990s, there has been a terrific upsurge of anomie (normlessness), sensate culture, social and political corruption, perversions and cultural distortions, political criminality and degeneration of the youth as a result of mass media and general trend of moral decay. Educational philosophers, have greatly advocated co-curricular activities aimed at the development of social responsibility, moral values and humanism as well as self-sufficiency in the younger generation.

1.1.2 Co-curricular Activities: Categorized

If co-curricular activities are to play a definite role in our schools we need to have a clear conception of what they are and what is meant by the term. *The International Dictionary of Education* (1977) has defined co-curricular activities as “Activities sponsored or recognized by a school or college, which are not part of the academic curriculum but are acknowledged to be an essential part of the life of an educational institution. Co-curricular activities include sports, school bands, student newspapers etc. They may also be classed as ‘extra-curricular’, i.e., activities carried on outside the regular course of study; activities outside the usual duties of a job, as extra-class activities.”

The various types of co-curricular activities that may be conducted in secondary schools are as follows:

I. Activities for Physical Development:

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|----------------------------------|---------------|
| 1. Mass Parade/Mass Drill | 6. Yoga Asana |
| 2. Indoor Games | 7. Athletics |
| 3. Outdoor Games | 8. Bicycling |
| 4. Gardening | 9. Swimming |
| 5. N.C.C. (National Cadet Corps) | |

II. Activities for Literary and Academic Development

- | | |
|----------------------------------|------------------------------|
| 1. Debate and discussion | 7. Symposium |
| 2. Organizing Extension Lectures | 8. Story-writing |
| 3. Essay-writing Competition | 9. Newspaper Reading |
| 4. Library Work | 10. Recitation |
| 5. Dramatics | 11. Literary/Sci./Math clubs |
| 6. Wall Magazine | 12. School Magazine |

III. Activities for Aesthetic and Cultural Development

- | | |
|---------------------------------|-------------------------|
| 1. Music | 7. Folk Songs |
| 2. Folk-Dance | 8. School Band |
| 3. Drawing/Painting/Craft | 9. Classroom Decoration |
| 4. Organising Exhibitions | 10. Sculpture |
| 5. Fancy Dress | 11. Flower Festival |
| 6. Preparation of Charts/Models | |

IV. Activities for Leisure (Hobbies)

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|---|------------------------|
| 1. Collection of Stamps | 4. Collection of Coins |
| 2. Collection of Pictures, Stones, Match Boxes, Curios etc. | |
| 3. Making of Albums | 5. Photography |

V. Activities for Motor Development (Craft Activities)

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|------------------|-----------------------|
| 1. Spinning | 8. Weaving |
| 2. Dyeing | 9. Embroidery |
| 3. Tailoring | 10. Knitting |
| 4. Book-Binding | 11. Clay Modeling |
| 5. Toy Making | 12. Flower Gardening |
| 6. Soap Making | 13. Leather Work |
| 7. Basket Making | 14. Kitchen Gardening |

VI. Excursion Activities

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|---|----------|
| 1. Picnics | 2. Hikes |
| 3. Visits to Museum, Exhibition, Zoo, Fair etc. | |
| 4. Trips to places of Geographical, Historical or Cultural Interest | |
| 5. Pilgrimage to Religious Places | |

VII. Activities for Civic Development

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|---|--------------------|
| 1. Visits to Civic institutions like the Gram Panchayat, Zilla Parishad, Municipality Office, Legislative Assembly, and High Court etc. | |
| 2. Celebrating social festivals like Diwali, Holi, etc. | |
| 3. Celebrating religious festivals like Ram Navami, Janmashtami, Id, Buddha Jayanti, Mahavir Jayanti, Christmas. | |
| 4. Celebrating National days i.e., Independence Day | |
| 5. Organising School Panchayat | 8. Mock Court |
| 6. Student's Self-Government | 9. Mock Parliament |
| 7. Celebrating school days like prize distribution day, parent's day | |

VIII. Social/Social Welfare Activities

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|--|---------------------|
| 1. Mass Prayer/Morning Assembly | 5. Prabhat Pheri |
| 2. Scouting or Girl Guiding | 6. Cleanliness Week |
| 3. First Aid | 7. Red Cross |
| 4. Social service in the neighbourhood | |

IX. Multipurpose Activities (Projects)

1. Beautifying the School, School decoration, etc.
2. Village survey/ City survey
3. Running a dispensary in the School or in the Village
4. Running a Post Office
5. Running a Co-operative Bank (Sanchayika) or a Canteen
6. Organising annual celebrations, etc.
7. Activities concerning the Environment

These educative experiences comprising of experiences inside as well as outside the classroom, curricular as well as co-curricular help to cover all facets of growth and ensure a balanced development of the child.

1.1.3 Importance of Co-curricular Activities

Pointing out the significance of co-curricular activities, the Secondary Education Commission remarked. "The school is not merely a place of formal learning whose main concern is to communicate a certain prescribed quantum of knowledge, but rather as a living and organic community which is primarily interested in training its pupils in what we have called the 'gracious art of living'. Knowledge and learning are undoubtedly of value but they must be acquired as a by-product of interested activity because it is only then that they can become a vital part of the students' mind and personality, and influence his behaviour. But the 'Art of Living' is much more comprehensive a concept than the acquisition of knowledge however intelligently planned. It includes training in the habits and graces of social life and capacity for co-operation group work: it calls for patience, good temper, sincerity, fellow life and the many curricular activities that must find a recognized place in every school".

According to many of the great educationists and thinkers, co-curricular activities are useful to the students in many ways. They provide opportunities for the pursuit of established interests and the development of new interests. They educate pupils for citizenship through experiences and insights that stress leadership, fellowship, co-operation and independent action. They develop the school spirit of oneness and provide

opportunities for satisfying the gregarious urge of children and youth. They encourage moral and spiritual development and strengthen the mental and physical health of students. They provide for well-rounded social development of students and widen student contacts and provide opportunities for students to exercise their creative capacities more fully.

Co-curricular activities contribute a lot to the improvement of the curriculum as they supplement and enrich classroom experiences. They help in exploring new learning experiences which may ultimately be incorporated into the curriculum and provide additional opportunities for individual and group guidance. Co-curricular activities also motivate classroom instruction.

Co-curricular activities contribute a lot, to more effective school administration as they foster more effective work between students, faculty administrative and supervisory personnel. They provide opportunities to the youth in the worthwhile utilization of their spare time and enable teachers to understand the pupils better through interaction. Co-curricular activities contribute a lot to the community because they promote better school and community relations and they encourage greater community interest in the school through participation in school programmes.

Moreover, educational thinkers argue that educative functions of co-curricular activities are so important and necessary that we cannot do away with them. These activities have various values such as physical value, psychological value where the needs of the pupil are sublimated, ethical value where training of character is provided, academic value which provide opportunities for practical observation and experience, civic value where the student gets rich experiences of civic life and a democratic society. Besides these values, co-curricular activities also inculcate the social value, the aesthetic value, the cultural value, and disciplinary value. We may sum up that the co-curricular activities cater to the development of the child's entire personality. Without these activities the school becomes a teaching shop, the teachers remain information mongers and pupils become bookworms and education narrows down to cramming.

1.1.4 A Brief Outline of the Policies / Schemes of the Government of Goa Relating to Co-curricular Activities in Schools

a. The Directorate of Sports and Youth Affairs

The following are the schemes / programmes / activities of the Directorate of Sports and Youth Affairs, Government of Goa for Schools in Goa.

- Helping the schools in the preparation / revision of syllabi in Physical education curriculum in the schools.
- Organising refresher courses / training programmes / seminars for the benefit of Physical education teachers and coaches in various sports discipline and allied sciences to acquaint them with the latest techniques and skills.
- Celebration of days of National importance by organising programmes like Mass drills, singing of National integration songs, Sports competitions, Folk dances and Singing competitions. (The entire expenditure towards transport, refreshments, costumes, ground arrangement and prizes are borne by the Directorate of Sports.)
- Conducting Bharatiyam training programmes.
- Supply of sports equipment to Government and non-Government schools.
- Working for the development of Yoga education and the spread of Yoga activities in all educational institutions.
- Promotion of youth activities such as National Cadet Corps (N.C.C.), Indian Red Cross Association for Juniors and Youth Red Cross in schools by giving grants for these activities.
- Providing grants to the Goa Bharat Scouts and Guides Association.
- Establishment of a permanent camping site for youth activities such as N.C.C., N.S.S., Red Cross, Scouts and Guides, Hiking and Trekking.

- Providing grants upto Rs. 20 lacs to non-Government secondary schools for development of playgrounds or multipurpose indoor halls.
- Providing grants to Rural schools for purchase of Sports equipment and development of playgrounds.
- Government village school playgrounds are developed for football cum athletic tracks, changing room facilities / toilets and mini-indoor halls.
- Sponsoring sports festivals for students at various levels in various sports disciplines for boys and girls wherein selected students are deputed to participate at the National level competitions after undergoing three weeks of sponsored coaching camps.

b. The Directorate of Art and Culture

The following are the schemes / programmes / activities of the Directorate of Art and Culture, Government of Goa for promotion of Art and Culture in schools for school students.

- Organisation of inter-State exchange programmes to promote National integration and acquaint participants with the cultural heritage and lifestyles of the other States of India.
- Providing grants to schools towards purchase of Cultural equipment and payment of remuneration to Music teachers.
- Annual grants are sanctioned on the basis of previous years expenditure i.e. 75 percent of the total expenditure or deficit whichever is less. Each school would be sanctioned Rs. 50,000 i.e. Rs. 20,000 towards purchase of Cultural equipment and Rs. 30,000 towards payment of remuneration to the Music teachers.
- Promotion of performing Arts i.e. Music, Dance and Drama by providing financial help to 50 schools i.e. 25 schools in North Goa District and 25 schools in South Goa District.
- Organisation of courses, festivals, camps for students, teachers and youth in the State to develop their talent and also imparts training

in Art and Crafts, thus promoting National integration. Two or three such programmes are organised during an academic year.

- Supply of cultural equipment to 11 Government educational institutions and financial assistance of Rs. 20,000/- each to 50 non-Government schools to purchase Cultural equipment.

c. *The Directorate of Education*

The following are the schemes / programmes / activities of the Directorate of Education, Government of Goa for promotion of co-curricular activities in schools.

- Providing grants for the maintenance of the library / purchase of new books, daily newspapers, school functions, festivals, inter-class / inter-school tournament and athletic competitions. The school is permitted to spend the Term fee collected from the students for these activities of the school.
- Providing grants to schools under the school complex scheme for implementation of the 11-point programme wherein activities such as Sports festivals, Cultural festivals, Quiz competitions, Rangoli competitions, Poster competitions, Vegetable carving competitions, Elocution competitions, Skit competitions, Flower arrangement, Fancy dress and Wealth out of Waste competitions are conducted.
- Under the Vyasapeeth scheme creative arts/ creative expression of the students in various activities such as painting, music, dance, variety programmes, drawing, folk dances and community singing are conducted. Also students are encouraged to take up higher studies in one of the particular arts in Kala Academy and music school.
- Conducting workshops on Value education, Environment awareness, Library reading habits, Red-cross, Health and Nutrition and First Aid.

- Sponsoring field trips including transportation costs within the State for 50 students from each school.
- Conducting Essay / Drawing / Painting competitions annually, the prizes for which are provided by the Directorate of Education.
- Organising Clean and Beautiful school competitions annually.
- Creating Environmental / Aids awareness among student through Essay / Painting, Elocution and Poster competitions. Incentives are given for the best articles / drawings / posters and are published in a magazine by the Directorate of Education.
- Supply of saplings of fruit bearing and ornamental plants free of cost for planting / gardening.

Many of the schemes mentioned above have been started recently and hence the same have not yet reached many schools. The grants / assistance provided to schools under many of the schemes are considered inadequate by the school authorities.

1.2 Need and Significance of the Present Study

As mentioned earlier, Commissions and Committees on education have recommended from time to time the need for conducting a variety of co-curricular activities in schools. But the question is - whether the schools conduct co-curricular activities to the extent they are expected to? Our education system is often criticized on the ground that there exists gaps between what it does and what it is supposed to do. In this context, it is necessary to investigate where our schools stand as far as the organization of co-curricular activities are concerned.

To the best of the knowledge of the investigator, in India though several studies (Agarkar, 1947; Johri, 1960; Rao and Patel, 1965; Pani, 1969; Devi, 1979; Almeida 1974; Banerjee, 1980; Gopi, 1981; Gupta, 1981; Bhagabati, 1987; Satrusalhya, 1991; Palanivelu, 1992) have so far been conducted on co-curricular activities, all these studies except that of Bhagabati (1987) and Satrusalhya (1991) were confined to only one or a few of the co-curricular activities.

The study by Bhagabati (1987) was conducted to find out the co-curricular activities in secondary schools of Assam while Satrusalhya (1991) investigated the implementation of co-curricular activities in the secondary schools in one of the districts i.e. Cuttack district in Orissa. Hence, it is clear that comprehensive and in-depth studies on co-curricular activities have been neglected in our country. This necessitates more studies to be conducted by researchers in India. In Goa, so far only one study, Almeida (1974) has been conducted on co-curricular activities. It was a M.Ed. level study conducted way back in 1974 to find out the position of co-curricular activities in 50 secondary schools in Goa. Hence, the need to do research in this area is a much-desired one in India in general and in the State of Goa in particular. Therefore, the investigator considered it necessary to find out the various co-curricular activities conducted in different types of secondary schools in Goa, the adequacy of facilities available in the schools to conduct various co-curricular activities, the extent to which teachers are trained to conduct different co-curricular activities, the problems if any, faced by the schools in conducting various co-curricular activities and the extent to which students participate in different co-curricular activities.

All the studies conducted abroad (Schafer and Armer, 1968; Landers and Landers, 1978; Hanks, 1979; Feltz and Weiss, 1984; Soltz, 1986; Patranella, 1987; Holland and Andre, 1987; Brown, 1988; Nuhn, 1991; Stevens and Peltier, 1994; Kleese, 1994; Whitley and Pressey, 1995; Holloway, 2000) have found that participation in co-curricular activities lead to better academic performance of students. However, in India no such studies have so far been conducted. Therefore, the researcher thought it necessary to find out the influence of co-curricular activities on academic achievement of school students. Studies conducted by Rambokas (1995), Jaowad (1996) and Women's Sports Foundation (1989) revealed that co-curricular activities contribute for better social adjustment among students. Lamborn et al. (1992), Jaowad (1996) and Gilman (2001) found positive effect of co-curricular activities on self-concept of the students. In India, except Jaowad (1996) no studies have so far been conducted to find out the influence of co-curricular activities on socio-emotional adjustment and self-concept of students. Hence, it was considered necessary to investigate these aspects.

To the best of the knowledge of the researcher no investigators have so far studied the factors associated with students' participation in co-curricular activities except Lamborn et al, (1992), The National Education Longitudinal Study (1992) and O'Brien and Rollefson (1995) who found that the higher the SES of students, higher is the participation in co-curricular activities and vice versa. Hence, the investigator considered it necessary to find out whether different factors such as place of residence, gender of the students, parents educational qualifications, economic levels, distance between home and school, encouragement by teachers and parents and attitude of students towards co-curricular activities are associated with students' participation in co-curricular activities.

The present study, besides contributing to the expansion of knowledge in the field, would also provide valuable help to future researchers. The study would help to make the school authorities and the teachers to be aware of the various types of co-curricular activities that could be conducted in schools. The findings of the study would make the school authorities and policy planners aware about the need to create adequate facilities in schools to conduct various co-curricular activities as well as the need to train the teachers in various co-curricular activities. By knowing the factors associated with students' participation in co-curricular activities, the school authorities and teachers would be in a position to take appropriate measures to enlist students' participation in co-curricular activities. The study would reveal the influence of co-curricular activities on academic achievement of the secondary school students. Such knowledge would help the teachers, school authorities and policy planners realize the need to conduct a wide variety of co-curricular activities in our secondary schools.

1.3 Specification of the Problem

1.3.1 Objectives of the Study

The present study was conducted keeping the following objectives in mind.

1. To find out the various co-curricular activities conducted in different secondary schools in Goa.
2. To study the difference if any, in the number and types of co-curricular activities conducted in different types of secondary schools.

3. To find out the facilities available in different types of secondary schools to organize various co-curricular activities.
4. To study the extent to which the secondary school teachers are trained to conduct various co-curricular activities.
5. To find out the percentage of students participating in different co-curricular activities in different types of schools.
6. To study the extent of students' participation in different co-curricular activities:
 - i. of the entire sample,
 - ii. difference, if any, among Private unaided, Private aided and State Government schools,
 - iii. difference, if any, between Rural and Urban school students.
7. To study the factors associated with extent of students' participation in various co-curricular activities.
8. To find out the difficulties, if any, faced by the secondary schools in Goa to conduct various co-curricular activities.
9. To study the attitude of students towards co-curricular activities in relation to types of schools, locale and gender.
10. To study the influence of co-curricular activities on academic achievement of students.
11. To identify and study in depth two schools, one school that excels in academic achievement and conducts most of the co-curricular activities and another school that does not excel in academic achievement and conducts a few of the co-curricular activities.

1.3.2 Definition of Terms/ Operationalisation of Variables

Various terms used in the study are defined as follows:

a. *Co-curricular Activities*

Co-curricular activities are those activities which are conducted/ recognized by the school, and are not generally considered as part of the academic curriculum but are acknowledged to be an essential part of the life of an educational institution. All the co-curricular activities listed in Section 1.1.1 were considered in the present study.

b. Types of Schools

In the present study the following types of secondary schools were included:

i. Rural and Urban Schools

All the schools situated in rural areas (a rural area being so defined in the 1991 census report for Goa) were termed as rural schools in the study. On the other hand, the schools situated in urban areas (an urban area being so defined in the 1991 census report) were termed as urban schools.

ii. Government and Private Schools

The schools which are owned and managed by the Government of Goa, as well as the Central Government (schools located in Goa) were the Government schools and the schools, which are owned and managed by individual/voluntary organization/Charitable trusts/NGO's, were the private schools. The schools receiving grants-in-aid as well as the unaided Private schools were included in the study.

c. Factors Associated with Students' Participation in Co-curricular Activities

The following factors were considered:

- i. Gender
- ii. Educational qualifications of Parents
- iii. Monthly income of the family
- iv. Family Economic Status
- v. Place of residence
- vi. Attitude towards co-curricular activities
- vii. Proximity to the school
- viii. Parental encouragement
- ix. Encouragement by teachers/schools

d. *Attitude Towards Co-curricular Activities*

Attitude is defined as a point of view, which an individual holds towards co-curricular activities. The point of view can be either favorable or unfavorable. The two dimensions included in the measurement of attitude in the present study were: direction and intensity. The Likert type Attitude Scale was developed by the investigator to measure the attitude of students towards co-curricular activities. The sum total of scores received by an individual student in the attitude scale was considered as his/her attitude score.

e. *Extent of Students' Participation in Co-curricular Activities*

It means the degree to which a student participates in different co-curricular activities. The degree of participation includes 3 levels such as frequently, occasionally, and never. In the study, students were asked to indicate their degree of participation in each co-curricular activity on a 3 points Rating Scale as indicated.

f. *Self-Concept*

Self-concept refers to an individual's own way of looking at himself/herself. It includes what a person comes to know about himself/herself through experience, reflection and feedback from others. "The self-concept is an organized, cognitive structure comprised of a set of attitudes, beliefs and values that cut across all facets of experience and action organized and tying together a variety of specific habits, outlooks, abilities, ideas and feelings a person displays" (Wenar, 1985, p. 4505).

In the present study, Self-Concept Questionnaire (SCQ) by Saraswat was used to measure the self-concept of the students. The self-concept dimensions included in the questionnaire are physical, social, temperamental, educational, moral, and intellectual. The sum total of scores obtained by an individual student in the SCQ was considered as his/her self-concept score.

g. Social and Emotional Adjustment

The term 'social' is used with reference to the relation of an individual to other individuals in the society. Social adjustment includes adjustment to problems such as: insecurity and loneliness, 'feelings of inadequacy' and inferiority and shyness.'

Emotion is a complex state of an organism by strong feelings and usually an impulse towards a definite form of behaviour. Emotional adjustments includes adjustment to problems such as: 'hypersensitivity,' 'feelings of discouragement,' 'hurt feelings and irritability,' 'fear and rage,' 'grief and sorrow' and 'jealousy and anger.'

In the present study the Socio-Emotional Adjustment Inventory (SEAI) by Iyer and Pradhan (2001) was used to measure the socio-emotional adjustment of the students. The sum total of the scores obtained by a student on both the aspects (Social and Emotional) separately as well as both combined together were considered as the social adjustment, emotional adjustment and socio-emotional adjustment scores of the concerned student.

h. Parental Encouragement

Different ways in which parents/guardians encourage children to participate in co-curricular activities include the following:

- i. Asking children to participate in co-curricular activities
- ii. Sending children for practice in co-curricular activities after school hours
- iii. Allowing children to play with friends during leisure time
- iv. Verbally acknowledging children's achievement in co-curricular activities
- v. Celebrating children's achievement in co-curricular activities
- vi. Buying equipment / play materials for children.

i. Encouragement by Teachers / School

Different ways in which teachers/school authorities encourage students to participate in co-curricular activities considered in the study are as follows:

- i. Asking students to participate in co-curricular activities
- ii. Teaching again when students miss class due to participation in co-curricular activities
- iii. Awarding of prizes / rewards to students
- iv. Verbally acknowledging students' achievement in co-curricular activities

1.3.3 Scope and Delimitation of the Study

The present investigation intended to study the implementation of co-curricular activities in different types of secondary schools in the state of Goa.

However, the study was delimited in different aspects as follows:

1. Only recognized secondary schools having up to Std. X were included in the study.
2. Co-curricular activities conducted in different schools only in the academic year 2001-2002 were considered.
3. Out of all the 355 schools included in the first phase of the study only 53 schools participated in the second phase.
4. Only the students studying in Classes IX in 12 schools participated in the study.
5. Rating scale on students' participation in co-curricular activities was confined to 245 students only.
6. Only two schools were considered for an in-depth study.
7. Socio-emotional adjustment and Self-concept of the students studying only in Class-X in the two schools were studied.

The findings of the study can be generalised to all the secondary schools in the State of Goa.

1.3.4 Limitations of the Study

The following were the limitations of the study:

1. Though the researcher included all the 355 schools in the first phase of the study inspite of his best efforts only 251 schools responded to the Checklist.
2. Out of the 508 students only 245 students supplied the data relating to extent of students' participation in co-curricular activities. It happened, since all the twelve schools selected for the purpose did not agree to the researcher's request for administration of other tools to their students except the Attitude Scale.
3. Finding out the quality of different co-curricular activities conducted in schools require repeated observation of the same in the natural settings in different situations. Considering the number of schools included in the study it was not possible for the investigator to do so very rigorously.

CHAPTER II

REVIEW OF RELATED RESEARCHES

CHAPTER II

REVIEW OF RELATED RESEARCHES

2.0 Introduction

The review of related research is an important pre-requisite to actual planning and execution of any research work. Every research project should be based on all the relevant thinking and research that has preceded it. When completed it becomes part of the accumulated knowledge in the field and so contributes to the thinking and research that follows. (Fox, 1969)

Review of the related research, when done properly, serves a number of purposes. It allows the researcher to acquaint himself/herself with the current knowledge in the area in which he/she is going to conduct research and thereby select a suitable problem. It helps the researcher to define his/her problem, delimit the area, and state the objectives and hypotheses of the study clearly and precisely. The review of related literature gives the researcher an understanding of the research methodology, which refers to the way the study, is to be conducted. It helps the researcher to know about the tools and techniques, which proved to be useful in the previous studies. Moreover, it provides an insight into the data analysis procedures through which validity of results is to be established.

The related researches that were reviewed by the investigator have been presented in the following pages under the different heads.

2.1 Studies on Types of Co-curricular Activities Conducted in Schools

2.1.1 Studies Abroad

Educational Planning and Research Division, Ministry of Education, Malaysia. Kuala Lumpur: EPRD (1992) studied the implementation of co-curricular activities in primary schools, the perception and participation of headmasters, senior assistants, afternoon supervisors, co-curricular teachers and students. It identified the problems of implementation and made recommendations. The study was carried out in 10 States using Questionnaires. The samples included headmasters, senior assistants, afternoon supervisors, sports secretaries, teachers, students and co-ordinators of uniformed bodies,

societies and clubs. The findings showed that 50 percent of the sample schools did not have adequate facilities to conduct co-curricular activities. Only 9 out of the 40 listed co-curricular activities were carried out in most sample schools. More than 50 percent of the headmasters and senior assistants indicated that factors such as physical facilities, teachers, finance, school location, transportation, allocation of time and parent co-operation influenced the implementation of co-curricular activities.

The National Educational Longitudinal Study (NELS) (1992) studied student engagement and achievement in American secondary schools. Their results revealed that about four of every five seniors said they participated in at least one co-curricular activity. Although a range of co-curricular activities was available to almost all students, students differed markedly in their choice of activities (Table 2.1.1). Sports (either individual or team) had the widest participation involving 42 percent of seniors followed by Performing Arts and Academic Clubs. Honor societies, Publications and Student Government, which by definition have more limited memberships than other activities, each still drew 16 to 18 percent of seniors.

Table 2.1.1

Percentage of Public School Seniors Participating in Selected Co-curricular Activities by SES of Student and Affluence of School, 1992

Selected Activity	* All Students	Low SES Students		High SES Students	
		Less Affluent Students	More Affluent Students	Less Affluent Students	More Affluent Students
Any activity	79.9	74.7	73.0	86.8	87.6
Sports	42.4	34.3	33.2	48.6	53.1
Performing Arts	27.5	25.0	20.7	32.0	29.2
Academic Clubs	26.2	20.2	20.5	36.2	32.3
Vocational / Pro Clubs	20.8	29.2	25.6	16.0	11.8
Honor Societies	18.1	10.3	10.0	30.8	29.9
Publications	17.0	17.6	9.5	22.4	20.0
Student Govt.	15.5	12.6	9.9	17.5	20.9
Service Clubs	15.2	10.0	9.4	25.0	21.1
Hobby Clubs	8.5	8.2	6.9	9.4	9.6

* *Includes students in middle two quartiles*

Although differences in availability of co-curricular opportunities between less affluent and more affluent schools were small or nonexistent, students of low Socio Economic Status (SES) were less likely to participate in activities than were high SES students. Almost three-quarters of low SES students participated in at least one activity, compared with 87 percent of high SES students. The participation of low SES students was consistently lower than that of high SES students in each type of activity, with the exception of Vocational or Professional clubs, such as Future Farmers or Future Teachers of America, in which low SES students were almost twice as likely to participate. Barriers to students' participation range from the more concrete, including family or work responsibilities, limited resources for equipment, fees, or other expenses and transportation or other logistical difficulties, to the more complex, such as lack of interest in or alienation from school and its activities

Lamborn et al (1992) compared various types of co-curricular activities, and found that students in high-visibility "glory sports" (a separate category from other Athletics) did less well on academic outcomes than those involved in clubs or leadership activities. Glory-sport participants also had higher rates of school deviance, such as cutting class, cheating on examinations, and skipping school. The researchers related these differences to several factors as follows.

1. *Advisor's support:* How often the sponsoring adult would allow the student to miss practice in order to study, how often the advisor spoke to the student about college, and whether the advisor cared more about the student's achievement in classes or in the activity.
2. *Peer's support:* How often students received advice about classes from fellow activity participants, whether peers cared more about studying or partying, and whether they planned to go on to college.
3. *Personal resources:* How much the activity contributed to planning homework time better and developing academic skills and confidence.

4. *Degree of distraction:* How much participation undermined achievement by making students too tired to study or too nervous or excited to concentrate in class.

A report on *The Condition of Education*, United States Department of Education, National Center for Education Statistics (1995) found that participation in co-curricular activities might affect academic performance, attachment to school and social development. The report further stated that almost every high school in the United States offers some type of co-curricular activity, such as Music, Academic Clubs and Sports. These activities provide opportunities for students to learn the values of teamwork, a channel for reinforcing skills and the opportunity to apply academic skills in other arenas as a part of a well-rounded education.

In a study of high school co-curricular participation, Coladarci (1996) of the University of Maine and Cobb (1996) of the University of New Hampshire investigated factors that prompted kids to join school clubs and sports teams. Studying more than 6,000 students -- half from small schools and half from large schools -- the researchers concluded that school size makes a big difference. Larger schools usually offer more co-curricular activities than small schools, but student participation rates are proportionately higher in small schools. This small-school advantage was consistently found in schools with fewer than 800 students and remained constant for all activities, including Sports, Performing Arts, and Academic Clubs. In fact, the researchers found, small school size was the "greatest determinant" of participation for both boys and girls - a factor more powerful than students' socioeconomic status, academic achievement, or self-esteem. Small school size also affects the amount of time students spent on co-curricular activities. Time spent is an important indicator of students' commitment to their activities. In contrast to their counterparts in large schools, where students sometimes show up only to sit on the sidelines, students in small schools are more actively involved and expend more energy on their chosen activities. Coladarci and Cobb also found "no basis for concern" that time students spend on co-curricular programs detracts from their academic learning. Overall, concluded Coladarci and Cobb, the effects of co-curricular participation on students appear to be positive but modest. They reported a "single digit" impact on academic achievement, but they found "more optimistic" and psychologically

important effects on students' self-esteem. These effects, they said, should "not be taken lightly by educators or policymakers."

The purposes of the study conducted by Barden (2002) were to analyze the discipline referrals, grade point averages, absences, and dropout status of students who participated in extracurricular activities and those who did not and to explore the different types of extracurricular activities. Students were placed into one of five categories: no participation, Athletics, Band and Music Clubs, and multiple area participation. A proportional stratified systematic sample of 600 students from a medium size school district in Georgia were utilized in this study. The study found that differences existed between the groups. When placed into two groups, participation and no participation, differences were also noted. ANOVA results revealed statistically significant differences in discipline referrals, grade point averages, and attendance between the participation and non-participation groups. However, not all differences were statistically significant when the control variables were introduced. The differences among the five groups, band and music, athletics, clubs, multiple participation, and non-participation, were not significant when the covariates were introduced. The control variables used were gender, race, grade in school, special programs and Iowa Test of Basic Skills composite scores. All other analysis between the two groups and the five groups were statistically significant. Although 14 of the 15 dropouts did not participate in any extracurricular activity, the number of dropouts was too low to produce accurate statistical results.

2.1.2 Studies in India

Almeida (1974) surveyed of the position of co-curricular activities in 50 secondary schools of Goa. The sample consisted of 50 Headmasters who were administered a Questionnaire and were also Interviewed. A total number of 20 co-curricular activities were considered for the study.

The findings indicated the following:

1. Most of the schools gave importance to Sports and Games, Excursions, Picnics, Dramatics, Debates and Elocution competition. In comparison

very few schools offered Music, Sewing, subject-wise clubs and publications.

2. Most activities were conducted during school hours because students and teachers were unwilling to come for practice after school hours.
3. Seventy five percent of the students participated in Sports and Games, Excursions, Picnics, Dramatics, Debates, and Elocution competition.
4. Ninety six percent of the schools prepared a programme for co-curricular activities.
5. Eighty percent of Headmasters took some measures to train their teachers to conduct different activities. Holding group discussions among staff members was the most popular method used.
6. Appointments of new teachers were made taking into consideration teachers' ability to conduct co-curricular activity.
7. Only eighty percent of the Headmasters said that they recorded the participation of students in the various co-curricular activities.
8. It was disappointing to note that only 40 percent of the schools evaluated pupils' performance in co-curricular activities.
9. Paucity of funds, inadequate time at their disposal and lack of equipment were the main difficulties faced by the Headmasters in organizing various co-curricular activities.

Bhagabati (1987) made an investigation into the co-curricular activities organized by the Secondary Schools of Assam, and its relevance to Physical, Social, Emotional Aspects of Adolescent Girls and Boys. The investigator found out the number of teachers trained to organize co-curricular activities and the number of deputed or trained teachers

to conduct NCC, Girl guide and Scout activities. The investigator also considered the extent of provision of, (a) playground, (b) school hall, (c) store room, (d) games materials, (e) swimming pool, the provision of co-curricular activities in the school timetable, and the number of students participating in different co-curricular activities after school hours, the number of co-curricular activities present in the school programme..

Some of the major conclusions were as follows.

1. The prevailing conditions of co-curricular activities in secondary schools of Assam were very disappointing.
2. The existing number of co-curricular activities in secondary schools was not sufficient.
3. Co-curricular activities played an important role in the adjustment of physical, emotional, mental and social aspects of adolescents,
4. Students participating in social as well as co-curricular activities were better adjusted than those who avoided or did not participate in them.
5. The contributions of co-curricular activities were many and varied. Every student realized the importance of physical education and expressed his desire for its introduction in the school. Every teacher desired to introduce co-curricular activities as a compulsory subject.
6. The subject of co-curricular activities was trailing far behind general education in terms of staff position. Funds allotted for co-curricular activities were very poor.
7. Teachers-in-charge of games and sports wholeheartedly supported the co-curricular activities programme.

Satrusalhya (1991) studied the implementation of co-curricular activities in the secondary schools of Cuttack District. The objectives of the study were as follows:

1. To study the provision of co-curricular activity in the secondary schools of Cuttack District.
2. To study the influence of co-curricular activity in developing healthy attitudes among the secondary school pupils.

3. To study the role of co-curricular activity in socializing children's behaviour giving them proper citizenship training and cultivating humanitarian virtues in them.
4. To study the role of co-curricular activity in helping the students to take up responsibilities when they become adults.
5. To find out the causes of non-implementation of co-curricular activity.
6. To suggest measures for the successful implementation of co-curricular activity in the secondary schools of Cuttack District.

The random sampling method was used to select 100 schools out of a total of 843 in the Cuttack District of Orissa. From these schools 500 teachers and 3,000 students were selected randomly for the study. Questionnaire and personal group interviews were used in the process of collecting data.

The major findings of the study were as follows:

1. There was difference in interest towards co-curricular activity between boys and girls.
2. There were some common activities viz., Sports and Games, Drama, Debate, N.S.S., N.C.C., School magazine, Cultural activities, Parents' day, Library work and First aid in which boys and girls were equally interested.
3. The provision for co-curricular activity available to the children was too insignificant to fulfill their adolescent needs.
4. Though there existed provision for various types of co-curricular activity, very few activities were actually implemented.
5. It was not possible on the part of the institutions to implement all co-curricular activity due to the lack of finance, space, time, experts, staff, equipment, leisure time etc.
6. The present over-crowding in school was also responsible for meager pupil participation.
7. Equal and adequate financial and technical assistance for implementing all co-curricular activities was not provided.

8. The provisions for activities like Gardening, Plantation, Red Cross, Cycling, First aid, etc. were found to be insignificant.

Academic achievement and value pattern of the best athletes of Vidya Bharati were studied by Verma and Srivastava (1997). The objectives with which the study was conducted were as follows.

1. To find out whether the best athletes studying in schools run by Vidya Bharati have good academic record in conformity with the aims of all round development of the students,
2. To find out the value pattern of these athletes,
3. To find out the regional and gender differences in the academic achievement of these athletes, and
4. To find out the gender and regional differences in the value pattern of these athletes.

The sample of the study comprised 539 students (312 boys and 227 girls) who took part in 84 events at national level. However, the complete data were available only for 485 subjects. The tools used to collect data included Personal Data Blank (PDB) developed by Bharatiya Shiksha Sodh Sansthan, Lucknow and Sadgun Vikas Prashnavali (SVP) developed and standardized by Srivastava and Rai. The collected data were treated with mean, SD and 't' test.

The major findings of the study were:

1. The female athletes taken together at national level were significantly higher in their academic achievement in comparison to the male athletes. Gender difference was also found to be significant in the case of Rajasthan athletes where female Rajasthani athletes had shown significantly higher academic achievement in comparison to their male counterparts from the same state. In case of Haryana State the male athletes were significantly superior in comparison to their female counterparts in academic achievement.
2. It was found that at national as well as state levels patriotism (Desh Bhakti), social and knowledge values occupied the top three ranks,

respectively in schools run by Vidya Bharati. The bottom three ranks were occupied by economic, aesthetic and religious values respectively. Health and power values were in the middle.

3. On knowledge and social values at national level girls were significantly higher than boys.
4. On economic value boys belonging to Bihar, Madhya Pradesh and Rajasthan were significantly higher than their female counterparts from the same state.
5. On health value boys of Rajasthan were found to be significantly higher than the girls. But on social values girls from Bihar and Rajasthan were significantly higher than their male counterparts. In the same vein girls of Rajasthan were significantly superior than their male counterparts in patriotic value.

2.2 Studies on Influence of Co-curricular Activities on Academic Achievement

2.2.1 Studies Abroad

A study by the Colorado High School Activities Association (1992) and the Colorado Department of Education revealed that Colorado High School students who participated in some form of interscholastic activity had "significantly higher" grade-point averages and better attendance. Of the students surveyed, the average participant's Grade Point Average (GPA) was 2.96 (on a 4.0 scale), compared to 2.35 for the non-participant. In one school, participants had an average reading test score of 76.30, compared to 58.91 for non-participants. In another school, participants scored 16.17 on the mathematics-standardized test, compared to 13.31 for non-participants. A participant missed school an average of 3.59 days a year, while a non-participant missed 5.92 days. The study further showed that the larger the school, the more pronounced the differences in participant and non-participant test scores and attendance results.

In a comprehensive, statewide study of the academic performance of high school student-athletes in North Carolina over a three-year period, the North Carolina High School Athletic Association (1995) found significant differences between athletes and non-athletes in favor of the athletes in grade-point average, attendance rate, discipline

referrals, dropout rate and graduation rate. Findings of the study revealed that during the first semester of their senior year, participants reported better attendance than their non-participating classmates. One half of them had no unexcused absences from school and one half had never skipped a class, compared with one-third and two-fifths of non-participants, respectively. Students who participated were three times as likely to perform in the top quartile on a composite mathematics and reading assessment compared with non-participants. Participants also were more likely than non-participants to aspire for higher education; two-thirds of participants expected to complete at least a Bachelor's degree while about half of non-participants expected to do so.

Whitley and Pressley (1995) conducted a study with the purpose to determine if there was a difference in the educational performance of high school athletes and non-athletes in the North Carolina high schools. Through the voluntary compliance of 133 i.e. (44%) of the 301 member schools of the North Carolina High School Athletic Association who were eligible to participate in this study, quantitative data were gathered on 126,700 students in grades 9 through 12 from across the state for the 1994-95 school year. The grade point averages (GPAs), attendance rates, discipline referral rates, dropout rates, and graduation rates for the athletes and non-athletes from the schools who participated in the study were compared. Paired *t*-tests were used to determine if there were any differences in grade point averages and attendance between: athletes and non-athletes, black male athletes and black male non-athletes, white male athletes and white male non-athletes, black female athletes and black female non-athletes, white female athletes and white female non-athletes. Discipline referrals, dropout rate, and graduation rates were compared for athletes and non-athletes only, because the computer program utilized to gather the data for this study generated only percentage figures for the major groups, athletes, non-athletes, and all students. The number of discipline referrals, dropouts, and graduates for each subgroup were recorded and could prove to be relevant for future studies, but were not determined to be directly germane to this study. Paired *t*-tests were used rather than independent *t*-tests, because of the dependent measures within each school were correlated. This pairing of data within each school alleviated the problem of between school comparisons where dependent measures may have differed, because of individual differences in curricula offerings and the recording of discipline referrals. The results of this study led to the conclusion that those students who

participated in interscholastic athletics in the North Carolina high schools surveyed in this study outperformed their non-athlete counterparts in the high school setting. This finding was consistent with the related literature on other studies conducted relative to this topic.

Rombokas (1995) of Middle Tennessee State University conducted a study with the objective to determine whether students involved in co-curricular activities really earned higher grades? Rombokas interviewed 292 college students, collecting data on social and academic achievement. She found that those who participated in high school co-curricular programs had higher intellectual and social development than those who steered clear of such programs. Co-curricular activities, Rombokas concluded, are often "the only component" that causes some students to stay in school and attend school regularly.

Kevin J. McCarthy (1997) a University of Colorado professor conducted a study on nearly 22,000 students for the Colorado High School Activities Association indicated that students who participated in some form of interscholastic activities had "significantly higher" grade-point averages than students who do not. The study revealed that student participants in Jefferson County high schools had an overall grade-point average of 3.093 on a 4.0 scale, while the GPA for non-participants was 2.444. Jefferson County School District, the state's largest school district, had matched the academic success of its students with success on the playing field. The 16 district schools won a combined 39 state championships in the 1990s in sports, while its music programs consistently brought home "superior" ratings.

A study by Alan Silliker and Jeffrey Quirk is a case in point. Silliker and Quirk (1997) examined the effect of co-curricular participation on the academic performance of boys and girls who played interscholastic soccer. They found that grade point averages for girls and boys alike were higher during the Soccer season than during the off-season.

A study conducted by National Association of Secondary Schools Principals (NASSP) (1998) compared academic performance, behavior and commitment of Basketball and Volleyball, athletes and non-athletes in a rural Canadian high school. The

mid-term and final grades were compared, estimated the mean weekly time commitment for athletes in each sport. Findings showed support that athletes match or exceed non-athletes in academic and behavior performance.

John Chevette and Kenneth Patranella (1998) concluded from an investigation in San Antonio, Texas on a sample of 3,536 students that educational outcomes related to scholastic performance are enhanced for those secondary students who participate in activity programs. The secondary school pupils who participated in more than one activity during a semester tended to experience higher academic performance levels than other participants and non-participants.

A study done by the Center for the Social Organization of Schools (1999) at Johns Hopkins University found that sports had a "small but consistent" impact on a variety of other positive school outcomes. The more involved that 10th graders were in athletics, the more likely they were to feel confident of their academic abilities or to be engaged in their schools.

Where do students go when the last bell rings? At dismissal time, some kids hurry to catch the bus, punch in at a part-time job, or hang out with friends on a street corner. But others suit up for sports practice, paint props for the drama club, or study their next move in the school chess club. Duncan (2000) observed that students who participated in structured co-curricular activities are likely to have higher academic achievement and higher levels of commitment and attachment to school. These students were involved in "more than just child's play". Co-curricular programs pay off in other ways as well: Schools that encourage students to participate in after-school programs show significant declines in discipline problems and dropout rates.

McClendon (2000) conducted an evaluative study in sports and resiliency "Promoting achievement in school through sports (PASS)" The purpose of this research was to evaluate the overall effects of the Promoting achievement in school through sports PASS program. This work contributed to the understanding of the academic achievement of African-American high school students by investigating the effects of the PASS program. Resiliency theory was the conceptual framework examined in this study. The

population from which the sample was drawn consisted of students from two large American metropolitan areas. The evaluation consisted of three major sets of analyses. The first was an examination of the impact of the PASS program on the PASS students' grades (including gender differences) and attendance over the school year. The second was a comparison of the PASS students' performance and attendance with that of a performance and ethnicity-matched control group. The third analysis was comprised of a performance comparison between African-American PASS students with (a) other PASS participants and (b) African-American students in the comparison group. PASS and non-PASS classrooms are also described and analyzed. For the total sample (N = 900), the results were as follows. There were no significant differences between PASS pre and post test grade point averages. However, the post-test grade point averages of PASS students were significantly higher than those of the comparison students. Post hoc analyses revealed African-American students' grade point averages were significantly lower than other race-ethnicities at both pre and post times. Nevertheless, African-American students, enrolled in the PASS program, had significantly higher post grade point averages than African-Americans who were in the comparison group. Females' grade point averages were significantly higher at both pre and post times, as compared with the males in the total sample. There were no significant differences in the attendance and tardiness data analyzed for PASS and comparison groups. Self-reported student evaluations revealed that PASS students maintained positive perceptions about the PASS program. PASS classrooms showed more evidence of authentic instruction, in comparison to non-PASS classrooms. Rich descriptions of PASS and non-PASS classrooms were provided

Carson et. al (2002) conducted a study on 198 (9-12th Grade) students who attended high school during the academic year 2000-2001 in three public schools in southern Michigan. The study showed that student's GPA is higher when he/she takes college preparation courses. Students who participated in high school sports achieve higher GPA than those who do not. Students, who worked, experienced a drop in GPA's independent of the numbers of hours worked. Co-curricular activities were found to have little or no effect on GPA's. Regarding work, there was a negative impact on GPA's as the hours of employment increased.

2.2.2 Studies in India

Srivastava and Verma (1998) assessed the relation of Academic achievement, Anxiety and Self-confidence among Best Athletes of Vidya Bharti. The findings of the study highlighted that the top athletes of Vidya Bharati School were also high academic achievers. In general the athletes showed higher anxiety as compared to the standardization sample. Anxiety rate among girls was significantly higher than that of boys. The level of self-confidence was found superior in Vidya Bharati athletes as compared to standardization mean. All the three variables, i.e. academic achievement, anxiety and self-confidence were found positively related.

2.3 Studies on Co-curricular Activities in Relation to Other Variables

2.3.1 Studies Abroad

Lewis (1989) conducted a study on some schools that have a “no pass/no play” policy, and limiting participation in sports and other clubs to students who maintain a specified grade point average. These restrictions made the co-curriculum even more exclusive. The students were divided into two groups: those engaged in the life of the school and those on the outside. In relation to the above he concluded that the reaction to this policy could be insidious and very damaging. Some other important conclusions of the study were as follows:

1. Some teachers are likely to inflate grades.
2. Students may be discouraged from taking more challenging courses.
3. Cheating may be encouraged.
4. Staff sponsors of co-curricular activities may be tempted to offer watered-down courses.
5. Students may drop out when the primary source of their success is eliminated

A nationwide study by the Women’s Sport Foundation (1989) indicated that athletes do better in the classroom, are more involved in school activity programs and stay involved in the community after graduation. The study also revealed that high school athletic participation has a positive educational and social impact on many

minority and female students. The study, based on an analysis of data collected by the U.S. Department of Education's High School and Beyond Study, indicated that:

1. Girls receive as many benefits from sports as boys.
2. Sports involvement was significantly related to a lower dropout rate in some school settings.
3. Minority athletes are more socially involved than non-athletes.

American Youth and Sports Participation, a survey of 10,000 students by the Sporting Goods Manufacturers Association (1990) revealed that the No. 1 reason that girls and boys participate in high school sports is to have fun. Conversely, lack of fun was the leading reason for dropping out of participation. Young people who participate did not see winning as a major benefit of sports – it was ranked No. 8 by boys and No. 12 by girls. Skill development was considered a crucial aspect of fun – it was considered more important than winning even among the best athletes. It was also found out that the most rewarding challenges of sports are those that lead to self-knowledge. Finally, intrinsic rewards (self-knowledge that grows out of self-competition) are more important in creating lifelong athletes than extrinsic rewards (victory or attention from others).

A study conducted by Skip Dane (1991) revealed the following about participation in high school sports:

- By a 2-to-1 ratio, boys who participate in sports do better in school, do not drop out and have a better chance to get through college.
- The ratio for girls who participate in sports and do well in school is three to one.
- About 92 percent of sports participants do not use drugs.
- School athletes are more self-assured.
- Sports participants take average and above-average classes.
- Sports participants receive above-average grades and do above average on skills tests.
- Those involved in sports have knowledge of and use financial aid and have a chance to finish college.
- Student-athletes appear to have more parental involvement than other students.

- Students involved in athletics appear to change focus from cars and money to life accomplishments during the process.

In the public eye and in the budgets of most schools, sports dominated other co-curricular activities. Sports offered a way to engage the public in the life of the school, and generally succeeded at that task better than newsletters, school board, or PTA meetings. However precautions against letting the passion for sports and competitiveness overwhelm the school environment and eclipse other important initiatives for keeping students connected should be taken. All school-sponsored activities, including sports, should support the overall values and objectives of the school. The research on sports and student engagement draws mixed conclusions. Braddock et al (1991) found that sports participation was positively related to eighth graders' aspirations to enroll in academic programs and complete high school. Students in the study had good relations with schoolmates and were less likely to be involved in school-related discipline problems. They looked forward to attending school and teachers judged them as giving full effort in class.

The relationship between co-curricular participation and student engagement in school using data from 1992 public high school seniors in the National Education Longitudinal Study (NELS) was examined. The study also explored whether the availability of these activities varied according to school characteristics, and whether participation differed according to student background and school setting. The research suggests that participation in co-curricular activities may increase students' sense of engagement or attachment to their school, and thereby decrease the likelihood of school failure and dropping out. If, indeed, participation in co-curricular activities can lead to success in school, then the availability of these activities to students of all backgrounds becomes an important equity issue

Lamborn et al. (1992) studied whether participating in co-curricular activities increase students' sense of connection to their school, and decrease the likelihood of disengagement and dropping out. They pointed out that research in this field is inherently weak, because students who go out for co-curricular activities may have stronger talents and motivation to begin with, than their non-participating peers. Also, there is no clear

indication that students' academic progress is affected by some types of activities more than others, or by the number or diversity of activities in which they participate.

The study concluded that an overwhelmingly positive body of evidence supported the importance of co-curricular activities, associating them with many positive effects such as: a greater sense of connection to school indirectly increased students' commitment to academics, close relationships with coaches and advisors could be used to encourage students' motivation to achieve in the classroom co-curricular activities may expose students to more academically oriented peer groups, some co-curricular activities provided a real-world context for skills and knowledge that students learned in the classroom, some help develop concentration and planning skills that contributed to better academic achievement. Co-curricular activities allowed students to define themselves by their strengths, offering opportunities for them to gain competence and build self-esteem.

They promoted better interpersonal relations and civic participation among diverse students. One frequently voiced concern was that co-curricular activities demanded so much of students' time and concentration that they may be too tired or preoccupied to focus on schoolwork. The study found, to the contrary, that academic effort and achievement tended to increase as hours spent on co-curricular activities increased (to a limit of 20 hours, which few students attain). The more activities students were involved in, the better they scored on a range of positive outcome measures. This advantage was more pronounced for students in leadership activities and clubs or interest groups than for those in sports or performing activities.

Neil Stevens of the Eureka County High School and Gary Peltier of the University of Nevada (1994), identified two factors that influence students to take part in school activities. In small schools, Stevens and Peltier (1994) found; students recognize the need for members to keep teams and clubs functioning -- such as filling the ninth spot on a baseball team. And, they found students respond to personal invitations to join activities such as a biology teacher seeking out a student and suggesting him/her to join the science club. "Every student is needed in the ecological system," Stevens and Peltier wrote, noting that students respond to feeling important and invited. Stevens and Peltier

agreed that building administrators should critically examine their school's co-curricular programs. They recommend monitoring the numbers of students participating in various activities and establishing more options for those interested in participating. A good start is to establish open rather than restrictive participation policies to allow more students to join sports teams, cheerleading, and other traditionally competitive activities. Schools of all sizes should extend invitations to all students to join co-curricular activities. The students who believe they're "no good" might be the ones who need co-curricular activities the most

In a Survey on "Adolescent Time Use, Risky Behavior, and Outcomes: An Analysis of National Data", by the Department of Health and Human Services, U.S.A (1995) found that students who spend no time in co-curricular activities are 57 percent more likely to have dropped out of school by the time they would have been seniors; 49 percent more likely to have used drugs; 37 percent more likely to have become teen parents; 35 percent more likely to have smoked cigarettes than those who spend one to four hours per week in co-curricular activities

If co-curricular activities are a means of connecting students to the school community, and increasing their chances of school success, this participation gap is a cause for concern. . As it stands, however, co-curricular programs in many schools are not entirely equitable. O'Brien (1995) of Policy Studies Associates and Rollefson (1995) of the National Center for Educational Statistics reported "no important differences" in the availability of co-curricular activities between affluent and poor schools. But it is a different story when it comes to student participation. According to O'Brien and Rollefson participation rates for students from poor families are consistently lower than those for students from wealthy families.

A study by Search Institute (1995) indicated that co-curricular activities played a central role in students' healthy development. Yet too many schools are finding it necessary to cut these programs for budgetary reasons. With asset building as a focus, these programs are not peripheral to the school's mission, but important components of a comprehensive strategy. School-age children and teens who are unsupervised during the hours after school are far more likely to use alcohol, drugs and tobacco, engage in

criminal and other high-risk behaviors, receive poor grades, and drop out of school than those children who have the opportunity to benefit from constructive activities supervised by responsible adults.

In a major study of high school dropouts McNeal (1995) found that athletics significantly reduces a student's likelihood of dropping out, whereas participation in academic or vocational clubs has no effect. This study examined the continuum of co-curricular activities, from the highly prized (such as athletics) to the moderate status (such as music) to the devalued (such as hobby clubs). It was found that students in the higher-status activities have more power than students in other groups or in no groups. This impacts how students identify with the school culture and mediates a student's likelihood of dropping out. Sports participation gave students prominence in the school and peer culture that served to keep them in the school.

In a survey of 4,800 high school students in the Minnesota State High School League, U.S.A (1995) found that 91 percent of the students who participated in school activities tended to be school leaders and role models; 92 percent said that participation in school activities provides an opportunity not found in a regular classroom setting to develop self-discipline.

The Alberta Schools' Athletic Association (ASAA), U.S.A in conjunction with the Metro Edmonton High School Athletic Association and the Alberta Centre for Well-Being, completed a survey of 883 students (1997). The survey was undertaken to assess the potential impact that high school athletics has on the lives and attitudes of students in Alberta. The findings showed that, the student-athletes are less likely to smoke (30 percent versus 44 percent), and if they do smoke, they are less likely to smoke heavily. Overall, 35 percent of students reported they currently smoke cigarettes. The survey findings indicated student-athletes (9 percent) are less likely to report drinking more than once a week in comparison to non-athletic student (20 percent).

The participation gap O'Brien and Rollefson (1995) described also showed up in D'Abbracci's (1999) case study of 74 junior and senior high special education students in rural upstate New York. At times, D'Abbracci found coaches and advisers of co-

curricular programs forgot about the students in the school's special education wing. "We seldom get notices or postings of activities," she said, adding that many of her handicapped and disabled students would like to be involved but feel "shut out and shut down" by the rest of the school. The reasons D'Abbracci's students gave for not joining school activities are enlightening. Some cited personal weaknesses such as asthma and lack of coordination, while others mentioned such problems as high costs and lack of transportation. Some responses were heartfelt and heartbreaking. During interviews, one junior high school girl said, "I am no good and people would laugh." But most often the students, presented with an activity list that includes ski club, art club, golf, cross country, and other programs, commented, "I didn't know about it" -- a finding that prompted D'Abbracci to ask administrators to make sure special education students have an opportunity to sign up for school activities.

Co-curricular participation also is associated with adolescents' prosocial growth, which, Brown (1999) has concluded, leads to a stronger connection to school. Examining the "complex developmental process of school connection" in a doctoral dissertation submitted to the University of California, Davis, Brown found that structured after-school activities tend to lessen such problem behaviors as cutting classes and using alcohol and drugs.

The American College Testing Service (1999) found that having a high Scholastic Aptitude Test (SAT) score did not necessarily indicate success in a chosen career. The best predictor of later success, the study showed, was a person's independent, self-sustained ventures. Teens who were active in school activities, had hobbies or jobs, were found to be most likely to succeed at their chosen profession and make creative contributions to their community.

Similarly, in a study of seven southeastern public schools, Mahoney (2001) followed 695 children to age 24 and determined that -- independent of risk variables such as living in poverty -- boys and girls who participated in school co-curricular activities were less likely to drop out or be arrested. Mahoney's findings point to a protective factor in what remains an "incomplete picture" of risk factors that lead to behavior problems and crime. A single intervention won't prevent all students from delinquency and

dropping out, but supports the notion of encouraging all children to participate in co-curricular programs.

Seeking to understand the relationship between adolescents' satisfaction with life and their participation in co-curricular activities, Gilman (2001) of Georgia State University studied 321 high school students. He found that those students who took part in greater numbers of structured co-curricular activities reported significantly higher satisfaction with school than did those with minimal or no participation. Gilman's research confirms findings from several previous studies: Taking part in co-curricular activities increases students' feeling of commitment to school. And that, in turn, translates into higher academic self-concept and other positive outcomes, such as spending more time on homework, taking more advanced courses, and earning higher grades.

But contrary to his expectations, Gilman found that many students who rated themselves high in "prosocial disposition" (that is, being outgoing and getting along with others) weren't involved in many structured school activities. He and other researchers hypothesize that students who see themselves as prosocial might prefer more personal, individual activities rather than co-curricular programs, which often involve group work and teamwork. Gilman advised school leaders to establish strategies and policies that encourage students' participation in co-curricular programs.

After-school programs have gained national attention as a means to provide additional academic, social, and recreational opportunities for youth. Poor, inner-city communities are especially in need of these programs because urban youth often lack the safe parks, sports teams, clubs, and other enriching opportunities that are typically offered in middle-income and affluent communities. For these reasons, public support is especially strong for urban after-school programs. The primary research question for this dissertation (Lauver, 2002) was whether an after-school program administered by an urban public middle school, with limited funding support and technical assistance, could make meaningful improvements in academic and social outcomes for young adolescents (ages 10-14) living in poverty-impacted neighborhoods. The project was an impact evaluation and process analysis of an urban middle school after-school recreation

program. It was hypothesized that the after-school program would increase students' time spent in positive extracurricular activities and increase their academic grades and test scores. It would also reduce their time spent in self-care and watching television. The study sample included 227 students who applied to the after-school program and were subsequently randomly assigned to the program or to a control group. The findings from the process evaluation suggested that the relationships between staff and students involved in the after-school program were overwhelmingly positive, and the students and their parents were satisfied with the program. The main challenges observed were the students' lower than expected utilization of the program, the staff's irregular attendance during the first year of the evaluation, and the difficulties in ensuring facility space and dedicated storage for program supplies. The findings from the impact study demonstrated that the program had a significant and positive effect on program participants' time spent doing homework and on their educational aspirations. It also resulted in youths' spending significantly more time participating in strength training exercises at a fitness center than would have been the case otherwise. There were no measurable benefits of the after-school program on other extracurricular activities; academic grades or standardized test scores; in-school behavior or attendance; or on time spent watching television or in self-care.

The main purpose of the study conducted by Parkerson (2002) was to examine the developmental outcomes of extracurricular activity participation. To test this, a sample of 798 high school students and 159 middle school students completed a survey regarding their extracurricular activities, career self-efficacy, career and educational expectations, and attitudes. Sport participation was a significant predictor of middle school students' career self-efficacy and high school students' career self-efficacy and educational expectations in univariate General Linear Model (GLM) analyses. In independent samples t-tests, female high school varsity team sport participants had significantly more liberal attitudes towards women than female non-participants and male high school varsity team sport participants had significantly less liberal attitudes towards women than male non-participants. Independent samples t-tests also revealed that middle school female varsity-level team sport participants were significantly less passive than female non-participants. Exploratory analyses using independent samples t-tests of assertive activity (e.g., student council) participation suggested that assertive

activity participation was associated with less aggression in high school girls. Additional independent samples t-tests revealed that participation in nurturing activities (e.g., volunteer work) was associated with more passivity in high school girls and more assertiveness in middle school and high school boys. This study contributed to the research base with the inclusion of younger students, the in-depth examination of different types of activities, and the use of new attitudinal measures as dependent variables in relation to extracurricular participation. Overall, extracurricular activity participation appeared to be positively associated with developmental attributes, although longitudinal research was also needed.

The purpose of conducting the study by Deines (2002) was to examine the relationship between students' involvement in extracurricular activities and their perceptions of satisfaction with the components of school climate. Central to this study was the examination of the relationship between students' involvement in an extracurricular activity program developed for the promotion of intercultural harmony and their perceptions of satisfaction with school climate. From the approximately 1,200 students of a Midwestern high school, more than 400 students were surveyed using the National Association of Secondary School Principals (NASSP) Student Satisfaction Survey to determine students' satisfaction with the components of their school climate. The 10th through 12th grade students were also given the Student Involvement in Extracurricular Activities Self-Disclosure Questionnaire to measure their levels of involvement in extracurricular activities. The data analysis yielded positive relationships among the variables that were interpreted as consistent with both research hypotheses. Since the analysis of the data revealed positive relationships between student extracurricular activity participation and increased perceptions of student satisfaction with school climate, it followed that educational leaders should evaluate the impact of such programs on student satisfaction, school climate, and overall school effectiveness. As educators engage in school improvement policy decisions relative to extracurricular activities, they were sure to encounter issues and challenges in the implementation, support, and maintenance of these programs. In this time of increased expectations of public schools, combined with limited resources to educate an increasingly diverse population, educational and government leaders would be enlightened by the findings of this research.

The study conducted by Hewitt (2002) investigated what types of involvement were most beneficial for students in terms of increasing the number of interview invitations and job offers received. The specific involvement areas investigated included academic involvement (as evidenced by GPA), extracurricular involvement, and work experience. A regression analysis was conducted on data from May 2001 Bachelor of Science graduates from the Wharton School and Economics majors from the College of Arts and Sciences at the University of Pennsylvania. Data were collected regarding the number of interview and job offers students received through a Career Plans Survey. Student resumes were also coded to develop scores reflecting each student's professional and nonprofessional work experiences and involvement in extracurricular activities. Official school records were utilized to confirm student GPAs. The research indicated that students with higher GPAs received more job offers (although not interviews). While professional work experience was moderately helpful in gaining more interviews and job offers, nonprofessional work experience was not helpful. Contrary to the hypothesis, it was found that students with the highest levels of leadership activities received fewer interviews and job offers. Based on the research, counselors should encourage students to maintain a respectable GPA as well as gain professional work experience. On the other hand, students might be cautioned against over-investing their time and energy in campus leadership roles to ensure they were able to devote adequate time to their academic pursuits and job searches.

Using cross-sectional data from The National Longitudinal Study of Adolescent Health, the study conducted by Kombarakaran (2003) examined the role of social capital resources and adolescent participation in extracurricular activities in predicting school truancy. Hierarchical logistic regression analyses of the sample of 3,470 adolescents in the seventh through twelfth grades revealed that social capital resources in the family, in the school, and in the neighborhood, and school-based extracurricular activities contribute significantly to the reduction of truancy. Adolescents whose parents were involved in their lives and who experience a sense of connection to their school tend to participate in extracurricular activities. Additionally, parental involvement in school activities, and intergenerational closure in the neighborhood also promoted participation in extracurricular activities. Access to social capital resources in the various loci of adolescent life was found to predict the likelihood of non-truancy. Adolescents who

experienced closeness at home and acceptance in school were less likely to be truant than others. Whereas parental involvement in school and in community activities were more protective for middle school children, parental involvement in community activities was more beneficial for poor children. Participation in Arts and Music activities was found to protect particularly middle school children from truant behavior. In summary, increasing adolescents' access to social capital resources and promoting participation in extracurricular activities appeared to be a legitimate pathway for reducing the likelihood of school truancy.

2.3.2 Studies in India

Mohan, Sehgal and Bhandari (1993) examined the influence of sports specificity on personality. The objective was to study the personality characteristics of successful sportsmen representing individual events and team events. The sample comprised 119 male sportsmen and 250 male non-sportsmen. Out of 119 sportsmen, 77 belonged to individual sports disciplines of Athletics (track and field); Boxing, Weight lifting, Lawn Tennis, Gymnastics and Swimming. Rest of the 42 sportsmen belonged to team games viz., Volleyball, Handball and Football. The non-sportsmen comprised college students. The tools used to collect data were Sensation Seeking Scale by Zuckerman, Eysenck Personality Questionnaire (Revised; EPQ-R) by Eysenck et al., and Impulsiveness Questionnaire by Eysenck and Eysenck. The collected data were treated with mean, SD and 't' test.

The major findings of the study indicated that in the case of individual games on Disinhibition, significant differences emerged between Weight lifters and Gymnasts with former scoring higher than Gymnasts. It was observed that on Boredom and Susceptibility no differences emerged. On Thrill and Adventure Seeking, significant differences emerged between Athletes and Gymnasts. Significant difference also existed between Lawn Tennis players and Gymnasts with Gymnasts scoring higher than lawn tennis players. When it came to Experience Seeking, significant differences emerged between Athletes and Boxers, with Athletes scoring higher than Boxers and between Athletes and Lawn Tennis players with Athletes scoring higher than Lawn Tennis players. It was observed that on Impulsiveness, significant differences emerged between Athletes and Boxers with Athletes scoring higher than Boxers, between Athletes and Lawn Tennis players and between Athletes and Gymnasts with Athletes scoring higher

in both cases. Differences were almost significant between Athletes and Swimmers also with Athletes scoring higher than Swimmers. On Venturesomeness, significant difference emerged between Boxers and Gymnasts with Gymnasts scoring higher on venturesomeness than boxers. It was found that on Psychoticism, significant differences emerged between Swimmers and Lawn Tennis players with Swimmers scoring higher than Lawn Tennis players. On Neuroticism significant differences emerged between Athletes and Lawn Tennis players with Athletes scoring higher than Lawn Tennis players.

Haseen and Singh (1995) in their study of national integration through value-oriented activities, sought to find out whether the activities designed to inculcate the value of national integration had a strong influence in the development of national integration values. A sample of 164 boys and girls were selected from four private unaided English medium schools to control the effect of type of school management and medium of instruction in addition to controlling the effect of other chosen intervening variables, i.e., SES, intelligence, social-maturity and academic achievement on the dependent variable (post-test performance). The study used the randomized control group post-test only design. This design had two groups, the experimental and control group. Eighty-two students in control group and the same number in experimental group were equated on intelligence, socio-economic status, social maturity and academic achievement. The activities designed and adopted included Discussion, Role play (for boys and girls separately), Drama, Community singing, National Anthem, Model making, Cultural activity, Dance and Costume representation and the control group was not exposed to it. Tools used were National Integration Assessment Scale (NIAS), Cattell's Culture Fair Test, Modified Kuppuswamy's Socio-economic Status Scale, N.V. Thirtha's Social-Maturity Scale and the previous academic final test scores and the average of the first two tests of the same year were considered together as comprehensive academic achievement scores. The collected data were treated using Mean, SD and 't' test. The study revealed significant difference in the level of performance of the experimental and control group students of Standard VII in the post-test. There was a significant difference in the level of performance of the experimental and control group boys and girls in the post-test.

Mishra (1996) studied the attitude of secondary school students towards physical education. The Objectives of the study were: 1) to study the levels of attitude towards physical education of the secondary school students. 2) To study the variation, if any, between government and private school students in attitude towards physical education. 3) To study the variation, if any, between rural school and urban school students in attitude towards physical education. 4) To study the variation, if any, between the high academic achievers and low academic achievers in attitude towards physical education, and 5) To study the variation, if any, in attitude towards physical education between boys and girls.

The study showed that as regards to physical education, none of the sub-groups of subjects had high or very high positive attitude towards physical education. As regards government-private school students' variation, there existed significant difference between the mean scores of students. The students studying in government schools had better attitude towards physical education as compared to their private school counterparts. Further, it was found that students studying in urban schools possessed better attitude towards physical education than that of the students studying in rural schools. A significant difference was found between the mean attitude scores of high achievers and low achievers. The low achieving secondary school students exhibited significantly better attitude towards physical education as compared to their high academic achieving counterparts. With regards to sex difference, the researcher concluded that the boys had significantly higher attitude towards physical education as compared to their girl counterparts.

Ruhela (1996) undertook a study of social backgrounds and psychological characteristics of college sportswomen of Delhi.

The objectives were as follows:

1. To investigate the socio-economic backgrounds of sportswomen of inter-college participating teams of Delhi University,
2. To investigate their status in terms of neuroticism and extraversion,
3. To investigate the level of their anxiety, and
4. To investigate their motivation level for achievement.

The major findings were as follows:

1. There was no significant difference in the SES among volleyball players of the different groups.
2. There was no significant difference amongst volleyball players of Group I, Group II and Group III, and also between various teams of Group I.
3. There was no significant difference amongst volleyball players in Group I, Group II and Group III, and also between various teams of Group I, playing and substitutes of Group I.
4. In case of basket-ball players also, no significant difference was found in Group I, Group II and Group III and also between the playing and substitutes of Group I in respect of SES / Neuroticism / Extraversion/ Anxiety.

Banu (1996) made a critical study of the activities organized by the secondary schools for the development of national integration among students. The sample of the study consisted of both boys and girls of the Hyderabad and Secunderabad cities under different managements. The data were collected using a specifically designed Questionnaire developed for the purpose. The investigator observed that in most of the schools the students did not take the national songs and pledge in different languages. It was found that except the birthdays of Mahatma Gandhi, Pandit Jawaharlal Nehru and Dr. Radhakrishnan, other leaders' birthdays were not at all celebrated in almost all the schools. Almost all the schools had failed to organize religious festivals. All the schools were celebrating different days such as Children's Day, Teacher's Day, UNO Day. Activities like NCC, ACC and NSS had not at all being organized in most of the schools. Leisure time activities had been very much neglected in most of the schools.

Jaowad (1996) studied the self-concept, body image, adjustment and performance of hockey players. The objectives of the study were to identify the predictors of performance of hockey players, and to find out the psychological dimensions of personality of elite sport persons. The sample of the study comprised 224 hockey players of 14 universities of Uttar Pradesh. The tools used to collect data included Self-Concept Scale of Rastogi, Body Image Q. Sort Statements of Singh, Adjustment Inventory of Sinha and Singh and ten point performance rating scale developed by the researcher. The

Multiple Regression and Product Moment Coefficient of Correlation were used to analyse the data. The study revealed that the Self-concept, Body image, Adjustment and Performance of hockey players were found to be significantly correlated. Self-concept, Body image and Adjustment emerged as predictors of high performance. As compared to the low level performers it was found that players who have achieved high level of performance scored higher on Self-concept, Body image and Adjustment.

Jaowad (1998) investigated the predictors of performance of hockey players. The study was aimed to predict the influence of the duration of participation in the game, level of participation, length of training, parents education, profession, income, sports background and parents encouragement for the game, on the performance of hockey players. A sample of 224 players of 14 universities was drawn from the Uttar Pradesh Inter Varsity Hockey Championship. The study concluded that there was a positive association between psychosocial factors and performance. The Duration of training and experience improved the command and control on strategy resulting in improved performance. These findings indicated that parents' education also emerged as predictor of performance. Fathers' profession was also found as an independent variable that might have direct bearing upon the performance of children

Srivastava and Verma (1999) experimentally studied the effect of Yoga Education on Students. The objectives were: (i) To find out effects of yogic practices on the physical development, namely breath control (chest expansion) by inhaling long breath and exhaling it, increase in height, weight, elasticity of backbone and grip strength among Vidya Bharti students; and (ii) the effects of yogic exercise on the self-confidence, state anxiety and adjustment among Vidya Bharti students. The sample comprised 411 students with age ranging from 14-16 years, selected through incidental purposive sampling from eight randomly Vidya Bharti schools of Uttar Pradesh, Delhi, Madhya Pradesh and Bihar. The findings of the study are as follows:

1. The yogic exercises are helpful in the increase of chest expansion, height and grip strength and the decrease of the bulk in the body,
2. Yogic exercises are extremely helpful in increasing self-confidence.
3. The non-practising yoga students had not shown any changes in their state of anxiety but a definite shift was found from higher state anxiety to lower

state anxiety among yoga practising student. Thus it is concluded that yogic exercises are extremely helpful in improving the mental harmony and peace.

4. The superiority of yogic practices was also found helpful in increasing the level of adjustment.

2.4 Implications for the Present Study

The studies reviewed and presented in the preceding paragraphs revealed that few studies have been so far been conducted in India on co-curricular activities. Most of the studies conducted so far were limited to one or few aspects of co-curricular activities. Hence, comprehensive and in-depth studies on co-curricular activities in schools need to be conducted in our country.

From the above discussed research studies on co-curricular activities it also appeared that only a few investigators have so far studied the factors that influence students' participation in co-curricular activities. Lamborn et al, (1992), The National Education Longitudinal Study (1992) and O'Brien and Rollefson, (1995) studied the effect of only one factor i.e. SES and found that the higher the SES of students, higher is the participation in co-curricular activities and vice versa. Hence, it was necessary to find out whether other factors such as place of residence, gender of the students, parents educational qualifications, distance between home and school, encouragement by teachers and parents and attitude of students towards co-curricular activities influence students' participation in co-curricular activities. In India, except Jaowad (1996) no studies have so far been conducted to find out the influence of co-curricular activities on socio-emotional adjustment and self-concept of students. Many studies on influence of co-curricular activities on academic achievement of students have so far been conducted abroad. But in India except Srivastava and Verma (1998), no researchers have attempted to study the influence of co-curricular activities on academic achievement of students. Hence it is necessary to investigate the possible influence of co-curricular activities on academic performance of students in India.

CHAPTER III

DESIGN OF THE STUDY

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3.0 Introduction

A Research design is a systematic organized plan to carry out a study in a particular area. It is the structural framework within which a study is conducted. It specifies the research method to be followed and the data gathering tools and techniques to be used in the study. It also specifies the procedure to be followed in collecting, tabulating and analyzing the data. In other words, it is a purposeful scheme of action proposed to be carried out in a sequence during the research process. "A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure" (Selltiz, 1962, 50). The various aspects of the research design followed in the present study are explained under different heads in the following pages.

3.1 The Research Method

The selection of an appropriate research method in investigating a research problem depends upon the nature of the problem and the kind of data that the problem entails. The present study was mainly intended to find out the various co-curricular activities conducted in different types of secondary schools in Goa, the facilities available to conduct such activities in the said schools, the problems faced by the schools in conducting co-curricular activities and the factors associated with students' participation in co-curricular activities. Considering the large size population of schools involved in the study the researcher decided to conduct the study on a sample of schools and students during the second and subsequent stages. Therefore, the investigator decided to follow 'Descriptive Comparative Survey Method' in the present study. Moreover, the investigator also intended to conduct an indepth study of two schools. For this purpose, 'Case Study Method' was employed.

3.2 Population and Selection of Sample

The target population of schools for the study consisted of all the secondary schools in the academic year 2001 – 2002 in the state of Goa. First of all, the investigator obtained a list of Secondary schools in the state from the Directorate of Education, Government of Goa, Panaji. Then on the basis of Location (Rural/ Urban) and types of management (Government/ Private Aided/Unaided) the schools were classified into eight categories as mentioned below:

- i. Rural State Government Schools
- ii. Urban State Government Schools
- iii. Rural Central Government Schools
- iv. Urban Central Government Schools
- v. Rural Private Aided Schools
- vi. Urban Private Aided Schools
- vii. Rural Private Unaided Schools
- viii. Urban Private Unaided Schools

For the first phase (Phase-I) of the study the entire population of High schools was considered i.e. all the 355 high schools in the state were included. The Checklist for Principals was sent to all the Principals of all the High schools. The detailed breakup of the Checklists sent and received is given in Table 3.2.1

Table 3.2.1

Total Number of Schools in Goa and the Number of Schools who Replied to the Checklist Administered to the Principals

		Private (Aided)	Private (Unaided)	Government (State)	Government (Central)	Total
R	No. of Schools Sent	161	02	56	01	220
U	No. of Schools	120	02	32	01	155
R	Replied					
A	Percentage of	74.5	100	57.1	100	70.5
L	Response					
U	No. of Schools Sent	117	03	10	05	135
R	No. of Schools	83	02	07	04	96
B	Replied					
A	Percentage of	70.9	66.7	70	80	71.1
N	Response					

For the next phase of the study, 10 percent of the schools conducting most of the co-curricular activities and 10 percent of the schools conducting least number of activities were selected from each category of schools. A total of 55 schools were selected. All the Principals and the Physical education teachers of these 55 schools formed the invited sample. The Questionnaire on Co-curricular Activities for Principals and the Questionnaire on Co-curricular Activities for Physical Education teachers were administered in all these schools. Out of 55 schools, replies were received from 53 schools. The detailed breakup of the data producing sample of schools is given in Table 3.2.2.

Table 3.2.2
Data Producing Sample of Schools in the Second Phase of the Study

Types of Schools	Urban	Rural	Total
Private Aided	10	25	35
Private Unaided	3	1	4
State Government	5	6	11
Central Government	2	1	3
Total	20	33	53

For the third phase (Phase III) of the study, out of the 53 schools, 12 schools, six schools conducting most of the activities and having relatively better facilities and six schools conducting least number of activities and having relatively poor facilities were identified after analyzing the responses of the Principals and Physical Education teachers. The students studying in Class-IX in one Section/Division in each of the schools formed the invited sample of students. The detailed break-up of the data-producing sample of students is given in Table 3.2.3.

Table 3.2.3
Data Producing Sample of Students

Gender	Government		Private Aided		Private Unaided		Total
	Urban	Rural	Urban	Rural	Urban	Rural	
Boys	32	29	121	33	34	11	260
Girls	37	33	119	24	15	20	248
Total	69	62	240	57	49	31	508

Out of 508 students, the data producing sample of students for extent of participation in co-curricular activities was only 245 students. (Table 3.2.4)

Table 3.2.4
Data Producing Sample of Students for Extent of Participation in Co-curricular Activities

Gender	Government		Private Aided		Private Unaided		Total
	Boys	Girls	Boys	Girls	Boys	Girls	
Urban	18	24	27	23	16	12	120
Rural	25	29	23	22	10	16	125
Total	43	53	50	45	26	28	245

Note: The Central Government school students did not participate

Data were also collected by interviewing (including telephonic interview) different categories of respondents given in Table 3.2.5.

Table 3.2.5
Data Producing Sample of Respondents (Interviewees)

Respondent	No.
Members of School Management	12
Principals	32
Physical Education Teachers	50
Teachers	68
Students	40
Librarian	30

For the detailed study only two schools, one excelling in both the co-curricular activities conducted and as well as in academic achievement and the other school showing poor performance in both these variables were identified. The students of Class-IX in these two schools, the Principals, the members of the school management, the Physical Education teachers, the teachers, office bearers of the PTAs 20 students and 20 parents were included as the respondents/subjects of investigation.

3.3 Sources of Data

Besides the different categories of respondents mentioned in Section 3.2, data were also collected from the following sources:

1. Office records (school-wise results at the Class-X final examination) of the Goa Board of Secondary and Higher Secondary Education (GBSHSE)
2. Office records (marks obtained by the students at the Class-X Preliminary Examination) of the 12 schools.

3.4 Data Gathering Tools and Techniques

The following data-gathering tools and techniques were used in the present study.

1. Checklist for Principals
2. Questionnaire for Principals
3. Questionnaire for Physical Education Teachers
4. Attitude Towards Co-curricular Activities – A Scale
5. Questionnaire for Students
6. Rating Scale on Students' Participation in Co-curricular Activities
7. Self-Concept Questionnaire by R.K.Saraswat
8. Socio-Emotional Adjustment Inventory for School Children by Pradhan and Iyer
9. Interview with members of school Management, Principals, Teachers, Physical education teachers, Librarians, students and parents.
10. Observation

All the tools except the tools at 7 & 8 were developed by the investigator himself.

3.4.1 Checklist for Principals on Co-curricular Activities

After reviewing the related literature and in consultation with experts, nine broad areas of co-curricular activities were identified and a number of specific types of activities were listed out. Then a matrix was prepared as given in Table 3.4.1. The Checklist was prepared based on the matrix. A respondent was required to put (✓) in the appropriate box against those activities that were conducted in the school. Under each area, space was given for the respondents to write any other activities also conducted in the school besides the listed activities.

Since the checklist was prepared based on the matrix (Table 3.4.1), which was developed in consultation with the experts in the field it was considered to have high degree of validity.

A specimen copy of the Checklist is given in Appendix- A

Table 3.4.1

Areas of Co-curricular Activities and the Number of Specific Activities under Each

Sr. No.	Areas of Co-curricular Activities	Types of Activities	No. of Items
1.	Activities for Physical Development	Mass Parade, Yogic Asanas, Indoor/ Outdoor Games, Athletics, Gardening, Bicycling, N.C.C., Swimming	9
2.	Activities for Literary & Academic Development	Discussion, Symposium, Extension Lectures, Essay-writing, Newspaper Reading, Library, Dramatics, Literary Club, Wall Magazine, Poem Recitation, School Magazine Story Writing	12
3.	Activities for Aesthetic & Cultural Development	Music, Folk Dance, Drawing, Painting, Organising Exhibitions, Fancy Dress, Preparation of Charts, etc. School band, Folk Songs, Class Decoration, Sculpture, Flower Festivals.	11
4.	Activities for Leisure (Hobbies)	Stamp Collection, Collection of Pictures, etc. Album making, Collection of Coins, Photography	5
5.	Activities for Motor Development (Craft Activities)	Spinning, Dyeing, Tailoring, Book-Binding, Toy Making, Kitchen Gardening, Soap Making, Basket Making, Flower Gardening, Weaving, Embroidery, Knitting, Clay Modeling, House System.	14
6.	Excursion Activities	Picnics, Hikes, Visits to Museum, Zoo, Exhibitions, Fair, Trips to places of Geographical, Historical, Cultural Interest, Pilgrimage to Religious Places	5
7.	Activities for Civic Development	Visits to Civic Institutions like the Gram Panchayat, Zilla Parishad, Municipality, Town Hall, Legislative Assembly, High Court, etc. Celebrating Social Festivals like Diwali, Holi, etc. Celebrating Religious Festivals like Ram Navami, Janmashtami, Id, Buddha Jayanti, Mahavir Jayanti, Christmas, etc. Celebrating Festivals like Independence Day, Republic Day, etc. Organising School Panchayat, Student's Self-Government, Mock Parliament, Mock Court, Celebrating School days like Prize Distribution, Parents' Day, etc.	9
8.	Activities for Social Welfare	Mass Prayer/ Morning Assembly, Scouting or Girl Guiding, Social Service, Red Cross, Prabhat Pheri, First Aid, Cleanliness Week.	7
9.	Activities for Multi-purpose Projects	Beautifying the School, Village Survey, Running a Dispensary in the School or in the Village, Running a Post Office, Running a Co-operative Bank (Sanchayika) or a Canteen, Organizing Annual Celebrations with a wide variety of activities, Activities concerning environment	7
Total			79

3.4.2 Questionnaire on Co-curricular Activities for School Principals

As there was no readymade Questionnaire available for use in the present study, the researcher himself developed a Questionnaire on Co-curricular Activities for School Principals. The Questionnaire was developed and used to collect more detailed information about co-curricular activities from the Principals. In a sense, it was in continuation of the checklist administered to the same Principals. The details of the procedures followed in the construction of the same have been discussed as follows.

First of all, the researcher made an analysis of the different areas to identify the various points to be considered in preparing the questions for the Questionnaire. Then the investigator discussed with some of the experts in the field. Therefore, before the process of constructing the Questionnaire the researcher tried his best to get a clear idea on the different aspects/sub-aspects of co-curricular activities and the specific points that needed the attention of the investigator in developing the Questionnaire. It was decided to include the following aspects in the Questionnaire.

1. Activities for Literary and Academic Development
2. Activities for Aesthetic and Cultural Development
3. Activities for Leisure
4. Activities for Motor Development
5. Activities for Civic Development
6. Social/Social Welfare Activities
7. Multipurpose Activities (projects)

On the basis of the above aspects and the specific points listed by the researcher a matrix (Table 3.4.2) was prepared to serve as the basis for framing the questions /items of the Questionnaire on Co-curricular Activities for Principals. A separate card was used for each item. This was done keeping in mind the fact that the items could be re-framed, revised or replaced by alternate / better items without recopying the entire Questionnaire. This procedure also provided flexibility in assigning items in the most appropriate order before the Questionnaire on Co-curricular Activities for Principals was put into its final form.

There were two types of questions in the Questionnaire viz.; closed fixed response type and open-ended response type. Most of the closed fixed response types of questions were of alternative response type, multiple choice type and supply type of objective type. The respondents were required to give the answer either by putting '✓' in the appropriate box or by writing the appropriate answer on the blank space provided for the purpose. There were a few open-ended response type items in the Questionnaire. The open-ended response items were included for obtaining greater depth of response, wherever required. The first draft of the questionnaire was sent to a panel of experts for critical examination and comments to improve upon it. These experts were asked to point out the inaccuracies, inconsistencies and suggest alternative items / new items wherever required. After getting the feedback, the investigator revised / changed / modified the items in the Questionnaire. Some of the items that seemed inappropriate were dropped and other appropriate items were included. Then the Questionnaire was printed for administration in a pilot test.

For the purpose of pilot testing of the Questionnaire it was administered to Principals of 10 schools. The investigator visited the schools and personally administered the Questionnaire. The main purpose of the pilot test was not to collect data but to get an insight into the difficulties if any faced by the respondents while filling in the Questionnaire.

Table 3.4.2
Different Aspects / Sub-aspects of Co-curricular Activities and Specification
Considered in the Questionnaire for Principals

Sr. No.	Aspects	Sub-Aspects	Specifications
1.	Activities for Literary and Academic Development	Clubs: Science club, Math club, Eco club/ Nature club, Literary club, Music club	Debates, Extension Lectures/ Talks, Essay Writing Competitions, Library Work, Symposium, Story writing, Poem recitation Activities carried out in the club, No. of meetings in a month. No. of students who participate.
2.	Activities for Aesthetic & Cultural Development	Trained teachers Activities in a month Musical instruments Organization of competitions Competitions Activities in morning assembly	Availability of trained teachers in music, dance, singing, school band, fine art. Music, dance, singing, any other. Guitar, tabla/percussion, flute, harmonium. No. of times organized in a year. Participation of school in inter-school competitions. Name of items, position secured. Name of the activities, Stage facilities.
3.	Activities for leisure	Collection of stamps/ coins/ pictures	Guidance to students, No. of students who participate.
4.	Activities for motor development	Tailoring, embroidery knitting, needlework, spinning and weaving	Student participation, trained teachers, materials brought by students, exhibitions conducted.
5.	Activities for civic development	Visits to different institutions	Gram panchayat, municipality, legislative assembly.
6.	Social welfare activities	Scouts /Guides/Red-cross Society Service	Trained teachers, social service activities, First-Aid. workshop
7.	Multipurpose activities (projects)	Village survey	Types of survey conducted, nature of students who participate

The investigator discussed at length with the Principals about the clarity of each item and found out for himself whether any difficulty / confusion arose in the minds of the respondents (Principals) in understanding the items and giving the responses. After careful analysis of the items once again, necessary changes were incorporated considering the suggestions made by the Principals.

Validity and Reliability of the Questionnaire

The Questionnaire had a high degree of validity as was evident from the manner in which it was developed. By administering and re-administering the tool to a selected group of 10 Principals the test-retest reliability was established. The time interval was ten days. Considering the nature of the instrument, the usual procedure of estimating reliability was not calculated in this case. The procedure followed was as follows:

- The response of each individual subject on each item / sub item on both the test and re -test was compared.
- The percentage of consistency of response of each item in the Questionnaire was calculated.
- It was found that the percentage of consistency ranged from 95 to 100 percent. This indicated that the reliability of the Questionnaire was very high.

A specimen copy of the final form of the Questionnaire on Co-curricular Activities for Principals is given in Appendix – B.

3.4.3 Questionnaire on Co-curricular Activities for Physical Education Teachers

As there was no ready-made Questionnaire available on co-curricular activities for collection of data from Physical Education teachers, the researcher himself developed a Questionnaire for the purpose. The detail procedures followed in constructing the Questionnaire was the same as was in the case of the Questionnaire for Principals.

The details regarding the aspects/ sub aspects and the specifications included in the Questionnaire are given in Table 3.4.3.

Table 3.4.3

Detail Specification followed in Preparing the Questionnaire on Co-curricular Activities for Physical Education Teachers

Aspects	Sub Aspects	Specifications
Physical Development	Mass parade / drill	Number of times in a week, compulsory/ optional, play ground, equipment.
	Indoor games	Name of indoor games, equipment available, students' participation (compulsory/ optional), inter school and intra school competitions, achievements.
	Outdoor games	Name of outdoor games, equipment available, students' participation, inter school and intra school competitions, achievements.
	Athletics	Encouragement to students in track & field activities. Inter school competitions, achievements and students' participation
	Gardening	Encouragement to students, types of gardening: Decorative / kitchen gardening, different categories of plants grown: flowering/ non-flowering/ fruit bearing, vegetables.
	Yoga	Trained teacher, Number of times conducted, Importance given in timetable, infrastructure facilities.

Validity and Reliability of the Questionnaire for Physical Education Teachers

The questionnaire had a high degree of validity as was evident from the manner in which it was developed. Test-retest reliability was established administering and re-administering the tool to a selected group of 10 Physical Education teachers. The time interval was ten days. Considering the nature of the instrument, the usual procedure was not followed in this case. The procedure followed was the same as in the case of Questionnaire for Principals.

It was found that the percentage of consistency ranged from 96 to 100 percent. This indicated that the reliability of the Questionnaire was very high.

A specimen copy of the final form of the Questionnaire on Co-curricular Activities for Physical Education Teachers is given in Appendix – C.

3.4.4 Attitude Towards Co-curricular Activities – A Scale

A Likert-type scale was developed to measure the attitude of the students towards co-curricular activities. The researcher first of all reviewed the related literature in the area of Attitudes and consulted some experts before constructing the Attitude scale. Thirty-five statements were prepared. Statements expressing both favorable as well as unfavorable feelings towards co-curricular activities were included. The first draft of the scale was distributed to some experts with the purpose of obtaining their suggestions for improvement. Each statement (item) was followed by five responses viz. Strongly Agree (SA), Agree (A) Undecided (U), Disagree (D) and Strongly Disagree (SD), one of which was to be selected by students. For the purpose of scoring, the following scoring key was designed as given in Table 3.4.4.

Table 3.4.4

Scoring Key for Attitude Scale

Responses	Rating Points	
	Positive Statement	Negative Statement
SA	5	1
A	4	2
U	3	3
D	2	4
SD	1	5

The sum total of the item credits represented an individual's total score.

The scale was administered to a sample of 94 students of Class-IX. After scoring, item analysis was made following the steps given below:

1. An item analysis chart was prepared taking the number of subjects vertically and the number of items horizontally
2. Average score value of each of the 35 items (statements) was calculated.
For example to get the average score value of item No.1; add the scores of

all the 94 students for the item and divide the sum total by 94 (i.e. the number of subjects)

3. Average score value of each subject was obtained. This was done by dividing a subjects' total score by 35 (i.e. the total number of items)
4. Average score value of all the subjects (obtained in step 3) was added and divided by 94 (i.e. the total number of subjects) to get the average score value of the whole scale (ASVWS)
5. Ten percent of the ASVWS was found out.
6. A range of ASVWS \pm 10 percent of ASVWS was fixed.
7. The items having average score value (calculated in step 2) within this range were retained. It was found that 10 items were rejected and only 25 items were retained for the final form of the scale.

The Attitude scale was then administered to a sample of 62 students selected for the purpose. The scale was re-administered to the same students after a gap of one week and test retest reliability was determined using Product Moment method of 'r'. The obtained test- retest reliability coefficient (r) was 0.92. The split-half reliability coefficient of the scale was 0.89.

A copy of the final form of the Attitude Scale is given in Appendix- D

3.4.5 Questionnaire for Students

A Questionnaire was developed by the investigator to collect data from the students relating to their family background, parental encouragement towards participation in co-curricular activities, proximity to the school and encouragement by teachers and school. The details of the procedures followed in constructing the same have been discussed in the following pages.

First of all the researcher reviewed the relevant literature on co-curricular activities in order to identify different aspects at home and school that would possibly have bearing on the participation of students in co-curricular activities. An analysis of available socio-economic status (SES) scales and other Questionnaires/tools meant for collection of information regarding social-economic and demographic background of the school going students was made. Moreover, the investigator discussed with some of the

experts in the field. Thus before the actual process of construction of the Questionnaire for students, the investigator did his best to get a clear idea on the different aspects that needed the attention of the investigator. It was decided to include the following aspects in the Questionnaire.

1. General information.
2. Education and occupation of parents.
3. Monthly Income and Assets
4. Parental encouragement.
5. Encouragement by the teachers

On the basis of the above aspects a matrix (Table 3.4.5) was prepared to serve as the basis for framing the questions / items of the Questionnaire.

Table 3.4.5

Different Aspects, Sub-aspects and Specifications Considered in Preparing the Questionnaire for Students

Sr. No.	Aspects	Sub-Aspects	Specifications
1.	General Information		Name of the Student, Name of the School, Class and Division, Distance between home and School, Place of Residence, Mode of Transport to school.
2.	Parents	Father Mother	Educational Qualifications Occupations, Salary/ Monthly Income of both the parents.
3.	Assets	Household Items Two/Four Wheeler Flat Land	Cooking Gas, Fridge, T.V., Telephone, Music System, Mobile phone, Scooter, Motorcycle, Car: No., Type, Model. Ownership/ Rented No.of Rooms, A/C Agricultural/ Non-Agricultural, Area, Approx. Income
4.	Encouragement for Participation	Parental Encouragement Encouragement by Teacher	Parents asking children to take part, sending children after school hours for practice, playing with friends, buying of equipment, Appreciation/ Celebration by parents for achievement. Asking students to take part, appreciating achievement, and providing extra academic help.

Based on the matrix items for the Questionnaire were prepared. A separate card was used for each item. This was done keeping in mind the fact that the items could be re-framed, revised or replaced by better item(s) without recopying the entire Questionnaire. This procedure also provided flexibility in arranging items in the most appropriate order before the Questionnaire was put into its final form.

There were two types of items (questions) in the Questionnaire, viz.: restricted or closed-fixed response type and open-ended response type. Within the closed/ restricted responses types, three types of items were included viz. short response / supply type where the respondent is required to supply the required data/ information called forth by the item(s), alternative response type (Yes/No) and multiple choice having type. The first draft of the Questionnaire was sent to a panel of experts for critical review and suggestions to improve it. They were requested to point out the inaccuracies, inconsistencies and suggest alternative item /new items wherever required. Based on the feedback received, the items were revised/modified. Also some items were dropped and some new items were added. The Questionnaire was then printed for administration in a pilot test. The Questionnaire was administered to a group of 10 students of Class- IX. The investigator visited the school and personally administered the Questionnaire. The main purpose of the pilot test was not to collect data but to get an insight into the difficulties, if any, faced by the students while responding to the Questionnaire. The investigator also discussed at length about each item with the students to find out if they had any difficulty in understanding the items and giving the response. Some items were revised on the basis of the feedback received after which the Questionnaire was made ready for administration.

Validity and Reliability of the Questionnaire for Students

The Questionnaire constructed had validity as is evident from the manner in which it was developed. The test / re-test reliability of the Questionnaire was established by administering and re-administering it on a randomly selected group of 52 students of Class-IX. The time interval was one week. The percentage of consistency varied between 90 to 98 percent.

A copy of the final form of the Questionnaire is given in Appendix-E

3.4.6 Rating Scale on Students' Participation in Co-curricular Activities

The investigator went through the data collected in the previous phases of the study (Checklist, Questionnaire for Principals and Questionnaire for physical education teachers) in order to find out the various co-curricular activities conducted in different schools chosen for this phase of the study. Then, a rating scale on students' participation in co-curricular activities was developed.

The rating scale contained a list of 29 co-curricular activities such as Badminton, Chess, Carrom, Table tennis, Cricket, Kho-kho, Kabaddi, Volleyball, Football, Tennekoit, Basketball, Gardening, Yoga asanas, G.K quiz, Library work, Dramatics, Newspapers reading, Music (singing /playing of instruments), Folk dance, Drawing/painting, Fancy dress, Collection of Stamps/Coins, Picnics, Literary competitions, Scouting/guiding, Rangoli and Cycling. Against each co-curricular activity three levels of participation were listed. viz: frequently, occasionally, never. A respondent is required to select any one response by putting '✓' in the appropriate box provided for the purpose.

The rating scale had validity as is evident from the manner in which it was developed. The test re-test reliability of the rating scale was established by administering and re-administering it on a randomly selected group of 33 students of Class-IX. The obtained reliability coefficient was 0.92

A copy of the final form of the Rating Scale is given in Appendix-F

3.4.7 Self-Concept Questionnaire (SCQ)

The Self-Concept questionnaire was developed by R.K.Saraswat. Six Separate dimensions of self-concept viz: Physical, Social, Intellectual, Moral, Educational and Temperamental were included in it. It gives a separate score for each dimension as well as a total self-concept score. The detail about each dimension is as follows:

1. *Physical*: Individuals' view of their body, health, physical appearance and strength.
2. *Social*: Individuals' sense of worth in social interactions.

3. *Temperamental*: Individuals' view of their prevailing emotional state or predominance of a particular kind of emotional reaction.
4. *Education*: Individuals' view of themselves in relation to school, teachers and co-curricular activities.
5. *Moral*: Individuals' estimation of ones mental worth, right and wrong activities.
6. *Intellectual*: Individuals' awareness of their intelligence and capacity of problem solving and judgment.

The questionnaire contained 48 items with each dimension consisting of 8 items. Each item is followed by 5 responses (options) ranging from most acceptable to the least acceptable description of self-concept. The respondents were required to select any one by putting a '√' in the appropriate box provided for the purpose. A high score indicated a higher self-concept while a low score showed low self-concept.

The author had established the validity and reliability of the SCQ. The SCQ was translated into Konkani and the researcher determined its test-retest reliability and 'r' was 0.86.

A specimen copy of the English version of the SCQ is given in Appendix- G

3.4.8 Socio-Emotional Adjustment Inventory for School Children

The Inventory was developed by Pradhan and Iyer (2001). Two aspects were covered in the Inventory: social and emotional. Altogether there are 65 Items. All the items are of closed-fixed response type. All items are in statement form. Each statement is followed by two responses: Agree and Disagree. A respondent is required to select the appropriate response by putting a '√' in the box provided against each statement.

The validity coefficients determined by the authors for social and emotional dimensions were 0.68 and 0.72 respectively indicating that the inventory had high validity. The test-retest reliability of the inventory was established by administering and re-administering it to a group of 83 students with a time interval of one week. Test- retest

reliability coefficient of the inventory reported by the authors was 0.90. Thus, it was clear that the inventory had high validity and reliability.

A specimen copy of the English version of the Socio-Emotional Adjustment Inventory is given in Appendix –H

3.4.9 Interviews with Members of the School Management, Principals, Physical Education Teachers, Teachers, Librarians, Students and Parents

Interviews were conducted with the members of the school Management, Principals, Physical Education teachers, teachers, librarians, students and parents mainly to supplement the data collected using the self-reporting tools cited earlier as well as to collect data relating to objective Nos. 8 and 11 of the study. Since the interview was informal conversational, no questions were prepared in advance. Only some points were listed in advance for each categories of respondents. Questions were framed and asked to the respondents on the spot, depending on the requirements. The points covered during interview have been given in Appendix-I and Appendix-J.

3.4.10 Observation

Direct known observation was also one of the techniques employed by the investigator not only to supplement the data collected from the school authorities and students but also to collect first hand information relating to availability of physical facilities, organisation of co-curricular activities and participation of students in co-curricular activities. Though the investigator did not prepare an observation schedule for the purpose, he had listed in advance some of the aspects/ points to be considered in making observations. During observation, the investigator noted down the significant points observed and later he prepared observation notes. The points covered during observation have been specified in Appendix-K.

3.5 Data Collection Procedures

Data for the present study were collected in seven Phases as explained in the following pages.

Phase I: Administration of the Checklist to the Principals

In this phase the Checklist was distributed to the Principals of all the 355 schools in Goa. Some of the Checklists were personally hand-delivered and some were sent by post. Table 3.5.1 gives a summary of the Checklists administered to the Principals of various high schools.

The Principals were requested to fill-in the checklist either by themselves or by the teachers in-charge of co-curricular activities and send the same back to the investigator using the self-addressed stamped envelope supplied with the Checklist. However, it needs to be mentioned here that in spite of his best effort, the investigator failed to get back the Checklists from many of the Principals.

Table 3.5.1
Checklists Sent and Got Returned from the Principals

Nature of Administration	No. of School	Checklist returned	Return %
Sent by post	193	128	66.3
Hand delivery/ personal	162	123	75.9
Total	355	251	70.7

Phase-II: Administration of the Questionnaire to the Principals and Physical Education Teachers (PETs)

The Questionnaires were administered personally to the Principals or the teachers in charge of co-curricular activities and the PETs in the 55 selected schools. Prior intimation was given to the selected schools and the date was fixed for the visits to these schools. The investigator requested the teachers/ Principals and the Physical Education Teachers to give their responses as requested in the Questionnaires and hand over the same to the Principals in a sealed envelope provided to them. Accordingly, after a few days the investigator visited the schools and collected the Questionnaire personally from the Principals. Replies were received from 53 schools.

Phase-III: Collection of Data from the Students

After obtaining prior permission of the Principals of the concerned schools, the investigator visited the schools to administer the data gathering tools to the students. First, the Attitude Scale was administered to the students. After a gap of one period, the Questionnaire for Students was administered to them. The investigator explained to the students the procedures for filling up of the Questionnaire. Sufficient time was allotted to the students to fill in the Questionnaire. Those who did not know the required information to be supplied were allowed to take the Questionnaire home to fill in the same with the help of parents/elders. The concerned students were requested to handover the Questionnaire to the investigator the very next day. On the second day, the Rating scale on Students' Participation in co-curricular activities was administered.

Phase-IV: Collection of Data from the Office of the Goa Board of Secondary and Higher Secondary Education (GBSHSE)

The school-wise results at the Class-X final examination for the last five years of all the schools in Goa were collected from the office records of the GBSHSE

Phase V: Interview with the Respondents

Prior appointments were scheduled by the investigator with the members of the school Management, Principals, Physical Education teachers, teachers, school librarians and students and interviews were conducted with them as planned.

Phase-VI: Case study

Two schools, one excelling in both academic achievement and number of co-curricular activities conducted and the other showing poor performance in both were identified. The investigator visited both the schools several times to collect the necessary information from the members of the management, Principals, Teachers, Physical Education Teachers and the students by conducting interviews (informal conversational interviews) with them. Interview was also conducted with parents and office bearers of PTAs. The Self-Concept Questionnaire and Socio-Emotional Adjustment Inventory for school children were administered to the students of Class-IX of these schools.

Phase-VII: Collection of Marks from Schools

The marks obtained by the students at the Class-X examination to whom the Questionnaire and the Attitude Scales were administered when they were studying in Class-IX, were collected from the concerned schools.

3.6 Scoring/Coding and Tabulation of Data

The procedures followed in scoring/coding and tabulating the responses have been described in the following pages.

Checklist on Co-curricular Activities

Tabulation of the responses to the Checklist was taken up first. A data sheet was prepared by listing the serial number of the item horizontally and the names of the schools to the left vertical column. Each school was also allotted a code number. The responses of the Principals were tabulated in the data sheet by putting '✓' marks or 'X' in the appropriate cells. The total numbers of tick marks (✓) were counted for each school and for each activity to find out the number of activities conducted by each school and number of schools conducting each activity respectively.

Questionnaire on Co-curricular Activities for Principals and Physical Education Teachers

First of all, the serial number of each item was listed to the left vertical column and the names of the schools horizontally. The response sheets were then transferred onto the master table by putting tick marks/cross marks under each item heading or by recording the responses directly if required. Subsequently, a number of tables were prepared as per the requirement of the study and the data were then transferred on to these tables for analysis.

Attitude Towards Co-curricular Activities – A Scale

In all there were 25 items in the Attitude Scale. Each response to each statement was assigned a predetermined score value as given in Table 3.4.4. The overall total score for each student was obtained by adding all the scores in all the 25 items in the scale. Since there were 25 items, the maximum score that a student could score was 125. The attitude scores of the students were tabulated keeping in mind the objectives of the study.

Questionnaire for Students

A master table was prepared by entering the Sr. No of the item (along with the options if any) horizontally and the Sr. No. of the students in the left hand vertical margin. Then the responses of the students were entered in each cell using the appropriate code/word/number/phrase. Subsequently, a number of tables were prepared as per the requirement of the study and the data were then transferred on to these tables for analysis.

Rating Scale on Students' Participation in Co-curricular Activities

The response sheets of the students' participation in various co-curricular activities were tabulated by putting tally marks for each activity in three categories of responses viz: Frequently, Occasionally, Never. The tally marks were then counted and the total frequency for each activity under each response i.e. Frequently, Occasionally, Never was obtained. This was done for the entire sample, boys and girls, rural and urban students and students of different types of schools. The responses of the students were also scored using the scoring key given below in Table 3.5.2

Table 3.5.2
Scoring Key for Rating Scale

Responses	Rating Points
Frequently	2
Occasionally	1
Never	0

The sum total of the rating points obtained by a student was considered as his/her score on the scale. These scores were used to find out correlation with other variables under study.

Self-Concept Questionnaire (SCQ)

On each item of the Self-concept Questionnaire, the respondent was provided with 5 choices to give his/her response ranging from most acceptable to least acceptable

description of his/her self -concept. The responses were arranged in such a way that the scoring system for all the items were the same irrespective of whether the items were positive or negative. Responses of the students were scored using the scoring key given in Table 3.5.3

Table 3.5.3
Scoring Key for SCQ

Response	Score
A	5
B	4
C	3
D	2
E	1

The summated score of all the 48 items provided the total self-concept score of an individual. The self-concept scores of all the students were then transferred from the answer sheets on to a sheet prepared for the purpose and tabulated keeping in mind the objectives of the study.

Socio-Emotional Adjustment Inventory

The Socio-Emotional Adjustment Inventory for School children contained 65 closed fixed responses type items. The first 33 items referred to the Emotional adjustment whereas the remaining 22 items represented social adjustment. There were two responses for each item –Agree and Disagree. The response ‘Agree’ was allotted zero (0) point, whereas the response ‘Disagree’ was allotted one (1) point. The sum total of all the points was considered as the Socio-Emotional adjustment score of a respondent. Two separate scores for emotional adjustment and social adjustment were also considered. All three scores of each respondent were then tabulated.

Interview

Data/ Information collected through interviews were also organised properly. For each category of respondents a table was prepared mentioning the items / points at the top horizontally and the names (codes were used for names) of the interviews vertically.

Then, all the information supplied by the interviewee as recorded by the investigator was entered into the table.

Observation

Observation notes prepared by the investigator were scrutinized / edited and the same were used for analysis.

3.7 Data Analysis Methods/Techniques/Procedures

After scoring and organizing the data /information, data were analyzed separately for each objective. From the data entered into the data tables i.e. data sheets (mentioned earlier) separate tables were prepared keeping each objective in mind.

The steps followed in ranking the schools based on their performance (five consecutive years) at the Class-X Board examination are as follows.

1. Year-wise percentage of students obtained each class/division was found out for each school
2. The rating points of 4, 3, 2 and 1 were allotted to Distinction, 1st Division, 2nd Division and 3rd Division respectively.
3. The rating points were multiplied with the corresponding percentage of students obtained each Class (division.)
4. Sum total of the weightages were obtained by adding the values obtained at step-3 for all the four Classes/division.
5. The values obtained at step-4 were added for all the five years.
6. Based on the values obtained at step-5, the schools were ranked.

The steps followed in finding our the overall rating value for each co-curricular activities on the basis of extent of students' participation are as follows.

1. Number of students under each response for each activity was found out.
2. Number or percentage of students (as case may be) under each response was multiplied with the corresponding rating points of the response.
3. The value obtained at step-2 was added for all the three response categories. The obtained value was known as the overall rating point.

4. Based on the overall rating points the co-curricular activities were ranked from the highest to the lowest.

Besides the above, the data for the present study were analysed using the following statistical techniques/data analysis procedures:

1. Frequency and Percentage Analysis
2. Content Analysis
3. t-test (significance of the difference between the means and difference between percentages)
4. One-way ANOVA
5. Pearson Product Moment Method of Correlation (r)
6. Rank Difference Method of Correlation.
7. Coefficient of contingency - C
8. Chi-Square Test. (χ^2)

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA, INTERPRETATION OF RESULTS AND DISCUSSION

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA, INTERPRETATION OF RESULTS AND DISCUSSION

4.0 Introduction

This chapter consists of presentation and analysis of data, interpretation of results and discussion. The data collected using various data gathering tools and techniques have been presented and analysed keeping in mind the objectives of the study. The data were analysed using the appropriate statistical methods. Both 0.05 and 0.01 levels of significance were adopted by the investigator in analysing the data.

4.1 Co-curricular Activities Conducted in Secondary Schools in Goa

a. Different Types of Co-curricular Activities Conducted in Secondary Schools

A total number of 79 different co-curricular activities were found conducted in different Secondary schools in Goa (Table 4.1.1). It means that the Secondary schools in Goa conduct a wide variety of co-curricular activities. But the data in Table 4.1.2 show that the percentage of schools conducting each activity varied from as low as 0.4 percent to as high as 98.8 percent. The activities which were found conducted in 90 percent and above of the schools include Mass prayer / Assembly, Celebration of Days of National importance, Drawing competitions, Outdoor games, Indoor games, Newspaper reading, Picnics, Celebration of Parents' day, Mass parade, Athletics and Essay competitions. It means that only 14 percent (11 out of 79) of the activities were found conducted in 90 percent and above of the schools in Goa. On the other hand, it was found (Table 4.1.2) that the activities which were found conducted in less than ten percent of the schools include Photography, Mock Parliament, N.C.C., Swimming, Environmental concerns, Weaving, Basket making, Dyeing, Sculpture, Dispensary for First-aid, Spinning, Soap making, Mock Court and running a School Post Office. It shows that about 18 percent (14 out of 79) of the activities were conducted in less than 10 percent of the schools. The co-curricular activity which found a place in almost all schools was Mass prayer / Assembly whereas, running a School Post Office was an activity found conducted only in one school in Goa.

TABLE: 4.1.1

Percentage of Schools Conducting Each Type of Co-curricular Activity.

Area Code	Sr. No.	Co-Curricular Activities	No	%	Area Code	Sr. No.	Co-Curricular Activities	No.	%	
I	1	Mass Parade	230	91.6	V	3	Tailoring	45	17.9	
	2	Outdoor Games	240	95.6		4	Weaving	10	4.0	
	3	Indoor Games	240	95.6		5	Embroidery	107	42.6	
	4	Gardening	162	64.5		6	Knitting	66	26.3	
	5	N.C.C.	23	9.2		7	Book Binding	39	15.5	
	6	Yogic Asanas	214	85.3		8	Toy making	42	16.7	
	7	Athletics (Sports)	228	90.8		9	Soap making	4	1.6	
	8	Bicycling	42	16.7		10	Basket making	8	3.2	
	9	Swimming	15	6.0		11	Clay modelling	46	18.3	
II	1	Debates	185	73.7		12	Flower Gardening	88	35.1	
	2	Extension lectures	95	37.8		13	House system	68	27.1	
	3	Essay competition	227	90.4		14	Kitchen Gardening	76	30.3	
	4	Library reading	217	86.5		VI	1	Picnics	232	92.4
	5	Dramatics	196	78.1			2	Hikes	159	63.3
	6	Wall Magazine	188	74.9	3		Visits to exhibition	187	74.5	
	7	Symposium	34	13.5	4		Excursions	194	77.3	
	8	Story writing	158	62.9	5		Pilgrimages	56	22.3	
	9	Newspaper reading	232	92.4	VII	1	Visits	63	25.1	
	10	Recitation competition	215	85.7		2	Cel. Social festivals	130	51.8	
	11	Lit./Sci/Math/Eco. Club	58	23.1		3	Cel. Rel. festivals	135	53.8	
	12	School Magazine	145	57.8		4	Cel. National Days	244	97.2	
III	1	Music	135	53.8		5	School Panchayat	32	12.7	
	2	Folk Dance	200	79.7		6	Self-Government	83	33.1	
	3	Drawing competition	241	96.0		7	Org. Mock court	3	1.2	
	4	School Exhibitions	178	70.9		8	Mock Parliament	24	9.6	
	5	Fancy Dress	198	78.9		9	Parent's Day	230	91.6	
	6	Prep. of Charts	214	85.3	VIII	1	Mass Assembly	248	98.8	
	7	Folk Songs	174	69.3		2	Scouts/Guides	111	44.2	
	8	School Band	91	36.3		3	Social Service	161	64.1	
	9	Class Decoration	150	59.8		4	First Aid	166	66.1	
	10	Sculpture	6	2.4		5	Prabhat Pheri	152	60.6	
	11	Flower festival	42	16.7		6	Cleanliness Week	193	76.9	
IV	1	Stamps collection	83	33.1		7	Red-Cross	90	35.9	
	2	Collection of pictures	105	41.8	IX	1	Beautifying the School	182	72.5	
	3	Album making	66	26.3		2	Village Survey	50	19.9	
	4	Collection of Coins	50	19.9		3	Dispensary	6	2.4	
	5	Photography	24	9.6		4	School Post Office	1	0.4	
V	1	Spinning	4	1.6		5	School Co-op. Bank	65	25.9	
	2	Dyeing	7	2.8		6	Annual Celebrations	204	81.3	
						7	Environmental concern	13	5.2	

Note: A total of 251 schools had responded to the Checklist.

Table 4.1.2

Rank Order of Each Type of Co-curricular Activity

Area Code	No.	Co-Curricular Activities	No.	%	Rank
VIII	1	Mass prayer/ Assembly	248	98.8	1st
VII	4	Celeb. of National Days	244	97.2	2nd
III	3	Drawing competition	241	96.0	3rd
I	2	Outdoor Games	240	95.6	4th
I	3	Indoor Games	240	95.6	4th
II	9	Newspaper reading	232	92.4	6th
VI	1	Picnics	232	92.4	6th
VII	9	Celeb. of Parent's Day	230	91.6	8th
I	1	Mass Parade	229	91.2	9th
I	6	Athletics (Sports)	228	90.8	10th
II	3	Essay competition	227	90.4	11th
II	4	Library reading	217	86.5	12th
II	10	Recitation competition	215	85.7	13th
I	5	Yogic Asanas	214	85.3	14th
III	6	Preparation of Charts	214	85.3	14th
IX	6	Org Annual Celebration	204	81.3	16th
III	2	Folk Dance	200	79.7	17th
III	5	Fancy Dress	198	78.9	18th
II	5	Dramatics	196	78.1	19th
VI	4	Excursions	194	77.3	20th
VIII	6	Cleanliness Week	193	76.9	21st
II	6	Wall Magazine	188	74.9	22nd
VI	3	Visits to exhibitions	187	74.5	23rd
II	1	Debates	185	73.7	24th
IX	1	Beautifying the school	182	72.5	25th
III	4	Org. School Exhibitions	178	70.9	26th
III	7	Folk Songs	174	69.3	27th
VIII	4	First Aid	166	66.1	28th
I	3	Gardening	162	64.5	29th
VIII	3	Social Service	161	64.1	30th
VI	2	Hikes	159	63.3	31st
II	8	Story writing comp.	158	62.9	32nd
VIII	5	Prabhat Pheri	152	60.6	33rd
III	9	Class decoration	150	59.8	34th
II	12	School Magazine	145	57.8	35th
III	1	Music	135	53.8	36th
VII	3	Celeb. Rel. festivals	135	53.8	36th
VII	2	Celeb. Social festivals	130	51.8	38th
VIII	2	Scouts/ Guides	111	44.2	39th
V	5	Embroidery	107	42.6	40th

Area Code	No.	Co-Curricular Activities	No.	%	Rank
IV	2	Collection of pictures,	105	41.8	41st
II	2	Org. extension lectures	95	37.8	42nd
III	8	School Band	91	36.3	43rd
VIII	7	Red-Cross	90	35.9	44th
V	12	Flower Gardening	88	35.1	45th
IV	1	Stamps collection	83	33.1	46th
VII	6	Sts. Self Government	83	33.1	46th
V	14	Kitchen Gardening	76	30.3	48th
V	13	House system	68	27.1	49th
IV	3	Album making	66	26.3	50th
V	6	Knitting	66	26.3	50th
IX	5	School Co-operative Bank	65	25.9	52nd
VII	1	Visits to Civic Institutions	63	25.1	53rd
II	11	Lit./Sci/Math/Eco Club	58	23.1	54th
VI	5	Pilgrimages to places	56	22.3	55th
IV	4	Collection of Coins	50	19.9	56th
IX	2	Village Survey	50	19.9	56th
V	3	Tailoring	45	17.9	58th
V	11	Clay modelling	45	17.9	58th
I	7	Bicycling	42	16.7	60th
III	11	Flower festival	42	16.7	60th
V	8	Toy making	42	16.7	62nd
V	7	Book Binding	39	15.5	63rd
II	7	Symposium	34	13.5	64th
VII	5	Org. School Panchayat	32	12.7	65th
IV	5	Photography	24	9.6	66th
VII	8	Org. Mock Parliament	24	9.6	66th
I	4	N.C.C.	23	9.2	68th
I	8	Swimming	15	6.0	69th
IX	7	Environmental concern	13	5.2	70th
V	4	Weaving	10	4.0	71st
V	10	Basket making	8	3.2	72nd
V	2	Dyeing	7	2.8	73rd
III	10	Sculpture	6	2.4	74th
IX	3	Dispensary	6	2.4	74th
V	1	Spinning	4	1.6	76th
V	9	Soap making	4	1.6	76th
VII	7	Organising Mock court	3	1.2	78th
IX	4	School Post pfice	1	0.4	79th

Note: The activities were ranked, based on the number of schools conducting the same (Using the data in Table 4.1.1)

Table 4.1.3**Percentage of Schools Conducting Different Co-curricular Activities.**

% of Schools	No. of Activities	Percentage
70% and above	26	32.9
60 – 69%	8	10.1
50 – 59%	4	5.1
40 – 49%	3	3.8
39% and below	38	48.1
Total:	79	100

Further, the data in Table 4.1.3 show that only about one-third of the co-curricular activities (26 out of 79) were found conducted in 70 percent and above of the schools where as about one-half of the activities are conducted in less than 40 percent of the schools.

Table 4.1.4**Percentage of Co-curricular Activities Conducted in Schools**

% of Activities Conducted	No. of Schools	Percentage
70% and above	4	1.6
60 – 69%	29	11.6
50 – 59%	68	27.1
40 – 49%	69	27.5
39% and below	81	32.3
Total:	251	100

Further, it was found that a very negligible percentage of schools (i.e. 1.6 percent) used to conduct 70 percent and above (i.e. 55 and more out of the 79) of the co-curricular activities (Table 4.1.4). Nearly one-third of the schools used to conduct less than 40 percent (i.e. 31 and less out of 79) of the co-curricular

activities. It was observed that 60 percent of the schools used to conduct less than 50 percent of the co-curricular activities. Nearly one-third of the schools had the provision for conducting less than 40 percent of the activities. It was also found that about one-fourth of the schools used to organize less than 20 percent of the activities.

Out of the nine areas of co-curricular activities, majority of the schools were found conducting four areas of activities. Three areas such as Multi-purpose activities, Leisure time activities / Hobbies and activities for Motor development were found not given much importance by the schools. The schools used to give least importance to activities for Motor development such as Tailoring, Weaving, Embroidery, Knitting, Book binding, Toy making, Basket-making, Clay modelling, Flower gardening, House system and Kitchen gardening. It was observed that those activities that require the teachers to be trained or skilled and the activities which require material resources are mostly not conducted in schools.

Table 4.1.5

**Rank Order of Each Area of Co-curricular Activities
Conducted by Schools**

Code	Areas of Co-curricular Activities	Overall %	Rank
VI	Excursion Activities	66.0	1st
II	Literary and Academic Development	64.7	2nd
VIII	Social/ Social Welfare Activities	63.8	3rd
I	Physical Development	61.7	4th
III	Aesthetic and Cultural Development	59.0	5th
VII	Civic Development	41.8	6th
IX	Multipurpose Activities (Projects)	30.0	7th
IV	Leisure (Hobbies)	26.1	8th
V	Motor Development (Craft Activities)	16.0	9th

Each Secondary school is expected to conduct a wide variety of co-curricular activities for the benefit of its students. The study revealed that of the 79 different types of co-curricular activities considered, each activity was found

conducted in one school or the other. However, only a few of the activities are conducted in most of the schools and a large number of co-curricular activities are not conducted in most of the schools. Many of the important co-curricular activities do not find a place in majority of the schools in Goa. Activities for Motor development, Leisure time activities / Hobbies and Multi-purpose activities have been neglected by most of the schools. The schools mostly conduct those activities which do not require special skills/ training on the part of the teachers and material resources. The schools have so far not given due importance to co-curricular activities. It is a matter of concern that there are many activities which are conducted in less than five percent of the schools in the State. Majority of the schools have not taken the task of organizing a wide variety of co-curricular activities.

b. Co-curricular Activities Periods

Table 4.1.6

Allotment of Co-curricular Activities Periods in Schools

	No.	%
Allotted	20	37.7
Not Allotted	33	62.3
Total	53	100

It was found (Table 4.1.6) that only 37.7 percent of the secondary schools have allotted periods for co-curricular activities in the school time-table. It means more than three-fifths of the secondary schools in Goa have made no provisions for co-curricular activities in the school time-table. It implies that majority of the secondary schools do not give importance to co-curricular activities like the curricular ones. In order to conduct co-curricular activities properly it is necessary to have provisions for the same in the school time-table. Not doing so by majority of the schools means that they are not serious about the importance of co-curricular activities in the regular school time-table.

c. *Literary and Academic Activities*

Table 4.1.7
Number of Times Literary and Academic Activities
are Conducted in Schools

Activities	No. of Times in a year	No.	%
Debates and Discussion	0	14	26.4
	1-2	28	52.8
	3-4	7	13.2
	5 and above	4	7.5
Extension Lectures	0	13	24.5
	1-2	20	37.7
	3-4	9	17.0
	5 and above	11	20.8
Essay Writing	0	1	1.9
	1-2	45	84.9
	3-4	4	7.5
	5 and above	3	5.7
Story Writing	0	10	18.7
	1-2	39	73.6
	3-4	3	5.7
	5 and above	1	1.9
Symposium	0	41	77.4
	1-2	12	22.6
Poem Recitation	0	5	9.4
	1-2	36	67.9
	3-4	7	13.2
	5 and above	5	9.4

Table 4.1.7 shows that majority of the schools used to organise Debates and Discussion only once or twice in a year. It was observed that about 13 percent of the schools used to organise the same more than three to four times in a year. A very low percentage of the schools had stated that they used to organise

Debates and Discussion more than four times in a year. It was found that most of the secondary schools used to organise activities such as Essay writing, Story writing and Poem recitation only once or twice in a year. Very low percentage of schools used to organise such activities more than four times in a year. Only about 23 percent of the secondary schools used to organise Symposium only once or twice in a year. It was observed that less than two-fifths of the schools used to organise Extension lectures once or twice in a year and only about one-fifths of the schools used to organise the same more than four times in a year.

The above findings revealed that majority of the schools used to conduct most of the Literary and Academic activities only once or twice in a year. Very low percentage of schools used to conduct these activities more than four times in a year. Thus the findings implied that most of the schools conduct these activities for the sake of conducting the same. These activities are expected to be conducted as many times as possible in a year but organising the same once or twice in a year means most of the secondary schools in Goa conduct such activities without seriousness.

d. Art and Craft

Table 4.1.8

Number of Times Art and Craft Activities Conducted in Schools

Activities	No. of Times in a year	No.	%
Craft	0	23	43.4
	1-2	20	37.7
	3-4	10	18.9
Drawing	0	4	7.5
	1-2	33	62.3
	3-4	10	18.9
	5 and above	6	11.3
Painting	0	17	32.1
	1-2	24	45.3
	3-4	8	15.1
	5 and above	4	7.5

It was observed (Table 4.1.8) that highest percentage of the schools used to organise activities like Craft, Drawing and Painting only one or twice in a year. Very low percentage of schools used to organise activities like Drawing and Painting more than four times in a year. None of the secondary schools used to organise Craft competitions more than four times in a year. The findings show that though majority of the schools used to organise all the three Art and Craft activities, most of them used to organise the same only once or twice in a year. It indicates that many of the schools have not considered the importance of organising such activities more frequently.

Table 4.1.9
Exhibitions of Students' Products in Schools

Exhibitions	No.	%
Organise	20	37.7
Do not Organise	33	62.3
Total	53	100.0

Table 4.1.9 shows that only about 38 percent of the schools used to organise exhibitions of students' products. It shows that most of the secondary schools do not organise exhibitions of students products. Though majority of the schools have the provisions for Art and Craft activities (Table 4.1.8) all the schools do not exhibit the works of the students for others to see and know about the same. Exhibition of the works done by the students helps in motivating the students to work better, but the findings indicated that most of the schools have not realised the importance the exhibition of students' products.

e. Cultural Activities

Table 4.1.10

Number of Times in a Week Cultural Activities Conducted in Schools

Activities	No. of Times in a year	No.	%
Dance	0	39	73.6
	1-2	12	22.6
	3-4	2	3.8
Singing	0	24	45.3
	1-2	13	24.5
	3-4	7	13.2
	5 and above	9	17.0
Music	0	36	67.9
	1-2	11	20.8
	3-4	6	11.3

Table 4.1.10 shows that most of the schools did not have the provisions for activities like Dance, Singing and Music. Out of those schools having the provisions for these activities it was observed that most of them used to organise the same only once or twice in a week. Very few schools used to conduct such activities three to four times in a week.

The findings thus revealed that the cultural activities are not organised in most of the schools. The schools which used to organise the same, most of them used to do only once or twice in a week. It means that the schools do not spend much time to develop the skills among the students to perform these activities.

f. Activities in the Morning Assembly

Table 4.1.11

Activities Conducted in the Morning Assembly in Schools

Activities	No.	%
Newspaper Reading	43	81.1
Thought for the Day	28	52.8
Reading of Articles	13	24.5
Quiz	15	28.3
Patriotic Songs	28	52.8
Slokas	2	3.8
Story Telling	17	32.1
Physical Exercises	2	3.8
Skits	9	17.0
G.K. Competition	8	15.1
Talks on Values	12	22.6
Poem Recitation	4	7.5
Birthday Wishes	1	1.9
Prayers	40	75.5

Note: Number of schools responded to the Questionnaire was 53.

The data in Table 4.1.11 show that most of the schools used to organize activities such as Newspaper reading and Prayers during school assembly. Thought for the day and singing of Patriotic songs were the activities which find a place during Morning assembly in only one-half of the Secondary schools. Except these four activities, all other activities were found conducted in few of the schools (Table 4.1.11). It is surprising to note that not a single activity listed in Table 4.1.11 had a place in all the schools. Almost all the schools reported that they do not have the provision for physical exercises for students during Morning assembly. Though a few stretching Asanas improves blood circulation and increases alertness of mind throughout the day, the Secondary schools do not pay attention to this aspect during Morning assembly. Since the schools in Goa function in the morning, simple form of physical exercises can easily be conducted in the assembly for all students. About four-fifths of the schools

reported that they did not have the provision for Talks on Values during Morning assembly. Since all the school students remain present at the time of assembly, it is the ideal time to deliver Talks on Values for a short duration on some of the days for the benefit of all students. Infact, important activities like Physical exercises, Talks on Values, Celebration of Birthdays of students and teachers, Singing of Patriotic songs, reflection on Thought for the day do not require much resources or preparation and these can easily be organised during Morning assembly in all Secondary schools. However, the findings of the study revealed that almost all the schools do not conduct a wide variety of programme / activities at the Morning assembly, though the Principals and teachers agreed that most of these activities/ programmes can easily be conducted in schools, they do not do so taking some excuse or the other.

g. Mass Drill / Parade

Table 4.1.12

Students' Participation in Mass Drill / Parade in Schools

	No.	%
Compulsory	38	71.7
Not Compulsory	15	28.3
Total	53	100.0

It was found (Table 4.1.12) that 71.7 percent of the secondary schools in Goa compulsorily make the students to participate in Mass Drill / Parade. It means that nearly three-fourths of the secondary schools in Goa have made Mass Drill / Parade compulsory for the students.

A very significant percentage of the secondary schools have not made it compulsory for all students. It implies that many of the secondary schools have not realised the importance of making Mass Drill / Parade compulsory for all students which is essential for their physical development.

Table 4.1.13
Number of Times a Week Mass Drill / Parade
Conducted in Schools

No. of Times a Week	No.	%
0	8	15.1
1	38	71.7
2	4	7.5
3	1	1.9
3 and above	2	3.8

Table 4.1.13 shows that most of the schools organise Mass drill / Parade only once in a week. A low percentage of schools conduct the same more than once in a week. For better physical development of the students it is necessary that Mass drill / Parade is conducted several times in a week. But the findings show that most of the schools have not realised this, as is evident from the fact that most of the schools conduct Mass parade / drill only once in a week.

h. Yoga

Table 4.1.14
Yoga Conducted in Schools

Timing	No.	%
Before Interval	40	75.5
After Interval	5	9.4

Table 4.1.15
Number of Times a Week Yoga Conducted in Schools

No. of Times a Week	No.	%
0	8	15.1
1	22	41.5
2	16	30.2
3 and above	7	13.2

It was found (Table 4.1.14) that three-fourths of the secondary schools conduct Yoga before interval. Only about one-tenth of the schools having provisions for Yoga used to conduct the same after interval. It is necessary that Yoga is conducted before the interval. The findings shows that most of the schools have recognised this fact. Further, the data in Table 4.1.15 show that about two-fifths of the secondary schools used to conduct Yoga only once in a week and about 30 percent used to conduct the same only twice in a week. A very low percentage of schools conduct Yoga more than twice in a week. The findings thus implied that though most of the schools conduct Yoga before interval, mostly they conduct Yoga only once or twice in a week. Conducting Yoga just once or twice in a week may not be so much beneficial for the students. Though most of the schools have made provisions for conducting Yoga, they don't do the same rigorously.

i. Activities on Days of National Importance

Table 4.1.16

Activities Conducted on Days of National Importance in Schools

Activities	No.	%
Drill	7	13.2
Patriotic Songs	39	73.6
G.K Competition	24	45.3
March Past	20	37.7
Speeches	37	69.8
Skits	13	24.5
Folk Dances	10	18.9
Prabhat Pheri	7	13.2
Games	3	5.7
Debates	3	5.7
Prayer Service	3	5.7

Altogether 11 activities were found conducted on the days of National importance in Secondary schools in Goa (Table 4.1.16). Singing of Patriotic songs and Delivery of Speeches by teachers were the two activities found

conducted in most of the schools. The other activities which were found conducted in significant percentage of schools include G.K. competitions, March past and Skits. Very negligible percentage of schools used to conduct activities such as Games, Debates, Prayer service, Drill and Prabhat pheri on the Days of National importance. It means that, most of the activities were not conducted in most of the schools. It was also observed that most of the schools used to conduct only a few of the activities on the Days of National importance. It was surprising that not a single activity was found conducted in all the Secondary schools in Goa and none of the schools used to conduct more than four activities. The Principals and the teachers of most of the schools agreed that they used to conduct programmes of shorter duration which enabled the staff to enjoy the remaining part of the day.

The activities conducted by almost all the Secondary schools on Days of National importance in Goa are found inadequate. None of the schools have realised the importance of conducting a wide variety of programmes on important National days. No school spends adequate time to conduct various useful activities / programmes, there is lack of commitment and sincerity on the part of teachers as far as organisation of programmes/ activities on the Days of National importance is concerned.

j. Indoor Games

Table 4.1.17

Indoor Games Conducted in Schools

Games	No.	%
Badminton	22	41.5
Chess	27	50.9
Carrom	20	37.7
Table Tennis	27	50.9

Indoor games such as Chess and Table-tennis were found conducted in one-half of the Secondary schools (Table 4.1.17). Badminton and Carrom each

were found conducted only in around two-fifths of the schools. Chess and Table-tennis were the games played in higher percentage of schools compared to Badminton and Carrom. But none of the games were found conducted in more than one-half of the schools.

The findings implied that majority of the Secondary schools in Goa do not have provisions for Indoor games. Though the Indoor games do not require expensive equipment, the Secondary schools do not provide opportunity for their students to play various Indoor games. The schools in Goa have a very long way to go so far as organisation of different Indoor games is concerned.

Table 4.1.18

Students' Participation in Indoor Games in Schools

	No.	%
Compulsory	13	24.5
Not Compulsory	40	75.5

Table 4.1.19

Intra-School Competitions in Indoor Games in Schools

	No.	%
Conduct	23	43.4
Do not Conduct	30	56.6

Table 4.1.20

Inter-School Competitions in Indoor Games in Schools

	No.	%
Participate	38	71.7
Do not Participate	15	28.3

Further, it was found (Table 4.1.18) that only one-fourth of the secondary schools have made it compulsory for all students to participate in Indoor games. It means three-fourths of the secondary schools have left it for the students to

decide whether or not to participate in Indoor games. It was observed that only about two-fifths of the secondary schools conduct intra-school competitions in Indoor games. Moreover, the data in Table 4.1.20 shows that about 72 percent of the schools make their students to participate in inter-school Indoor games competitions.

The findings presented above indicate that though most of the schools conduct Indoor Games, they have not made it compulsory for all students to participate in the same. Many of the secondary schools neither conduct intra-school competitions nor participate in inter-school Indoor Games competitions. The findings thus implied that many of the secondary schools in Goa have not realised the importance of making the students participate in different Indoor games in various ways.

k. Outdoor Games

Table 4.1.21

Outdoor Games Conducted in Schools

Games	No.	%
Cricket	29	54.7
Kho-Kho	15	28.3
Kabaddi	22	41.5
Volleyball	30	56.6
Football	40	75.5
Basketball	10	18.9
Tennekoit	4	7.5
Softball	2	3.8
Hockey	6	11.3
Handball	4	7.5
Throwball	3	5.7
Croquet	1	1.9

None of the Outdoor games were found conducted in all the Secondary schools (Table 4.1.21). The percentage of schools conducting different games varied between merely two percent to 75 percent. Only three games viz: Cricket, Volleyball and Football were found conducted in majority of the Secondary schools. The other Outdoor games which were found conducted in significant percentage of the schools include Kho-kho, Kabaddi and Basketball. Negligible percentages of schools used to conduct six out of 12 (i.e. 50 percent) of the Outdoor games. It means that the Outdoor games conducted by the Secondary schools in Goa is grossly inadequate.

The findings of the study also revealed that though Outdoor games like Kho-kho and Kabaddi do not require any equipment except a Playground, majority of the Secondary schools in Goa do not conduct the same. Also, many of the other Outdoor games mentioned in Table 4.1.21 require very few inexpensive equipment / materials. Hence, it is not a difficult task to conduct different Outdoor games. Even a game like Football which is a very popular game in Goa, is not conducted in all the schools. The Secondary schools in Goa have so far not realised their responsibility as far as organisation of various Outdoor games is concerned.

Table 4.1.22

Students' Participation in Outdoor Games in Schools

	No.	%
Compulsory	25	47.2
Not Compulsory	28	52.8

Table 4.1.23

Intra-School Competitions in Outdoor Games in Schools

	No.	%
Conduct	37	69.8
Do Not Conduct	16	30.2

Table 4.1.24
Inter-School Competitions in Outdoor Games in Schools

	No.	%
Participate	43	81.1
Do Not Participate	10	18.9

Moreover, the data in Table 4.1.22 show that only 47 percent of the secondary schools have made it compulsory for students to take part in Outdoor Games which means that majority of the schools have not made it compulsory for all the students. It was found (Table 4.1.23) that only 70 percent of the schools used to conduct intra-school competitions in Outdoor Games and the remaining 30 percent of the schools do not conduct the same. With regards to inter-school competitions in Outdoor Games it was found (Table 4.1.24) that most of the schools (81 percent) make their students to participate in such competitions.

From the findings presented above it is clear that majority of the schools have left it for the students to decide whether or not to participate in Outdoor games. Though it is possible for all schools to conduct intra-school competitions in different Outdoor games many of the schools do not do so. The findings thus revealed that many of the schools do not give much importance to participation of students in different Outdoor games in various ways.

I. Athletics

Table 4.1.25
Athletics Conducted in Schools

Events	No.	%
Sprints (100/200 mts.)	51	96.2
Middle Distance (400/800 mts)	46	86.8
Shotput Throw	20	37.7
Discus Throw	38	71.7
Javelin Throw	18	34.0
High Jump	35	66.0
Long Jump	41	77.4

Most of the Secondary schools in Goa were found conducting Sprints (100 and 200 meters) as shown in Table 4.1.25. Also Middle distance events (400 and 800 meters) were found conducted in very higher percentages of schools. The other activities which were found conducted in significant percentage of schools include Discus-Throw, High and Long Jump events. Only about one-third of the Secondary schools had the provision for conducting events like Shot-put and Javelin Throw. The findings revealed that though most of Secondary schools conduct many of the activities / events, a significant percentage of the schools do not conduct some of the Athletic events. It was also observed that most of the schools used to conduct events like Sprints (100 / 200 mts) and Middle distance (400 / 800 mts) events. The Physical education teachers of most of the Secondary schools in Goa agreed that they conduct Track events as part of the necessary physical fitness programme of the pupils. However, they felt that students needed specialized training in events like Shot-put throw, Discus-Throw, Javelin Throw, High Jump and Long Jump. Many of the Secondary schools in Goa still have a long way to go so far as organisation of many Field and Track events is concerned.

Table 4.1.26
Inter-School Athletics Meets in Schools

	No.	%
Participation	46	86.8
No Participation	7	13.2
Total	53	100.0

However, it was found (Table 4.1.26) that almost 87 percent of the schools take part in inter-school Athletics meets and only 13 percent do not take part in Athletics meet. It implies that most of the secondary schools give importance to students' participation in inter-school Athletics meets.

m. Visit to Civic Institutions

Table 4.1.27

Visit to Civic Institutions in Schools

Institutions	No.	%
Gram Panchayat	24	45.3
Municipality	7	13.2
Legislative Assembly	15	28.3
Court of Law	3	5.7
Post Office	24	45.3
Commercial Bank	27	50.9

The data in Table 4.1.27 show that the Secondary schools in Goa were found organising visits to six different civic institutions. Nearly one-half of the schools stated that they used to organise visits to Gram Panchayat, Post Office and Commercial Banks. Very low percentages of schools used to take their students to visit Municipality and Court of Law.

The findings of the study revealed that majority of the Secondary schools in Goa do not organise visits to any of the Civic institutions. It means that most of the schools do not acknowledge the importance of visiting Civic institutions and helping the students to acquire direct first hand learning experiences about the functioning of various Civic institutions.

n. Social / Social Welfare Activities

Table 4.1.28

Social / Social Welfare Activities Conducted in Schools

Activities	No.	%
Camps	12	22.6
Plastics Collection	20	37.7
Cleaning roads, wells	25	47.2
Growing Trees	4	7.5
Village Survey	24	45.3
Health Survey	11	20.8
First Aid Workshop	31	58.5

It was found (Table 4.1.28) that except First-aid workshop for which nearly three-fifths of the schools had the provision, all other activities were found conducted in less than 50 percent of the schools. In a very negligible percentage of the schools the students used to take part in Growing trees. Only around one-fifth of the schools used to organise Camps and conduct Health surveys. Moreover, only 37.7 percent and 47.2 percent of the schools engaged their students to Collect plastics and Clean roads, wells etc. respectively. It is surprising to note that not a single activity listed in Table 4.1.28 had a place in more than 60 percent (three-fifths) of the schools.

The findings of the study implied that most of the schools do not conduct most of the Social / Social welfare activities. Further, activities concerning environment such as Plastics Collection, Growing of trees, and Cleaning of roads and wells are not given importance in most of the schools. Even an activity like First-aid workshop which requires minimum equipment, time and effort, does not find place in about two-fifths of the Secondary schools. The findings also implied that the Secondary schools in Goa have so far not realised the importance of conducting a wide variety of Social / Social welfare activities.

o. School Clubs

Table 4.1.29

Different Clubs in Schools

Clubs	No.	%
Science	27	50.9
Mathematics	13	24.5
Nature	17	32.1
Literary	7	13.2
Music	7	13.2

Most of the secondary schools in Goa were found not having provision for the six various Clubs (Table 4.1.29). One-half of the schools were found having provision for Science club. A very low percentage of schools were found having provision for clubs like Literary and Music. It was also found that most of the schools having provision for various Clubs used to organise a very limited number of activities and that too not so regularly.

The findings revealed that most of the schools do not have provision for the various Clubs listed in Table 4.1.29. To created added interest in various subjects it is necessary for schools to have provision for a wide variety of Clubs. However, most of the schools in Goa have not yet recognized the need for making provision for different school class and activities to be organised in different clubs.

Table 4.1.30
Number of Meetings Per Month in Various Clubs in Schools

Clubs	No. of Meetings	No.	%
Science	1	20	74.1
	2	2	7.4
	3	0	0.0
	4	5	18.5
Mathematics	1	9	69.2
	2	2	15.4
	3	1	7.7
	4	1	7.7
Literary	1	2	28.6
	2	2	28.6
	3	0	0.0
	4	3	42.9
Music	1	1	14.3
	2	1	14.3
	3	2	28.6
	4	3	42.9

Further, the data in Table 4.1.30 show that most of the schools have the provisions for having only one meeting in a month for Science and Mathematics club. Only in the case of Music clubs majority of the schools used to organise meetings more than twice in a month. Thus the findings indicated that the schools having the provisions for different clubs do not organise adequate number of meetings for different clubs. Simply having the Clubs is of no use unless the students meet frequently to organise different activities in the Clubs. Most of the secondary schools having the provision for school clubs have not considered the importance of having frequent meetings for the Clubs.

p. Hobbies

Table 4.1.31

Hobbies Encouraged in Schools		
Hobbies	No.	%
Stamp Collection	20	37.7
Coin Collection	14	26.4
Picture Collection	19	35.8

Table 4.1.32

Guidance Given on Hobbies to Students	
No. of Schools	20
Percentage	37.7

From amongst the Hobbies encouraged by schools, Stamp collection was the most popular hobby followed by Picture collection and Coin collection (Table 4.1.31). However, none of the Hobbies were found encouraged in more than two-fifths of the Secondary schools. Also, it was found that less than two-fifths of the schools used to provide guidance to their students to take part in Hobbies (Table 4.1.32).

The findings implied that majority of the Secondary schools do not give guidance on Hobbies to their students. Though Collection of Stamps, Coins and Pictures does not require financial resources and only require time on the part of the school and students, the Secondary schools do not provide the opportunity to their students in the form of guidance or encouragement to develop Hobbies. There is lack of initiative on the part of the Principals and teachers of most of the Secondary schools to give guidance and encourage students to participate in Hobbies.

q. School Gardening

Table 4.1.33

Periods Allotted for Gardening in Schools		
No. of Periods	No.	%
0	32	60.4
1	7	13.2
2	12	22.6
3 and above	2	3.8

The data in Table 4.1.33 show that three-fifths of secondary schools do not have the provisions for separate periods for Gardening work in the school time-table. About 13 percent of the schools have the provisions for one period per week and 22.6 percent of the schools have allotted two periods per week in the school time-table for Gardening purpose. Unless some provisions are made in the school time-table the students may not take part or take interest in Gardening work. From the findings of the study it appears that most of the schools have not realised the importance of making provisions during the school hours for Gardening purpose.

4.2 Co-curricular Activities Conducted in Different Categories of Schools

The schools were categorized in the basis of management (Type of schools) and location (Rural and Urban schools). First of all the entire set of data were tabulated in Table 4.2.1 (4 x 2 way Table). Based on these data, subsequently data were tabulated for types of schools (Private unaided, Private aided, State Government and Central Government schools) and location of schools (Rural and Urban schools) separately. Then significance of difference between percentages was found out for each comparison. The results have been presented in Table 4.2.2 and Table 4.2.14 respectively.

Table 4.2.1

Different Categories of Schools Conducting Each Type of Co-curricular Activities

Co-curricular Activities	Code	Private Aided Schools						Private Unaided Schools						Government Schools (State)						Government Schools (Central)					
		Urban		Rural		Total		Urban		Rural		Total		Urban		Rural		Total		Urban		Rural		Total	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
I	1	69	83.1	115	95.8	184	90.6	1	50.0	2	100.0	3	75.0	7	100.0	32	100.0	39	100.0	3	75.0	1	100.0	4	80.0
	2	78	94.0	117	97.5	195	96.1	2	100.0	2	100.0	4	100.0	6	85.7	30	93.8	36	92.3	4	100.0	1	100.0	5	100.0
	3	78	94.0	117	97.5	195	96.1	2	100.0	2	100.0	4	100.0	6	85.7	30	93.8	36	92.3	4	100.0	1	100.0	5	100.0
	4	39	47.0	87	72.5	126	62.1	-	-	2	100.0	2	50.0	4	57.1	27	84.4	31	79.5	2	50.0	1	100.0	3	60.0
	5	14	16.9	5	4.2	19	9.4	-	-	1	50.0	1	25.0	-	-	2	6.3	2	5.1	1	25.0	-	-	1	20.0
	6	70	84.3	104	86.7	174	85.7	-	-	2	100.0	2	50.0	7	100.0	30	93.8	37	94.9	1	25.0	-	-	1	20.0
	7	73	88.0	111	92.5	184	90.6	2	100.0	2	100.0	4	100.0	6	85.7	30	93.8	36	92.3	3	75.0	1	100.0	4	80.0
	8	11	13.3	26	21.7	37	18.2	-	-	-	-	-	-	-	-	5	15.6	5	12.8	-	-	-	-	-	-
	9	5	6.0	9	7.5	14	6.9	1	50.0	-	-	1	25.0	-	-	-	-	-	-	-	-	-	-	-	-
II	1	63	75.9	89	74.2	152	74.9	2	100.0	2	100.0	4	100.0	1	14.3	23	71.9	24	61.5	4	100.0	1	100.0	5	100.0
	2	28	33.7	46	38.3	74	36.5	1	50.0	-	-	1	25.0	2	28.6	15	46.9	17	43.6	2	50.0	1	100.0	3	60.0
	3	78	94.0	104	86.7	182	89.7	2	100.0	2	100.0	4	100.0	6	85.7	31	96.9	37	94.9	3	75.0	1	100.0	4	80.0
	4	72	86.7	102	85.0	174	85.7	1	50.0	2	100.0	3	75.0	7	100.0	29	90.6	36	92.3	3	75.0	1	100.0	4	80.0
	5	66	79.5	97	80.8	163	80.3	2	100.0	2	100.0	4	100.0	3	42.9	22	68.8	25	64.1	3	75.0	1	100.0	4	80.0
	6	62	74.7	88	73.3	150	73.9	1	50.0	2	100.0	3	75.0	5	71.4	26	81.3	31	79.5	3	75.0	1	100.0	4	80.0
	7	10	12.0	20	16.7	30	14.8	-	-	-	-	-	-	-	3	9.4	3	7.7	1	25.0	-	-	1	20.0	
	8	59	71.1	70	58.3	129	63.5	1	50.0	2	100.0	3	75.0	6	85.7	19	59.4	25	64.1	1	25.0	1	100.0	2	40.0
	9	76	91.6	112	93.3	188	92.6	1	50.0	2	100.0	3	75.0	7	100.0	30	93.8	37	94.9	3	75.0	1	100.0	4	80.0
	10	69	83.1	107	89.2	176	86.7	2	100.0	2	100.0	4	100.0	6	85.7	24	75.0	30	76.9	4	100.0	1	100.0	5	100.0
	11	17	20.5	26	21.7	43	21.2	2	50.0	1	50.0	3	75.0	-	-	10	31.3	10	25.6	1	25.0	1	100.0	2	40.0
	12	54	65.1	54	45.0	108	53.2	1	50.0	1	50.0	2	50.0	5	71.4	28	87.5	33	84.6	1	25.0	1	100.0	2	40.0
III	1	44	53.0	61	50.8	105	51.7	2	100.0	2	50.0	4	100.0	4	57.1	17	53.1	21	53.8	4	100.0	1	100.0	5	100.0
	2	66	79.5	98	81.7	164	80.8	1	100.0	1	50.0	2	50.0	5	71.4	24	75.0	29	74.4	4	100.0	1	100.0	5	100.0
	3	79	95.2	116	96.7	195	96.1	2	100.0	1	50.0	3	75.0	7	100.0	32	100.0	39	100.0	3	75.0	1	100.0	4	80.0
	4	61	73.5	82	68.3	143	70.4	2	100.0	1	50.0	3	75.0	6	85.7	21	65.6	27	69.2	4	100.0	1	100.0	5	100.0
	5	66	79.5	95	79.2	161	79.3	2	100.0	2	10.0	0	4.0	7	100.0	100	312.5	57.1	146.4	100	4.0	71.6	1.0	100	5.0
	6	70	84.3	98	81.7	168	82.8	2	100.0	2	100.0	4	100.0	7	100.0	30	93.8	37	94.9	4	100.0	1	100.0	5	100.0
	7	55	66.3	87	72.5	142	70.0	1	50.0	1	50.0	2	50.0	5	71.4	20	62.5	25	64.1	4	100.0	1	100.0	5	100.0
	8	31	37.3	41	34.2	72	35.5	1	50.0	1	50.0	2	50.0	-	-	13	40.6	13	33.3	3	75.0	1	100.0	4	80.0
	9	45	54.2	71	59.2	116	57.1	1	50.0	1	50.0	2	50.0	4	57.1	23	71.9	27	69.2	4	100.0	1	100.0	5	100.0
	10	1	1.2	4	3.3	5	2.5	-	-	-	-	-	-	-	-	-	-	-	-	1	25.0	-	-	1	20.0
	11	16	19.3	21	17.5	37	18.2	-	-	-	-	-	-	-	-	5	15.6	5	12.8	-	-	-	-	-	-
IV	1	30	36.1	42	35.0	72	35.5	-	-	-	-	-	-	-	8	25.0	8	20.5	2	50.0	1	20.0	3	60.0	
	2	26	31.3	53	44.2	79	39.1	1	50.0	1	50.0	2	50.0	1	14.3	21	65.6	22	56.3	2	50.0	-	-	2	40.0
	3	22	26.5	31	25.8	53	26.1	-	-	-	-	-	-	1	14.3	10	31.3	11	28.1	2	50.0	-	-	2	40.0
	4	22	26.5	23	19.2	45	22.2	-	-	-	-	-	-	-	4	12.5	4	10.2	-	-	1	20.0	1	20.0	
	5	8	9.6	8	6.7	16	7.9	-	-	1	50.0	1	25.0	-	-	5	15.6	5	12.8	1	25.0	1	20.0	2	40.0
TOTAL		83		120		203		2		2		4		7		32		39		4		1		5	

Table 4.2.1 continued

Co-curricular Activities		Private Aided Schools						Private Unaided Schools						Government Schools (State)						Government Schools (Central)								
Code	No	Urban		Rural		Total		Urban		Rural		Total		Urban		Rural		Total		Urban		Rural		Total				
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%			
V	1	-	-	4	3.3	4	2.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
	2	1	1.2	5	4.2	6	3.0	-	-	-	-	-	-	-	1	3.1	1	2.6	-	-	-	-	-	-	-			
	3	25	30.1	17	14.2	42	20.7	-	-	-	-	-	-	2	28.6	1	3.1	3	7.7	-	-	-	-	-	-	-		
	4	4	4.8	5	4.2	9	4.4	-	-	-	-	-	-	-	1	3.1	1	2.6	-	-	-	-	-	-	-	-		
	5	47	56.6	51	42.5	98	48.3	1	25.0	-	-	1	25.0	2	28.6	4	12.5	6	15.4	2	40.0	-	-	2	40.0	2	40.0	
	6	27	32.5	35	29.2	62	30.5	1	25.0	-	-	1	25.0	1	14.3	1	3.1	2	5.1	1	20.0	-	-	1	20.0	1	20.0	
	7	10	12.0	24	20.0	34	16.7	1	25.0	-	-	1	25.0	1	14.3	3	9.4	4	10.3	-	-	-	-	0	-	-	-	
	8	19	22.9	18	15.0	37	18.2	1	25.0	-	-	1	25.0	-	-	3	9.4	3	7.7	1	20.0	-	-	1	20.0	1	20.0	
	9	1	1.2	2	1.7	3	1.5	-	-	-	-	-	-	-	-	1	3.1	1	2.6	-	-	-	-	-	-	-	-	
	10	6	7.2	1	0.8	7	3.4	-	-	-	-	-	-	-	-	1	3.1	1	2.6	-	-	-	-	-	-	-	-	
	11	12	14.5	19	15.8	31	15.3	1	25.0	-	-	1	25.0	1	14.3	11	34.4	12	30.8	1	20.0	-	-	1	20.0	1	20.0	
	12	23	27.7	50	41.7	73	36.0	1	25.0	1	50.0	1	25.0	2	28.6	12	37.5	14	35.9	-	-	-	-	0	-	-	-	
	13	5	6.0	3	2.5	8	3.9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	14	17	20.5	41	34.2	58	28.6	1	25.0	1	50.0	1	25.0	2	28.6	15	46.9	17	43.6	-	-	-	-	0	-	-	-	
VI	1	74	89.2	112	93.3	186	91.6	0	50.0	2	100.0	4	100.0	5	71.4	32	100.0	37	94.9	4	80.0	1	100.0	5	100.0	5	100.0	
	2	64	77.1	80	66.7	144	70.9	1	25.0	-	-	1	25.0	1	14.3	12	37.5	13	33.3	1	20.0	-	-	1	20.0	1	20.0	
	3	66	79.5	90	75.0	156	76.8	2	50.0	1	50.0	3	75.0	5	71.4	21	65.6	26	66.7	1	20.0	1	100.0	2	40.0	2	40.0	
	4	59	71.1	97	80.8	156	76.8	2	50.0	2	100.0	4	100.0	6	85.7	26	81.3	32	82.1	1	20.0	1	100.0	2	40.0	2	40.0	
	5	21	25.3	23	19.2	44	21.7	-	-	2	100.0	2	50.0	1	14.3	9	28.1	10	25.6	-	-	-	-	-	-	-	-	
VII	1	17	20.5	35	29.2	52	25.6	2	50.0	1	50.0	3	75.0	-	-	8	25.0	8	20.5	-	-	-	-	-	-	-	-	
	2	49	59.0	62	51.7	109	53.7	1	25.0	1	50.0	2	50.0	2	28.6	14	43.8	16	41.0	2	40.0	1	100.0	3	60.0	3	60.0	
	3	52	62.7	63	52.5	115	56.7	1	25.0	2	100.0	3	75.0	2	28.6	13	40.6	15	38.5	1	20.0	1	100.0	2	40.0	2	40.0	
	4	80	96.4	115	95.8	195	96.1	2	50.0	2	100.0	4	100.0	7	100.0	33	103.1	39	100.0	4	80.0	1	100.0	5	100.0	5	100.0	
	5	8	9.6	13	10.8	21	10.3	-	-	1	50.0	1	25.0	-	-	8	25.0	8	20.5	1	20.0	1	100.0	2	40.0	2	40.0	
	6	33	39.8	32	26.7	65	32.0	1	25.0	1	50.0	2	50.0	1	14.3	12	37.5	13	33.3	2	40.0	1	100.0	3	60.0	3	60.0	
	7	1	1.2	1	0.8	2	1.0	-	-	-	-	-	-	-	-	1	3.1	1	2.6	-	-	-	-	-	-	-	-	
	8	8	9.6	10	8.3	18	8.9	-	-	1	50.0	1	25.0	-	-	1	3.1	1	2.6	3	60.0	1	100.0	4	80.0	4	80.0	
	9	78	94.0	106	88.3	184	90.6	2	50.0	2	100.0	4	100.0	6	85.7	31	96.9	37	94.9	4	80.0	1	100.0	5	100.0	5	100.0	
VIII	1	81	97.6	118	98.3	199	98.0	2	50.0	2	100.0	4	100.0	7	100.0	32	100.0	39	100.0	4	80.0	1	100.0	5	100.0	5	100.0	
	2	46	55.4	58	48.3	104	51.2	-	-	1	50.0	1	25.0	-	-	3	9.4	3	7.7	2	40.0	1	100.0	3	60.0	3	60.0	
	3	46	55.4	81	67.5	127	62.6	1	25.0	-	-	1	25.0	5	71.4	26	81.3	31	79.5	2	40.0	-	-	2	40.0	2	40.0	
	4	60	72.3	76	63.3	136	67.0	1	25.0	1	50.0	2	50.0	4	57.1	20	62.5	24	61.5	4	80.0	-	-	4	80.0	4	80.0	
	5	47	56.6	69	57.5	116	57.1	-	-	-	-	-	-	6	85.7	28	87.5	34	87.2	2	40.0	-	-	-	2	40.0	-	-
	6	61	73.5	90	75.0	151	74.4	1	25.0	2	100.0	3	75.0	5	71.4	31	96.9	36	92.3	2	40.0	1	100.0	3	60.0	3	60.0	
	7	42	50.6	42	35.0	84	41.4	2	50.0	-	-	2	50.0	-	-	4	12.5	4	10.3	-	-	-	-	-	-	-	-	
IX	1	62	74.7	82	68.3	144	70.9	2	100.0	1	50.0	3	75.0	5	71.4	26	81.3	31	79.5	3	75.0	1	100.0	4	80.0	4	80.0	
	2	13	15.7	21	17.5	34	16.7	-	-	-	-	-	-	-	15	46.9	15	38.5	1	25.0	-	-	1	20.0	1	20.0		
	3	1	1.2	3	2.5	4	2.0	-	-	-	-	-	-	-	1	3.1	1	2.6	-	-	-	-	1	100.0	1	20.0		
	4	-	-	1	0.8	1	0.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	5	24	28.9	31	25.8	55	27.1	-	-	-	-	-	-	-	8	25.0	8	20.5	2	50.0	-	-	-	-	2	40.0	2	40.0
	6	67	80.7	95	79.2	162	79.8	2	100.0	1	50.0	3	75	6	85.7	23	71.9	29	74.4	4	100.0	1	100.0	5	100.0	5	100.0	
	7	1	1.2	9	7.5	10	4.9	-	-	-	-	-	-	-	3	9.4	3	7.7	-	-	-	-	-	-	-	-	-	
Total		83		120		203		2		2		4		7		32		39		4		1		5				

4.2.1 Types of Co-curricular Activities in Relation to Types of Schools (Private unaided, Private aided, State Government and Central Government Schools)

a. Difference between Different Types of Schools in Each Type of Co-curricular Activity

Table 4.2.2

Significance of Difference Between Percentage of Different Types of Schools Conducting Each Type of Co-Curricular Activity

Co-curricular Activities		Types of Schools				Critical Ratio					
		Pvt. Aided	Pvt. Unaided	State Govt.	Central Govt.	Pvt. Aided - Pvt. Unaided	Pvt. Unaided - Govt. State	Pvt. Unaided - Govt. Central	Govt. State - Govt. Central	Pvt. Aided - Govt. State	Pvt. Aided - Govt. Central
Code	No	%	%	%	%						
I	1	90.64	75.00	100.00	80.00	1.06	3.16**	0.18	2.83**	1.99*	0.80
	2	96.06	100.00	92.30	100.00	0.41	0.43	0.00	0.64	0.93	0.45
	3	96.06	100.00	92.30	100.00	0.41	0.43	0.00	0.64	0.93	0.45
	4	62.07	50.00	79.50	60.00	0.50	1.16	0.30	0.98	2.06	0.09
	5	9.36	25.00	5.10	20.00	1.06	2.39*	0.18	1.24	0.90	0.80
	6	85.71	50.00	94.90	20.00	2.00*	2.48*	0.95	4.59**	1.53	3.97**
	7	90.64	100.00	92.30	80.00	0.65	0.43	0.95	0.90	0.31	0.80
	8	18.23	0.00	12.80	0.00	0.95	2.02*	0.00	0.85	0.85	1.05
	9	6.90	25.00	0.00	0.00	1.40	3.16**	1.19	0.00	1.69	0.61
II	1	74.88	100.00	61.50	100.00	1.17	1.48	0.00	1.71	1.65	1.29
	2	36.45	25.00	43.60	60.00	0.48	0.89	1.05	0.69	0.86	1.08
	3	89.66	100.00	94.90	80.00	0.69	0.34	0.95	1.24	0.98	0.69
	4	85.71	75.00	92.30	80.00	0.61	0.91	0.18	0.90	1.08	0.36
	5	80.30	100.00	64.10	80.00	1.00	1.37	0.95	0.71	2.11*	0.02
	6	73.89	75.00	79.50	80.00	0.05	0.18	0.18	0.03	0.71	0.31
	7	14.78	0.00	7.70	20.00	0.84	2.01*	0.95	0.90	1.23	0.32
	8	63.55	75.00	64.10	40.00	0.48	0.42	1.05	1.04	0.06	1.08
	9	92.61	75.00	94.90	80.00	1.32	1.19	0.18	1.24	0.48	1.05
	10	86.70	100.00	76.90	100.00	0.79	0.91	0.00	1.20	1.46	0.87
	11	21.18	75.00	25.60	40.00	2.59**	2.80**	1.05	0.68	0.65	1.01
	12	53.20	50.00	84.60	40.00	0.13	1.43	0.30	2.33*	3.62**	0.58
III	1	51.72	100.00	53.80	100.00	1.93	1.84	0.00	1.98	0.24	2.14*
	2	80.79	50.00	74.40	100.00	1.55	0.93	1.79	1.29	0.87	1.09
	3	96.06	75.00	100.00	80.00	2.07*	3.16**	0.18	2.83**	1.26	1.74
	4	70.44	75.00	69.20	100.00	0.20	0.22	1.19	1.45	0.15	1.44
	5	79.31	100.00	71.80	100.00	1.03	1.08	0.00	1.37	0.99	1.14
	6	82.76	100.00	94.90	100.00	0.92	0.34	0.00	0.52	1.89	1.02
	7	69.95	50.00	64.10	100.00	0.87	0.54	1.79	1.62	0.70	1.46
	8	35.47	50.00	33.30	80.00	0.61	0.90	0.95	2.02*	0.26	2.04*
	9	57.14	50.00	69.20	100.00	0.29	0.73	1.79	1.45	1.39	1.92
	10	2.46	0.00	0.00	20.00	0.32	0.00	0.95	2.83**	0.99	2.31*
	11	18.23	0.00	12.80	0.00	0.95	2.02*	0.00	0.85	0.85	1.05
IV	1	35.47	0.00	20.50	60.00	1.49	2.04*	1.90	1.92	1.86	1.13
	2	9.36	50.00	56.40	40.00	2.69**	0.26	0.30	0.69	8.01**	2.25*
	3	26.11	0.00	28.20	40.00	1.20	2.08*	1.43	0.54	0.28	0.70
	4	22.17	0.00	10.30	20.00	1.07	2.01*	0.95	0.65	1.74	0.12
	5	7.88	25.00	12.80	40.00	1.25	1.21	0.47	1.56	1.12	2.52*
V	1	1.97	0.00	0.00	0.00	0.29	0.00	0.00	0.00	0.88	0.32
	2	2.96	0.00	2.60	0.00	0.35	2.00*	0.00	0.36	0.14	0.39
	3	20.69	0.00	7.70	0.00	1.03	2.01*	0.00	0.64	1.96*	1.14

Table 4.2.2 continued

Co-curricular Activities		Types of Schools				Critical Ratio						
		Pvt. Aided	Pvt. Unaided	State Govt.	Central Govt.	Pvt. Aided - Pvt. Unaided	Pvt. Unaided - Govt. State	Pvt. Unaided - Govt. Central	Govt. State - Govt. Central	Pvt. Aided - Govt. State	Pvt. Aided - Govt. Central	
Code	No	%	%	%	%							
V	4	4.43	0.00	2.60	0.00	0.43	2.00*	0.00	0.36	0.56	0.48	
	5	48.28	50.00	15.40	40.00	0.07	2.62**	0.30	1.34	3.83**	0.37	
	6	30.54	25.00	5.10	20.00	0.24	2.39*	0.18	1.24	3.33**	0.51	
	7	16.75	0.00	10.30	0.00	0.90	2.01*	0.00	0.75	1.06	1.00	
	8	18.23	25.00	7.70	20.00	0.35	1.98*	0.18	0.90	1.67	0.10	
	9	1.47	0.00	2.60	0.00	0.24	0.32	0.00	0.26	0.49	0.24	
	10	3.45	0.00	2.60	0.00	0.38	2.00*	0.00	0.36	0.30	0.42	
	11	15.27	25.00	30.80	20.00	0.54	0.35	0.18	0.50	2.53*	0.29	
	12	35.96	0.00	35.90	0.00	1.51	2.13*	0.00	1.62	0.01	1.66	
	13	3.94	0.00	0.00	0.00	0.41	0.00	0.00	0.00	1.26	0.45	
	14	28.57	0.00	43.60	0.00	1.27	2.20*	0.00	1.88	1.93	1.41	
	VI	1	91.63	100.00	94.90	100.00	0.61	0.34	0.00	0.52	0.66	0.68
		2	70.94	25.00	33.30	20.00	2.01*	0.48	0.18	0.60	4.42**	2.45*
		3	76.85	25.00	66.70	40.00	2.42*	1.60	0.47	1.17	1.29	1.90
4		76.85	25.00	82.10	40.00	2.42*	2.26*	0.47	2.11*	0.69	1.90	
5		21.67	0.00	25.60	0.00	1.06	2.06*	0.00	1.29	0.58	1.17	
VII	1	25.62	0.00	20.50	0.00	1.18	2.04*	0.00	1.12	0.70	1.31	
	2	53.69	50.00	41.00	60.00	0.15	0.43	0.30	0.81	1.45	0.28	
	3	56.65	25.00	38.50	40.00	1.28	0.70	0.47	0.07	2.08*	0.74	
	4	96.06	100.00	100.00	100.00	0.41	0.00	0.00	0.00	1.26	0.45	
	5	10.34	25.00	20.50	40.00	0.95	0.36	0.47	0.98	2.00*	2.09*	
	6	32.02	50.00	33.30	60.00	0.77	0.90	0.30	1.17	0.17	1.32	
	7	0.99	0.00	2.60	0.00	0.20	2.00*	0.00	0.36	0.99	0.22	
	8	8.87	75.00	2.60	80.00	4.38**	5.39**	0.18	5.14**	1.37	5.11**	
	9	90.64	100.00	94.90	100.00	0.65	0.34	0.00	0.52	0.83	0.72	
VIII	1	98.03	100.00	100.00	100.00	0.29	0.00	0.00	0.00	0.88	0.32	
	2	51.23	50.00	7.70	60.00	0.05	3.63**	0.30	3.21**	5.03**	0.39	
	3	62.56	50.00	79.50	40.00	0.52	1.16	0.30	1.92	2.00*	1.03	
	4	67.00	100.00	61.50	80.00	1.41	1.48	0.95	0.81	0.64	0.61	
	5	57.14	50.00	79.50	40.00	0.29	1.16	0.30	1.92	2.59**	0.76	
	6	74.38	50.00	92.30	60.00	1.11	2.09*	0.30	2.14*	2.40*	0.72	
	7	41.38	0.00	10.30	0.00	1.69	2.01*	0.00	0.75	3.74**	1.86	
IX	1	70.94	75.00	79.50	80.00	0.18	0.18	0.18	0.03	1.06	0.44	
	2	16.75	25.00	38.50	20.00	0.44	0.70	0.18	0.81	3.35**	0.19	
	3	1.97	0.00	2.60	20.00	0.29	2.00*	0.95	1.76	0.27	2.60**	
	4	0.49	0.00	0.00	0.00	0.14	2.02*	0.30	0.00	0.44	0.16	
	5	27.09	50.00	20.50	40.00	1.03	0.99	0.00	0.98	0.89	0.64	
	6	79.80	100.00	74.40	100.00	1.01	2.01*	0.00	1.29	0.73	1.12	
	7	4.93	0.00	7.70	0.00	0.46	0.00	0.00	0.64	0.79	0.51	

* Significant at .05 level

** Significant at .01 level

It was found (Table 4.2.2) that significantly higher percentage of Private unaided schools compared to Private aided schools had the provisions for Literary / Science / Mathematics/ Eco clubs, Collection of Pictures and Mock parliament. Further, higher percentage of Private unaided schools compared to State Government schools were found conducting activities like N.C.C., Swimming, Literary / Science / Mathematics / Eco clubs, Embroidery, Knitting, Toy making, Mock parliament and Scouts / Guides. However, no significant difference was found between the percentages of Private unaided schools and Central Government schools in any of the activities.

The findings indicated that Private unaided schools are better than the Private aided schools in conducting activities like Literary / Science / Mathematics / Eco clubs, Collection of Pictures and Mock parliament. The Private unaided schools are also better than the State Government schools so far as organisation of co-curricular activities such as N.C.C., Swimming, Literary / Science / Mathematics / Eco clubs, Embroidery, Knitting, Toy making, Mock parliament and Scouts / Guides is concerned. But the Private unaided and Central Government schools do not differ significantly in conducting any of the types of co-curricular activities.

Higher percentages of Private aided schools compared to State Government schools (Table 4.2.2) were found conducting activities such as Dramatics, Tailoring, Embroidery, Knitting, Hikes, Visits to Exhibition, Celebration of Religious festivals, Scouts / Guides and Red-cross. Further, it was found that higher percentages of Private aided schools compared to Central Government schools used to conduct activities like Yoga and Hikes. Higher percentages of Private aided schools compared to Private unaided school were found organising activities such as Yoga, Drawing competitions, Hikes, Visits to Exhibitions and Excursions.

The findings thus, revealed that Private aided schools are better than State Government schools in conducting activities like Dramatics, Tailoring, Embroidery, Knitting, Hikes, Visits to Exhibitions, Celebration of Religious

festivals, Scouts / Guides and Red cross. Private aided schools are also better than Central Government schools in conducting activities like Yoga and Hikes. Further, it indicated that Private aided schools are better than Private unaided schools in organising activities such as Yoga, Drawing competitions, Hikes, Visits to Exhibitions and Excursions.

Significantly higher percentages of State Government schools were found organising co-curricular activities such as Mass parade, School magazine, Collection of Pictures, Basket making, School panchayat, Social service, Prabhat pheri, Cleanliness week and Village survey compared to Private aided schools (Table 4.2.2). Higher percentages of State Government schools compared to Private unaided schools were found conducting activities like Mass parade, Yoga, Bicycling, Symposium, Drawing Competitions, Flower festivals, Stamp collection, Album making, Collection of coins, Dyeing clothes, Tailoring, Weaving embroidery, Book binding, Soap making, Flower gardening, House systems, Excursions, Pilgrimages, Visits to Civic institutions, Mock court, Cleanliness week, Red cross, School dispensary, Co-operative bank and Environmental concern. Further, it was observed that, higher percentages of State Government schools compared to Central Government schools had provision for activities like Mass parade, Yoga, School magazine, Drawing competitions, Excursions and Cleanliness week.

The findings indicated that State Government schools are better than Private aided schools in conducting co-curricular activities like Mass parade, School magazine, Collection of pictures, Basket making, School panchayat, Social service, Prabhat pheri, Cleanliness week and Village survey. State Government schools are also better than Private unaided schools in activities like Mass parade, Yoga, Bicycling, Symposium, Drawing competitions, Flower festivals, Stamp collections, Album making, Collection of coins, Dyeing clothes, Tailoring, Weaving, Embroidery, Book binding, Soap making, Flower gardening, House system, Excursions, Pilgrimages, Visits to Civic institutions, Mock court, Cleanliness week, Red cross, School dispensary, Co-operative bank and Environmental concern. And State Government schools are better than Central

Government schools in organising activities like Mass parade, Yoga, School magazine, Drawing competitions, Excursions and Cleanliness week.

Significantly higher percentages of Central Government than State Government schools were found having provisions for Music, School band, Sculpture, Mock parliament and Scouts / Guides and compared to Private aided schools, higher percentage of Central Government schools were found organising activities such as Music, School band, Sculpture, Collection of pictures, Photography, School panchayat, Mock parliament and School dispensary. But no significant difference between the percentages of Central Government and Private unaided schools was found in any types of the co-curricular activities.

The findings implied that Central Government schools are better than State Government schools in organising activities such as Music, School band, Sculpture, Mock parliament, and Scouts / Guides. Moreover, Central Government schools are better than Private aided schools in having provisions for conducting activities like Music, School band, Sculpture, Collection of pictures, Photography, School panchayat, Mock parliament and School dispensary. But Central Government and Private aided schools do not differ in conducting any of the types of co-curricular activities.

No significant difference was found (Table 4.2.2) in the percentages of the different types of schools conducting co-curricular activities like Outdoor games, Indoor games, Athletics, Debates, Extension lectures, Essay competitions, Library reading, Wall magazine, Story writing, Newspaper reading, Recitation competition, Folk dance, School exhibition, Fancy dress, Preparation of charts, Folk songs, Class decoration, Spinning, Flower gardening, Picnics, Celebration of Social festivals, National days, Self-government, Parents' day, Mass assembly, First-aid workshop, Beautifying the school, School Post office and Annual celebrations. It means that the types of schools does not make any difference as far as conducting these types of co-curricular activities is concerned.

An Overview

The findings presented in the previous paragraphs show that in 49 out of 79 (62 percent) of the activities, type of schools makes a difference. One type of school is better than the other types of schools in one or other of the activities. Different types of schools differ significantly in most of the activities. But, types of schools makes no difference as far as organisation of 30 out of 79 activities (38 percent) is concerned. These activities are equally conducted in different types of schools.

b. Percentage of Activities Conducted in Each Types of Schools

Table 4.2.3

Percentage of Activities Conducted by Each Category of Schools

Percentages of Activities Conducted	Private (Aided)		Private (Unaided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
70% and above	4	2.0	0	0	0	0.0	0	0
60 – 69 %	24	11.8	0	0.0	5	12.8	0	0.0
50 – 59 %	56	27.6	1	25.0	8	20.5	2	40.0
40 – 49 %	59	29.1	1	25.0	9	23.1	2	40.0
39 % and below	60	29.5	2	50.0	17	43.6	1	20.0
Total	203	100.0	4	100.0	39	100.0	5	100.0

It was found that two percent of Private aided schools used to conduct 70 percent and more of the co-curricular activities (Table 4.2.3) compared to, none of the other three types of schools (i.e. Private unaided, State Government, Central Government schools) conducting 70 percent and more of the co-curricular activities. It was also observed that none of the Private unaided and Central Government schools used to conduct 60 percent and more of the activities where as about 12 percent each of Private aided and State Government schools used to conduct 60-69 percent of the activities. But compared to the State Government schools, higher percentage of Private aided schools were found to have provision for 50-59 percent of the activities. It was also found that

compared to the State Government and Private unaided schools, lower percentage of Private aided schools used to conduct less than 40 percent of the activities.

The above findings show that the Private aided schools are better than all other types of schools and compared to the Private unaided and Central Government schools, the State Government schools are relatively better as far as organisation of number of co-curricular activities is concerned. It may be noted here that almost all of the Principals and teachers of these schools admitted that they had no knowledge about many of the co-curricular activities listed and how to conduct them. This could probably be one of the factors behind many schools not conducting many of the co-curricular activities.

c. *Co-curricular Activities Periods*

Table 4.2.4

**Allotment of Co-curricular Activities Periods in the Time-Table
in Different Types of Schools**

	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
Allotted	2	50.0	13	37.1	4	36.4	1	33.3
Not Allotted	2	50.0	22	62.9	7	63.6	2	66.7

Table 4.2.4 shows not much difference between percentages of different types of schools having provisions for co-curricular activities in the school time-table. In less than 50 percent of the schools belonging to each of the four categories had co-curricular activities period in the school time-table. This implies that none of the four categories of schools give so much importance to co-curricular activities in the school time-table. It means that all the four categories of school are equally not so serious about allotment of co-curricular activities periods in the school time-table.

d. *Literary and Academic Activities*

Table 4.2.5

**Number of Times in a Year Literary and Academic Activities
Conducted in Different Types of Schools**

Activities	No. of Times a Year	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
		No.	%	No.	%	No.	%	No.	%
Debates and Discussions	0	1	25.0	7	20.0	6	54.5	0	0.0
	1-2	1	25.0	23	65.7	2	18.2	2	66.7
	3-4	1	25.0	3	8.3	3	27.3	0	0.0
	5 and above	1	25.0	2	5.6	0	0.0	1	33.0
Extension Lectures	0	1	25.0	9	25.7	2	18.2	1	33.3
	1-2	1	25.0	16	45.8	3	27.3	0	0.0
	3-4	1	25.0	5	14.3	1	9.1	2	66.7
	5 and above	1	25.0	5	14.3	5	45.5	0	0.0
Essay Writing	0	0	0.0	1	2.8	0	0.0	0	0.0
	1-2	4	100.0	28	80.0	11	100.0	2	66.7
	3-4	0	0.0	4	11.4	0	0.0	0	0.0
	5 and above	0	0.0	2	5.7	0	0.0	1	33.3
Story Writing	0	0	0.0	8	22.9	0	0.0	2	66.7
	1-2	3	75.0	24	68.6	11	100.0	1	33.3
	3	1	25.0	2	5.7	0	0.0	0	0.0
	4	0	0.0	1	2.9	0	0.0	0	0.0
Symposium	0	3	75.0	28	80.0	9	81.8	1	33.3
	1-2	1	25.0	7	20.0	2	18.2	2	66.7
Poem Recitation	0	0	0.0	5	14.3	0	0.0	0	0.0
	1-2	3	75.0	24	68.6	7	63.6	2	66.7
	3-4	0	0.0	5	14.3	2	18.2	0	0.0
	5 and above	1	25.0	1	2.9	2	18.2	1	33.3

The data relating to the number of times various Literary and Academic activities conducted in a year (Table 4.2.5) indicated that the Private unaided schools were better than the other three types of schools and the Private aided schools were better than the other two types of schools so far as organisation of Debates and Discussions are concerned. Not much difference was observed between the different types of schools so far as the organisation of Extension lectures is concerned. The Private aided schools used to conduct more number of

times the activities such as Essay writing, Story writing and Poem recitations compared to the other three types of schools. No difference was observed between the Private unaided, State Government and Central Government schools in these three activities. However, it was found that the Central Government schools were better than the other three types of schools so far as organising Symposium is concerned. The overall findings revealed that the Private aided schools are better than the other three types of schools in organising most of the Literary and Academic activities.

e. Art and Craft

Table 4.2.6
Number of Times Art and Craft Activities Conducted
in Different Types of Schools

Activities	No. of Times a Year	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
		No.	%	No.	%	No.	%	No.	%
Craft	0	2	50.0	15	42.9	5	45.5	1	33.3
	1-2	0	0.0	15	42.9	4	36.4	1	33.3
	3-4	2	50.0	5	14.3	2	18.2	1	33.3
Drawing	0	1	25.0	3	8.6	0	0.0	0	0.0
	1-2	1	25.0	23	65.7	8	72.7	1	33.3
	3-4	1	25.0	5	14.3	3	27.3	1	33.3
	5 and above	1	25.0	4	11.4	0	0.0	1	33.3
Painting	0	1	25.0	14	40.0	2	18.2	0	0.0
	1-2	1	25.0	15	42.9	7	63.7	1	33.3
	3-4	1	25.0	4	11.4	2	18.2	1	33.3
	5 and above	1	25.0	2	5.7	0	0.0	1	33.3

Not much difference was observed (Table 4.2.6) between the four types of schools with regards to the number of times activities such as Craft, Painting and Drawing are conducted in a year. All the four categories of schools used to organise such competitions varying between once to five times and more, except the State Government schools who were not having provisions for Painting and Drawing more than four times. The findings thus indicate that types of schools do

not make much difference so far as organisation of number of times Art and Craft activities in a year is concerned.

Table 4.2.7

Exhibitions of Students' Work in Different Types of Schools

	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
Exhibition	3	75.0	15	42.5	2	18.2	0	0.0
No Exhibition	1	25.0	20	57.5	9	81.8	3	100.0

Table 4.2.7 shows that higher percentage of Private unaided schools compared to the other three categories of schools and higher percentage of State Government schools compared to the other two categories of schools used to organize exhibition of different Art and Craft works. None of the Central Government school has such provisions. The findings thus indicated that the Private unaided schools are better than all other types of schools and Private aided schools are better than the State Government and Central Government schools in organizing exhibitions of students products.

f. Cultural Activities

Table 4.2.8

Number of Times in a Week Cultural Activities Conducted in Different Types of Schools

Activities	No. of Times a Year	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
		No.	%	No.	%	No.	%	No.	%
Dance	0	4	100.0	27	77.1	5	45.5	3	100.0
	1	0	0.0	8	22.9	4	36.4	0	0.0
	2	0	0.0	0	0.0	2	18.2	0	0.0
Singing	0	2	50.0	19	54.3	2	18.2	1	33.3
	1-2	0	0.0	10	28.6	3	27.3	0	0.0
	3-4	1	25.0	1	2.9	4	36.4	1	33.3
	5 and above	1	25.0	5	14.3	2	18.2	1	33.3
Music	0	2	50.0	26	74.3	5	45.5	3	100.0
	1-2	0	0.0	7	19.9	4	36.4	0	0.0
	3-4	2	50.0	2	5.7	2	18.2	0	0.0

About one-fifth of the State Government schools (Table 4.2.8) used to train their students in Dance twice in a week and about one-third of the schools used to do so only once in a week. Except about 23 percent of the Private Aided schools no other categories of schools had any period allotted for Dance in a week. The State Government schools, Private unaided and the Central Government schools used to provide training to their students more number of times compared to the Private aided schools. The State Government and the Private unaided schools used to allot more number of periods in a week for Music than the other two categories of schools. The findings revealed that the State Government schools were better than the other categories of schools in all the three activities whereas the Private unaided schools were better than the Private aided and Central Government schools in activities like Music and Singing.

g. Activities in the Morning Assembly

Table 4.2.9

Activities in the Morning Assembly in Different Types of Schools

Activities	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
Newspaper Reading	2	50.0	29	82.9	9	81.8	3	100.0
Thought for the Day	2	50.0	18	51.4	6	54.5	2	66.7
Reading of Articles	2	50.0	7	20.0	2	18.2	2	66.7
Quiz	3	75.0	9	25.7	0	0.0	2	66.7
Patriotic Songs	4	100.0	16	45.7	7	63.6	1	33.3
Slokas	1	25.0	1	2.9	0	0.0	0	0.0
Story Telling	0	0.0	14	40.0	2	18.2	0	0.0
Exercises (Phy.)	1	25.0	0	0.0	2	18.2	0	0.0
Skits	2	50.0	4	11.4	2	18.2	1	33.3
G.K. Competition	0	0.0	5	14.3	2	18.2	1	33.3
Talks on Values	0	0.0	6	17.1	7	63.6	1	33.3
Poem Recitation	0	0.0	3	8.6	0	0.0	1	33.3
Birthday Wishes	0	0.0	1	2.9	0	0.0	0	0.0
Prayers	3	75.0	26	74.3	9	81.8	2	66.7

None of the Private unaided schools had the provision for activities such as Story telling, G.K. competitions, Talk on Values, Poem recitation and Wishing students and teachers on Birthdays in the Morning assembly (Table 4.2.9). The State Government schools were not found conducting activities such as Quiz, Slokas, Poem recitation and Wishing students / teachers on their birthdays, whereas activities like Slokas, Story telling, Physical exercises and Wishing of students/ teachers on their birthday were not found conducted in the Morning assembly in Central Government schools. Physical exercise was the only activity which was not conducted in any of the Private aided schools. It was found that the Private aided schools conduct more number of activities (all activities listed except Physical exercise) compared to the others three types of schools and the Private unaided schools used to conduct less number of activities compared to the other three types of schools. Only three activities such as Newspaper reading, Thought for the Day and Prayers were found conducted in majority of all categories of schools. In higher percentages of Private unaided and State Government schools compared to Private aided and Central Government schools, students used to sing Patriotic songs in the Morning assembly. Teachers used to deliver Talks on Values in majority of the State Government schools and in a negligible percentage of the Private aided and Central Government schools.

The findings revealed that so far as the organisation of various activities in the Morning assembly is concerned, the Private aided schools are better than the other three categories of schools, and the State Government schools as well as the Central Government schools are better than the Private unaided schools. None of the Private unaided schools have so far made the provision for Story telling, G.K. competition, Talks on Values, Poem recitation and Wishing teachers and students on birthdays during the Morning assembly. An important matter like Talks on Values has not been realised by most of the Private aided, Central Government schools and the Private unaided schools.

h. *Mass Drill / Parade*

Table 4.2.10

Students Participation in Mass Drill / Parade in Different Types of Schools

	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
	Compulsory	3	75.0	22	62.9	11	100.0	2
Not Compulsory	1	25.0	13	37.1	0	0.0	1	33.3

Table 4.2.11

Mass Drill / Parade Conducted Weekly in Different Types of Schools

Activities	No. of Times a Year	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
		No.	%	No.	%	No.	%	No.	%
			0	0	0.0	8	22.9	0	0.0
Mass Drill / Parade	1	2	50.0	23	65.7	11	100.0	2	66.7
	2	2	50.0	2	5.7	0	0.0	0	0.0
	3	0	0.0	0	0.0	0	0.0	1	33.3
	4 and above	0	0.0	2	5.7	0	0.0	0	0.0

It was found (Table 4.2.10) that all the State Government schools have made it compulsory for all students to participate in Mass Drill / Parade. Less than three-fourths of the schools belonging to each of the three categories stated that they have made it compulsory for all students. This shows that the State Government schools pay full attention to participation of students in Mass Drill / Parade compared to the other three categories of schools. However, so far as the number of times conducting Mass Drill / Parade in a week is concerned it was found that the Private aided schools were better than the other three categories of schools and the Private unaided and the Central Government schools were better than the State Government schools.

i. *Yoga*

Table 4.2.12

Yoga in Different Types of Schools

Timing	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
Before Interval	1	25.0	28	80.0	9	81.8	2	66.7
After Interval	1	25.0	4	11.4	0	0.0	0	0.0

Table 4.2.13

Number of Times Yoga Conducted in Different Types of Schools

Activities	No. of Times a Year	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
		No.	%	No.	%	No.	%	No.	%
Yoga	0	2	50.0	3	8.6	2	18.2	1	33.3
	1	2	50.0	16	45.7	4	36.4	0	0.0
	2	0	0.0	14	40.0	1	9.1	1	33.3
	3 and above	0	0.0	2	5.7	4	36.4	1	33.3

It was found (Table 4.2.12) that except the Private unaided schools most of the other three categories of schools used to conduct Yoga asanas before interval. A very negligible percentage of Private aided and Private unaided schools used to conduct Yoga asanas after interval. Further, the data in Table 4.2.13 revealed that except the Private unaided schools a very significant percentage of the other three types of schools used to conduct Yoga asanas for their students more than once in a week. The findings thus reveal no difference between the Private aided, State Government and Central Government schools so far as organisation of Yoga for students is concerned. These three types of schools are better than the Private unaided schools.

j. *Activities on the Days of National Importance*

Table 4.2.14

Activities on the Days of National Importance in the Different Types of Schools

Activities	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
Drill	0	0.0	5	14.3	0	0.0	1	33.3
Patriotic Songs	4	100.0	24	68.6	9	81.8	2	66.7
G.K. Competitions	0	0.0	17	48.6	7	63.6	1	33.3
March Past	3	75.0	4	11.4	0	0.0	1	33.3
Speeches	4	100.0	24	68.6	6	54.5	3	100.0
Skits	3	75.0	9	25.7	0	0.0	0	0.0
Folk Dances	1	25.0	6	17.1	0	0.0	2	66.7
Prabhat Pheri	0	0.0	5	14.3	2	18.2	0	0.0
Games	0	0.0	0	0.0	2	18.2	2	66.7
Debates	0	0.0	3	8.6	0	0.0	0	0.0
Prayer Service	0	0.0	3	8.6	0	0.0	0	0.0

Table 4.2.14 indicates that none of the Private unaided schools used to conduct activities such as Mass drill, G.K. quiz, Prabhat pheri, Games, Debates and Prayer services. Only five out of the 11 activities were found conducted in Private unaided schools. The Private aided schools used to conduct all activities listed except one i.e. Games, on the Days of National importance. State Government schools were found conducting only five out of 11 activities such as Drill, March-past, Skits, Folk-dances, Debates and Prayer services. The Central Government schools were not found conducting four out of 11 activities such as Skits, Prabhat pheri, Debates and Prayer services on Days of National importance.

The above findings make it clear that the Private aided schools used to conduct highest number of activities and the Private unaided schools had the provision for lowest number of activities compared to other types of schools. The Central Government schools used to conduct more number of activities than the State Government schools.

Further, it was observed that only two out of 11 activities i.e. Singing of Patriotic songs and Delivering of Speeches were organised in majority of all the four types of schools. None of the other activities were found conducted in all the four types of schools. Except the two activities mentioned above, difference was observed between different types of schools conducting various activities on the Days of National importance. It means that, type of schools (type of management) is a factor associated with organisation of various activities in the Days of National importance. In certain activities (like Singing of Patriotic songs and Skits) the Private unaided schools are better than the other three types of schools while in some activities like Folk dance, Prabhat pheri, Debates and Prayer services the Private aided are better than all other types of schools. The State Government schools are better than other three types of schools in organising G.K. competition and Prabhat pheri. So far as organisation of Games, Folk dances and Drill on the Days of National importance is concerned, the Central Government schools are far better than the other three types of schools.

k. Indoor Games

Table 4.2.15

Indoor Games Conducted in Different Types of Schools

Games	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
Badminton	2	50.0	13	37.1	7	63.6	1	33.3
Chess	3	75.0	12	34.3	11	100.0	3	100.0
Carrom	4	100.0	9	25.7	4	36.4	3	100.0
Table Tennis	4	100.0	16	45.7	4	36.4	2	66.7

All the Private unaided schools used to organize Indoor games such as Carrom and Table-tennis, where as all the State Government schools used to conduct only one Indoor game i.e. Chess (Table 4.2.15). Moreover, all the Central Government schools had the provision for Indoor games such as Chess and Carrom. However, it was observed that none of the Indoor games were conducted in all the Private aided schools.

Differences were observed between percentages of each category of schools conducting each of the Indoor games. In higher percentage of State Government schools, students used to play Badminton compared to the other three categories of schools. As far as the Indoor game Chess is concerned, except the Private aided schools, almost all schools belonging to the other three types used to conduct the same. All the Private unaided and Central Government schools had the provision for playing Carrom, while low percentage of the Private aided and State Government schools had the same provision. Table tennis was found played in all the Private unaided schools and most of the Central Government schools.

The findings revealed that the different types of schools give importance to difference Indoor games. None of the Indoor games is conducted in all the schools of all the four categories of schools. The Private aided schools are found lagging behind all other three categories of schools so far as conducting different Indoor games is concerned.

Table 4.2.16

Students' Participation in Indoor Games in Different Types of Schools

	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
Compulsory	3	75.0	5	14.3	4	36.4	1	33.3
Not Compulsory	1	25.0	30	85.7	7	63.6	2	66.7

Table 4.2.17

Intra-School Competitions in Indoor Games in Different Types of Schools

	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
Conduct	3	75.0	17	48.6	0	0.0	3	100.0
Does Not Conduct	1	25.0	18	51.4	11	100.0	0	0.0

Table 4.2.18

Inter-School Competitions in Indoor Games in Different Types of Schools

	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
Participate	4	100.0	22	62.9	9	81.8	3	100.0
Does not Participate	0	0.0	13	37.1	2	18.2	0	0.0

Moreover, Table 4.2.16 shows that 75 percent of the Private unaided schools have made it compulsory for all students to participate in Indoor games. Low percentage of the schools belonging to the other three categories have made Indoor games compulsory for all students. The findings thus indicate that except the Private unaided schools, most of the other three category of schools have not made students' participation in Indoor games compulsory. However, Table 4.2.17 shows that all the Central Government schools and most of the Private unaided schools used to conduct intra-school Indoor games competitions and none of the State Government schools used to do so. It was found (Table 4.2.18) that the students of all the Private unaided and the Central Government schools and most of the State Government and Private aided schools used to take part in inter-school Indoor Games competitions. The findings thus revealed that Private unaided and the Central Government schools are better than the other two types of schools so far as participation of students in intra and inter school Indoor games competition is concerned.

I. Outdoor Games

Table 4.2.19

Outdoor Games Conducted in Different Types of Schools

Games	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
Cricket	4	100.0	15	42.9	7	63.6	3	100.0
Kho-Kho	0	0.0	10	28.6	6	54.5	1	33.3
Kabaddi	0	0.0	14	40.0	9	81.8	1	33.3
Volleyball	1	25.0	21	60.0	6	54.5	2	66.7
Football	4	100.0	25	71.4	7	63.6	3	100.0
Basketball	1	25.0	4	11.4	4	36.7	2	66.7
Tennekoit	0	0.0	3	8.6	2	18.2	0	0.0
Softball	0	0.0	2	5.7	0	0.0	0	0.0
Hockey	2	50.0	3	8.6	0	0.0	0	0.0
Handball	1	25.0	3	8.6	0	0.0	0	0.0
Throwball	2	50.0	6	17.1	0	0.0	1	33.3
Croquet	1	25.0	0	0.0	0	0.0	0	0.0

It was found that out of 12 Outdoor games, the Private unaided schools used to conduct eight, while the State Government and Central Government schools used to conduct seven each. It is the Private aided schools which used to conduct as many as 11 games out of 12 listed, though the percentage of schools conducting each activity varied.

It was also observed that higher percentages of Private unaided schools compared to other types of schools used to organise Outdoor games such as Hockey, Handball, Throwball and Croquet. In higher percentage of State Government schools compared to other types of schools, the students used to play Kho-kho, Kabaddi and Tennekoit. Higher percentage of the Central Government schools compared to other three types of schools had stated that they had the provisions for Volleyball and Basketball. All the Private unaided and Central Government schools were found to have the provision for games such as Cricket and Football. Softball was found played only in Private aided schools. Further, it was observed that out of the 12 Outdoor games, only four games (i.e. one-third)

were found conducted in all the four types of schools, though the percentage of schools conducting each game varied between one type of school to the other. Four games (one-third) i.e. Hockey, Handball, Throwball and Croquet were found conducted in only Private unaided schools.

The findings presented in the preceding paragraphs revealed that so far as the number of Outdoor games is concerned the Private aided schools are better than all other types of schools. The type of schools (management of the school) is a factor associated with the types of games conducted in schools. In certain Outdoor games, the Private unaided schools are better than all other types of schools and in certain other games the Private aided schools are better than the other schools. Moreover, the State Government schools are better than some other types of schools in certain games while the Central Government schools are far better than other types of schools in certain Outdoor games.

Table 4.2.20

Students' Participation in Outdoor Games in Different Types of Schools

	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
Compulsory	3	75.0	13	37.1	7	63.6	2	66.7
Not Compulsory	1	25.0	22	62.9	4	36.4	1	33.7

Table 4.2.21

Intra-School Competitions in Outdoor Games in Different Types of Schools

	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
Conduct	3	75.0	25	71.4	8	72.7	1	33.3
Does not Conduct	1	25.0	10	28.6	3	27.3	2	66.7

Table 4.2.22

Inter-School Competitions in Outdoor Games in Different Types of Schools

	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
Participate	3	75.0	29	82.9	9	81.8	2	66.7
Does not Participate	1	25.0	6	17.1	2	18.2	1	33.3

It was found (Table 4.2.20) that except the Private aided schools, majority of the other three categories of schools have made it compulsory for all students to participate in Outdoor games. It means majority of the schools except the Private aided schools give greater importance to students' participation in Outdoor games. It was observed that except the Central Government schools most of the other three categories of schools used to organise intra-school Outdoor games competitions. On the other hand, it was found that majority of the schools belonging to all the four categories used to make their students participate in inter-school Outdoor games competitions. The findings thus revealed that majority of all the four categories of schools give importance to participation of students in inter and intra-school Outdoor games competitions.

m. Athletics

Table 4.2.23

Athletics Conducted in Different Types of Schools

Schools	No.	%
Pvt. Unaided	2	50.0
Pvt. Aided	26	74.3
Govt (State)	9	81.8
Govt. (Central)	1	33.3

Athletics (Field and Track events) were found (Table 4.2.23) conducted in highest percentage of State Government schools (81.8 percent) followed by Private aided schools (74.3 percent) Private unaided schools (50 percent) and

Central Government schools (33.3 percent). It means that the State Government and Private aided schools were far better than the Private unaided schools and the Central Government schools so far as organisation of Field and Track events is concerned and compared to the Central Government schools, the Private unaided schools are better in this respect. Athletic events are supposed to be conducted by the trained Physical education teachers. However, it was found that many Physical education teachers did not show interest to conduct various Track and Field events.

Table 4.2.24

Inter-School Athletics Meet in Different Types of Schools

	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
Participation	4	100.0	28	80.0	11	100.0	3	100.0
No Participation	0	0.0	7	20.0	0	0.0	0	0.0

But the data in Table 4.2.24 reveals that all the Private unaided, State Government and Central Government schools and 80 percent of the Private aided schools used to take part in inter-school Athletics meet. It means all the four categories of schools give equally greater importance to students' participation in inter-school Athletics meet.

n. Visits to Civic Institutions

Table 4.2.25

Visits to Civic Institutions in Different Types of Secondary Schools

Institutions	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
Gram Panchayat	1	25.0	17	48.6	6	54.5	1	33.3
Municipality	1	25.0	4	11.4	0	0.0	1	33.3
Assembly	1	25.0	13	37.1	0	0.0	0	0.0
Court of Law	0	0.0	3	8.6	0	0.0	0	0.0
Post Office	2	50.0	17	48.6	4	36.4	1	33.3
Commercial Bank	0	0.0	22	62.9	4	36.4	0	0.0

The Private aided schools used to organise visits to all the six types of Civic institutions (Table 4.2.25). But the Private unaided schools used to take their students to visit four out of six and the State Government and the Central Government schools used to organise visits to only three types of Civic institutions each.

Compared to the other three types of schools, higher percentage of Private aided schools used to organise visits to Legislative assembly, Court of Law and Commercial banks. Higher percentage of both Private aided and State Government schools compared to the Private unaided and Central Government schools were found having provision for visits to Gram panchayat. Also it was found that higher percentages of the Private unaided and Private aided compared to both the State and Central Government schools used to take their students to visit Post office.

The findings revealed that type of school makes a difference so far as organisation of Visits to Civics institutions is concerned. The Private aided schools are better than the other three types of schools and the Private unaided schools are better than both the State Government and Central Government schools as far as taking students to Visit various Civic institutions is concerned.

o. Social / Social Welfare Activities

Table 4.2.26

Social / Social Welfare Activities Conducted in Different Types of Schools

Activities	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
Camps	2	50.0	8	22.9	0	0.0	1	33.3
Plastics Collection	1	25.0	12	34.3	7	63.6	2	66.7
Cleaning Roads, Wells etc.	1	25.0	18	51.4	6	54.5	1	33.3
Growing Trees	1	25.0	2	5.7	2	18.2	0	0.0
Village Survey	0	0.0	11	31.4	2	18.2	0	0.0
Health Survey	1	25.0	7	20.0	2	18.2	1	33.3
First Aid Workshop	4	100.0	17	48.6	7	63.6	3	100.0

Table 4.2.26 shows that all the six Social welfare activities were found conducted in the Private aided schools. The Private unaided and the State Government schools used to organise five activities each, whereas the Central Government schools had the provision for only four activities. The percentage of schools under each category conducting each activity varied from one activity to the other.

It was also found that higher percentage of Private unaided schools compared to other types of schools used to engage their students in Social welfare activities such as Camps and Growing trees. Higher percentage of Private aided schools than the other types of schools used to conduct Village surveys. All the Private unaided and Central Government schools used to organise First-aid workshops compared to only some of the State Government and Private aided doing the same. It was also observed that higher percentage of both State and Central Government schools compared to other two types of schools used to engage their students for Collection of plastics. As far as Cleaning of Roads, Wells etc. was concerned, higher percentage of the Private aided and the State Government schools used to do so compared to the other two types of schools.

The findings revealed that the different types of schools differ from each other so far as the organisation of various Social welfare activities is concerned. The Private aided schools conduct more number of activities compared to the other three types of schools and the Central Government schools organise the least number of activities compared to the other three types of schools. In certain activities one type of the schools is better than the other types of schools and vice-versa. It means that the type of schools (management of the school) makes a difference so far as organisation of various Social welfare activities is concerned.

p. Provisions for Various Clubs

Table 4.2.27

Various Clubs in Different Schools

Clubs	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
	Science	0	0.0	18	51.4	7	63.6	2
Mathematics	1	25.0	8	22.9	4	36.4	1	33.3
Nature	2	50.0	13	37.1	0	0.0	0	0.0
Literary	1	25.0	4	11.4	0	0.0	1	33.3
Music	2	50.0	3	8.6	0	0.0	1	33.3

All the five types of Clubs (Table 4.2.27) were found in the Private aided schools. The Private unaided and the Central Government schools had the provision for four types of Clubs each. Except Science and Mathematics clubs, the State Government schools reported having no other clubs in their schools. Differences were also observed between types of schools having provision for each type of club in schools.

Table 4.2.28

Number of Meetings Per Month in Various Clubs in Different Types of Schools

Clubs	No. of Meetings	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
		No.	%	No.	%	No.	%	No.	%
		Science	1	1	50.0	13	76.5	6	100.0
2	0		0.0	0	0.0	0	0.0	2	100.0
3	0		0.0	0	0.0	0	0.0	0	0.0
4	1		50.0	4	23.5	0	0.0	0	0.0
Mathematics	1	0	0.0	5	71.5	4	100.0	0	0.0
	2	0	0.0	1	14.3	0	0.0	1	100.0
	3	0	0.0	1	14.3	0	0.0	0	0.0
	4	1	100.0	0	0.0	0	0.0	0	0.0
Literary	1	0	0.0	1	25.0	0	0.0	1	50.0
	2	0	0.0	1	25.0	0	0.0	1	50.0
	3	0	0.0	0	0.0	0	0.0	0	0.0
	4	1	100.0	2	50.0	0	0.0	0	0.0
Music	1	0	0.0	1	25.0	0	0.0	0	0.0
	2	0	0.0	0	0.0	0	0.0	1	100.0
	3	1	50.0	1	25.0	0	0.0	0	0.0
	4	1	50.0	2	50.0	0	0.0	0	0.0

So far as number of meetings per month in different Clubs is concerned, it was found (Table 4.2.28) that the Private unaided and the Private aided schools were far better than the State Government and the Central Government schools. This is evident from the fact that out of those schools who had provisions for different types of Clubs, atleast some of the schools had the provisions for meeting three or four times in a month. But in none of the State Government and Central Government schools there was the provision for meeting more than twice in any of the Clubs.

The overall findings indicate that the Private aided schools are better than the other three types of schools and the Private unaided and Central Government schools are far better than the State Government schools so far as facilities for different types of clubs is concerned. But so far as the meetings per month is concerned, the Private aided and unaided schools are far better than the State and Central Government schools.

q. Hobbies

Table 4.2.29

Hobbies Conducted in Different Types of Secondary Schools

Hobbies	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
Stamp Collection	0	0.0	15	42.9	6	54.5	0	0.0
Coin Collection	0	0.0	13	37.1	0	0.0	0	0.0
Picture Collection	1	25.0	13	37.1	6	54.5	0	0.0

Table 4.2.30

Guidance Given on Hobbies to Students in Different Types of Schools

Schools	No.	%
Pvt. Unaided	1	25.0
Pvt. Aided	15	42.9
Govt. (State)	6	54.5
Govt. (central)	0	0.0
Total	22	41.5

It was found (Table 4.2.29), that all the three types of Hobbies were conducted in the Private aided schools only. Private unaided and the State Government schools had mentioned about one and two Hobbies respectively. None of the Central Government schools had the provision for developing Hobbies among their students. The findings clearly indicate that the Private aided schools are better than all other types of schools and the State Government schools are far better than the other two types of schools in encouraging their students to take part in different types of Hobbies.

Further, the data in Table 4.2.30 indicate that highest percentage of the State Government schools, followed by the Private aided and Private unaided schools used to provide guidance to their students regarding different types of Hobbies. But none of the Central Government schools used to do so. It means that all the schools which are having provision for developing Hobbies among their students also provide guidance to their students on Hobbies.

r. School Gardening

Table 4.2.31

Periods Allotted for Gardening in Different Types of Schools

Periods	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
0	2	50.0	25	71.4	4	36.4	0	0.0
1	1	25.0	4	11.4	2	5.7	1	33.3
2	1	25.0	6	17.1	4	36.4	1	33.3
3 and above	0	0.0	0	0.0	1	9.1	1	33.3

It was found that all the four types of schools had the provisions for either of the two or both types of Gardening i.e. Decorative and Kitchen though the percentage of schools having the same varied. Not much difference between percentages of different types of schools was observed so far as having provisions for different types of Gardening is concerned. Majority of the schools of all the four categories used to make their students engaged in Gardening work

during the first term. Except the Private unaided schools very lower percentages of each of the other three types of schools used to engage their students during the second term also.

Table 4.2.31 shows that higher percentages of the State Government and the Central Government schools used to allot more number of periods for Gardening work compared to the other two types of schools. It indicates that these two types of schools gives more importance to Gardening in the school time-table than the other two types of schools.

4.2.2 Co-curricular Activities in Urban and Rural Schools

a. Different Types of Co-curricular Activities Conducted in Urban and Rural Schools

Table 4.2.32

Significance of Difference Between Percentage of Urban and Rural Schools Conducting Each Type of Co-curricular Activity

Code No.	Co-curricular Activities	Urban		Rural		σD	CR
		No.	%	No.	%		
I	1 Mass Drill	80	83.3	150	96.8	3.59	3.75**
	2 Outdoor Games	90	93.8	149	96.1	2.77	0.86
	3 Indoor Games	89	92.7	148	95.5	2.97	0.93
	4 Gardening	45	46.9	117	75.5	6.20	4.61**
	5 N.C.C.	15	15.6	8	5.2	3.74	2.80**
	6 Yogic Asanas	78	81.3	136	87.7	4.60	1.41
	7 Athletics	84	87.5	144	92.9	3.74	1.44
	8 Bicycling	11	11.5	31	20.0	4.84	1.77
	9 Swimming	6	6.3	9	5.8	3.07	0.14
II	1 Debates	10	10.4	115	74.2	6.48	9.84**
	2 Extension lectures	33	34.4	62	40.0	6.29	0.89
	3 Essay competition	89	92.7	138	89.0	3.81	-0.96
	4 Library reading	83	86.5	134	86.5	4.44	0.00
	5 Dramatics	74	77.1	124	80.0	5.29	0.55
	6 Wall Magazine	11	11.5	117	75.5	6.48	9.88**
	7 Symposium	11	11.5	23	14.8	4.44	0.76
	8 Story writing	67	69.8	92	59.4	6.25	1.67
	9 Newspaper read	87	90.6	145	93.5	3.43	0.85
	10 Recitation competition	81	84.4	134	86.5	4.54	0.46
	11 Sci/Math/Eco/Club	20	20.8	38	24.5	5.46	0.67
	12 School Magazine	61	63.5	84	54.2	6.40	1.46
III	1 Music	54	56.3	80	51.6	6.47	0.72
	2 Folk Dance	76	79.2	124	80.0	5.22	0.16
	3 Drawing	91	94.8	150	96.8	2.54	0.78
	4 School Exhibition	73	76.0	105	67.7	5.89	1.41
	5 Fancy Dress	76	79.2	122	78.7	5.29	0.09
	6 Preparation of Charts	83	86.5	131	84.5	4.60	0.42
	7 Folk Songs	65	67.7	109	70.3	5.98	0.44
	8 School Band	35	36.5	56	36.1	6.23	0.05
	9 Decoration (Class)	54	56.3	96	61.9	6.36	0.89
	10 Sculpture	2	2.1	4	2.6	1.98	0.25
	11 Flower festival	16	16.7	26	16.8	4.84	0.02
IV	1 Stamps collection	32	33.3	51	32.9	6.10	0.07
	2 Collect pictures	30	31.3	75	48.4	6.39	2.68**
	3 Album making	25	26.0	41	26.5	5.71	0.07
	4 Coins Collection	22	22.9	28	18.1	5.18	0.94
	5 Photography	9	9.4	15	9.7	3.81	0.08

Table 4.2.14 continued

Code No.	Co-curricular Activities	Urban		Rural		σD	CR
		No.	%	No.	%		
	1 Spinning	0	0.0	4	2.6	1.62	1.59
	2 Dyeing	1	1.0	6	3.9	2.13	1.33
	3 Tailoring	27	28.1	18	11.6	4.97	3.32**
	4 Weaving	4	4.2	6	3.9	2.54	0.12
	5 Embroidery	52	54.2	55	35.5	6.41	2.91**
	6 Knitting	30	31.3	36	23.2	5.71	1.41
	7 Book Binding	12	12.5	27	17.4	4.70	1.05
V	8 Toy making	21	21.9	21	13.5	4.84	1.72
	9 Soap making	1	1.0	2	1.3	1.41	0.18
	10 Basket making	5	5.2	30	19.4	4.49	3.15**
	11 Clay Modelling	12	12.5	33	21.3	4.97	1.77
	12 Flower Gardening	26	27.1	63	40.6	6.20	2.19*
	13 House system	5	5.2	3	1.9	2.28	1.44
	14 Kitchen Gardening	20	20.8	57	36.8	5.98	2.67**
	1 Picnics	83	86.5	147	94.8	3.59	2.34*
	2 Hikes	67	69.8	20	12.9	6.17	9.22**
VI	3 Visits to exhibitions.	74	77.1	114	73.5	5.62	0.63
	4 Excursions	68	70.8	126	81.3	5.43	1.93
	5 Pilgrimages	22	22.9	34	21.9	5.40	0.18
	1 Visit to Civic Institutions	19	19.8	44	28.4	5.62	1.53
	2 Celeb. Social festivals	54	56.3	78	50.3	6.47	0.92
	3 Celeb. Religious festivals	56	58.3	79	51.0	6.46	1.14
	4 Celeb National Days	93	96.9	151	97.4	2.13	0.26
VII	5 School Panchayat	9	9.4	23	14.8	4.32	1.26
	6 Self-Government	37	38.5	46	29.7	6.10	1.45
	7 Org. Mock court	1	1.0	2	1.3	1.41	0.18
	8 Mock Parliament	11	11.5	13	8.4	3.81	0.81
	9 Celeb Parents Day	90	93.8	140	90.3	3.59	0.96
	1 Mass Assembly	94	97.9	154	99.4	1.41	1.02
	2 Scouts/Guides	48	50.0	63	40.6	6.44	1.45
	3 Social Service	54	56.3	107	69.0	6.22	2.06*
VIII	4 First Aid	69	71.9	97	62.6	6.13	1.52
	5 Prabhat Pheri	55	57.3	97	62.6	6.33	0.83
	6 Cleanliness Wk.	69	71.9	124	80.0	5.46	1.49
	7 Red-Cross	44	45.8	46	29.7	6.22	2.60**
	1 Beautifying the School	73	76.0	112	72.3	5.71	0.66
	2 Village Survey	14	14.6	37	23.9	5.22	1.78
	3 Dispensary	2	2.1	4	2.6	1.98	0.25
IX	4 School Post Office	0	0.0	1	0.6	0.82	0.79
	5 Co-op. Bank	26	27.1	41	26.5	5.73	0.11
	6 Annual Celebrations	80	83.3	123	79.4	5.10	0.78
	7 Activities Concerning Environment	1	1.0	12	7.7	2.87	2.33*

* Significant at 0.05 level

** Significant at 0.01 level

It was found that out of 79 activities (Table 4.2.32), difference was found between the Urban and Rural schools only in 16 (20 percent) and in the remaining 63 activities (80 percent) no significant difference was found between the Urban and Rural schools.

The activities in which significant difference was found (Table 4.2.32) between the percentages of Urban and Rural schools include Mass parade, Gardening, Debates, Wall magazine, Collecting pictures, Basket making, Flower gardening, Kitchen gardening, Picnics, Social service, Environmental concern, N.C.C., Tailoring, Embroidery, Hikes and Red-cross. Significantly higher percentage of Rural than Urban schools were found conducting activities / having provision for Mass drill, Gardening, Debates, Wall magazine, Collecting pictures, Basket making, Kitchen gardening, Flower gardening, Picnics, Social service and activities relating to Environment concern. On the other hand, significantly higher percentage of Urban than Rural schools had the provision for N.C.C., Tailoring, Embroidery, Hikes and Red-cross.

The findings revealed no significant difference between Urban and Rural schools in most of the activities. Out of 16 activities in which difference was observed between Urban and Rural schools, in 11 activities the difference was in favour of Rural schools and only in 5, the difference was in favour of Urban schools. It means that comparatively the Rural schools are better than the Urban schools so far as organisation of different types of co-curricular activities is concerned.

Table 4.2.33
Percentage of Activities Conducted in Urban and Rural Schools

Percentage of Activities Conducted	Urban		Rural	
	No.	%	No.	%
70% and above	2	2.1	2	1.3
60 – 69%	10	10.4	19	12.3
50 – 59%	20	20.8	47	30.3
40 – 49%	35	36.5	36	23.2
39% and below	29	30.2	51	32.9
Total	96	100.0	155	100.0

The data in Table 4.2.33 show that though nearly equal percentages of both Urban and Rural schools used to conduct 60 percent and above of the co-curricular activities, higher percentage of Rural (44 percent) than Urban (33 percent) schools were found conducting 50 percent and more of the co-curricular activities. On the other hand, lower percent of Rural (56 percent) than Urban (67 percent) schools used to conduct less than 50 percent of the activities. It means that as far as the organisation of number of co-curricular activities is concerned, the Rural schools were slightly better than the Urban schools. Comparatively, the Rural schools conduct more number of co-curricular activities than the Urban schools.

b. Co-curricular Activities Periods in Rural and Urban Schools

Table 4.2.34

**Allotment of Co-curricular Activities Periods
in Urban and Rural Schools**

	Urban		Rural	
	No.	%	No.	%
Allotted	6	30.0	14	42.4
Not Allotted	14	70.0	19	57.6

The data in Table 4.2.34 indicates that higher percentage of Rural than Urban schools have the provisions for allotment of Co-curricular Activities periods in the school time-table. On the other hand higher percentage of Urban than Rural schools have not made allotment of periods for co-curricular activities in the school time-table. The findings thus reveal that the Rural schools are slightly better than the Urban schools in having provisions for co-curricular activities in the school time-table.

c. *Literary and Academic Activities in Rural and Urban Schools*

Table 4.2.35

Percentage of Activities Conducted in Urban and Rural Schools

Activities	No. of Times a Year	Urban		Rural	
		No.	%	No.	%
Debates and Discussions	0	3	15.0	11	33.3
	1-2	13	65.0	15	45.5
	3-4	2	10.0	5	15.2
	5 and above	2	10.0	2	6.1
Extension Lectures	0	4	20.0	9	27.3
	1-2	6	30.0	14	42.4
	3-4	5	25.0	4	12.1
	5 and above	5	25.0	6	18.2
Essay Writing	0	0	0.0	1	3.0
	1-2	17	85.0	28	84.9
	3-4	2	10.0	2	6.1
	5 and above	1	5.0	2	6.1
Story Writing	0	2	10.0	8	24.2
	1-2	16	80.0	23	69.7
	3	2	10.0	1	3.0
	4	0	0.0	1	3.0
Symposium	0	13	65.0	28	84.9
	1-2	7	35.0	5	15.2
Poem Recitation	0	1	5.0	4	12.1
	1-2	14	70.0	22	66.7
	3-4	2	10.0	5	15.2
	5 and above	3	15.0	2	6.1

With regards to the number of times different Literary and Academic activities conducted in Rural and Urban schools, no difference (Table 4.2.35) was found in any of the activities between the two types of schools. It was observed that nearly equal percentages of both Rural and Urban schools used to conduct each of these activities nearly equal number of times in a year. The findings thus revealed that location of school does not make any difference as far as the frequency of conducting Literary and Academic activities is concerned.

d. *Art and Craft Activities in Rural and Urban Schools*

Table 4.2.36

**Number of Times Art and Craft Activities Conducted
in Urban and Rural Schools**

Activities	No. of Times a Year	Urban		Rural	
		No.	%	No.	%
Craft	0	5	25.0	18	54.5
	1-2	8	40.0	12	36.4
	3-4	7	35.0	3	9.1
Drawing	0	0	0.0	4	12.1
	1-2	10	50.0	23	69.7
	3-4	6	30.0	4	12.1
	5 and above	4	20.0	2	6.1
Painting	0	0	0.0	17	51.5
	1-2	10	50.0	14	42.4
	3-4	6	30.0	2	6.1
	5 and above	4	20.0	0	0.0

Table 4.2.37

Exhibitions of Students' Work in Urban and Rural Schools

	Urban		Rural	
	No.	%	No.	%
Exhibition	7	35.0	13	39.4
No Exhibition	13	65.0	20	60.6

The data in Table 4.2.36 show that higher percentages of Urban schools used to conduct more number of times in a year different Art and Craft activities compared to the Rural schools. The findings thus indicated that the Urban schools are far better than the Rural schools so far as conducting different Art and Craft activities is concerned. The Urban schools gave more importance to these activities than the Rural schools. However, the data in Table 4.2.37 revealed that there was no difference between the percentages of Rural and Urban schools organising exhibitions of students' work.

e. Cultural Activities in Rural and Urban Schools

Table 4.2.38
Number of Times in a Week Cultural Activities Conducted
in Urban and Rural Schools

Activities	No. of Times a Year	Urban		Rural	
		No.	%	No.	%
Dance	0	17	85.0	22	66.7
	1	3	15.0	9	27.3
	2	0	0.0	2	6.1
Singing	0	10	50.0	14	42.4
	1-2	3	15.0	10	30.3
	3-4	2	10.0	5	15.2
	5 and above	5	25.0	4	12.1
Music	0	14	70.0	22	66.7
	1-2	3	15.0	8	24.2
	3-4	3	15.0	3	9.1

It was found (Table 4.2.38) that higher percentage of Rural schools used to conduct Dance classes more number of times in a week than the Urban schools. But no difference was found between the percentages of Rural and Urban schools conducting Music and Singing classes of varying number of times. The findings thus revealed that the Rural schools are better than the Urban schools in organising Dance classes whereas the Urban schools are better than the Rural schools in organising Singing classes.

f. Activities Conducted in Morning Assembly in Urban and Rural Schools

Table 4.2.39 shows that most of the activities in the Morning assembly were found conducted in higher percentages of Urban than Rural schools. None of the activities were found conducted in higher percentage of Rural than Urban schools. Not much difference was observed between the two types of schools so far as the provision for Slokas, Physical exercises, Story telling, Wishing of students / teachers on their birthdays, G.K. competition and Prayers. The findings thus indicated that the Urban schools are better than the Rural schools so far as conducting various activities in the Morning assembly is concerned.

It needs to be mentioned here that many Principals and staff of most of the Rural schools admitted that they do not spend much time in the Morning assembly because of the first period getting shortened and thus the teachers get less time for teaching. Therefore, many of the Rural schools do not conduct many of the activities in the Morning assembly.

Table 4.2.39
Activities Conducted in the Morning Assembly in
Urban and Rural Schools

Activities in Morning Assembly	Urban		Rural	
	No.	%	No.	%
Newspaper Reading	18	90.0	25	75.8
Thought for the Day	12	60.0	15	45.5
Reading of Articles	7	35.0	7	21.2
Quiz	8	40.0	8	24.2
Patriotic Songs	12	60.0	15	45.5
Slokas	1	5.0	1	3.0
Story Telling	6	30.0	11	33.3
Exercises (Phy.)	1	50.0	1	3.0
Skits	7	35.0	2	6.1
G.K. Competition	3	15.0	4	12.1
Talks on Values	7	35.0	6	18.2
Poem Recitation	3	15.0	1	3.0
Birthday Wishes	1	5.0	0	0.0
Prayers	16	80.0	24	72.7

g. Mass Drill / Parade in Rural and Urban Schools

Table 4.2.40
Students' Participation in Mass Drill / Parade
in Urban and Rural Schools

	Urban		Rural	
	No.	%	No.	%
Compulsory	14	70.0	24	72.7
Not Compulsory	6	30.0	9	27.3

Table 4.2.41
Mass Drill / Parade Conducted Weekly in
Urban and Rural Schools

No. of Times per Week	Urban		Rural	
	No.	%	No.	%
0	0	0.0	8	24.2
1	17	85.0	21	63.6
2	2	10.0	2	6.1
3	1	5.0	0	0.0
4 and above	0	0.0	2	6.1

It was found (Table 4.2.40) that nearly equal percentages of both Rural and Urban schools have made it compulsory for all students to take part in Mass Drill / Parade. It means that the Rural and Urban schools do not differ so far as making students' participation compulsory in Mass Drill / Parade is concerned. Moreover, the data in Table 4.2.41 show not much difference between the percentages of Rural and Urban schools conducting Mass Drill / Parade of varying number of times in a week. It means that the Rural and Urban schools give nearly equal importance to Mass Drill / Parade. Location of the school does not make much difference so far as conducting Mass Drill / Parade is concerned.

h. Yoga in Rural and Urban Schools

Table 4.2.42
Yoga Conducted in Urban and Rural Schools

Timing	Urban		Rural	
	No.	%	No.	%
Before Interval	13	65.0	27	81.8
After Interval	1	5.0	4	12.1

Table 4.2.43
Number of Times Yoga is Conducted in
Urban and Rural Schools

No. of Times per Week	Urban		Rural	
	No.	%	No.	%
0	3	15.0	5	15.2
1	11	55.0	11	33.3
2	4	20.0	12	36.4
3 and above	2	10.0	5	15.2

It was observed (Table 4.2.42) that higher percentage of Rural schools conduct Yoga classes before interval than the Urban schools. Also the data in Table 4.2.43 show that higher percentages of Rural schools used to conduct Yoga classes more times in a week compared to the Urban schools. The findings thus revealed that the Rural schools are better than the Urban schools in conducting Yoga classes for their students.

i. Activities Conducted on Days of National Importance in Urban and Rural Schools

Table 4.2.44 shows that except in two activities out of 11 (i.e. Debates and Prayer services) difference was observed between the Urban and Rural schools in all other activities. Higher percentage of rural schools used to conduct activities such as Drill and G.K. competitions than the Urban schools. On the other hand, higher percentages of Urban schools than Rural schools used to conduct activities such as Singing of songs, March past, Speeches, Skits, Folk-dances, Prabhat pheri and Games on the Days of National importance.

Table 4.2.44

**Activities Conducted on Days of National Importance in
Urban and Rural Schools**

Activities	Urban Schools		Rural Schools	
	No.	%	No.	%
Drill	1	5.0	6	18.2
Patriotic Songs	17	85.0	22	66.7
G.K. Competitions	7	35.0	18	54.5
March Past	4	20.0	4	12.1
Speeches	16	80.0	22	66.7
Skits	7	35.0	7	21.2
Folk Dances	6	30.0	4	12.1
Prabhat Pheri	3	15.0	3	9.1
Games	2	10.0	1	3.0
Debates	1	5.0	2	6.1
Prayer Service	1	5.0	2	6.1

The findings imply that the Urban schools are far better than the Rural schools so far as organisation of various activities on Days of National importance is concerned. In other words, it shows that the Rural schools lag far behind than the Urban schools.

j. Indoor Games Conducted in Urban and Rural Schools

Table 4.2.45

Indoor Games Conducted in Urban and Rural Schools

Games	Urban Schools		Rural Schools	
	No.	%	No.	%
Badminton	9	45.0	13	39.4
Chess	12	60.0	14	42.4
Carrom	9	45.0	11	33.3
Table Tennis	13	65.0	13	39.4

It was found that higher percentage of Urban schools than Rural schools were found conducting all the Indoor games listed in Table 4.2.45. The findings indicate that location of schools makes a difference as far as conducting Indoor games is concerned. The Urban schools are better than the Rural schools in conducting various Indoor games. The Urban schools compared to Rural schools give more importance to Indoor games. As discussed in Section 4.3, the Urban schools have better facilities for Indoor games than the Rural schools and hence they are in a better position to organise various Indoor games than the Rural schools.

Table 4.2.46
Students' Participation in Indoor Games
in Urban and Rural Schools

	Urban		Rural	
	No.	%	No.	%
Compulsory	5	25.0	8	24.2
Not Compulsory	15	75.0	25	75.8

Table 4.2.47
Intra-School Competitions in Indoor Games in
Urban and Rural Schools

	Urban		Rural	
	No.	%	No.	%
Conducts	9	45.0	14	42.4
Does not Conduct	11	55.0	19	57.6

Table 4.2.48
Inter-School Competitions in Indoor Games
in Urban and Rural Schools

	Urban		Rural	
	No.	%	No.	%
Participation	16	80.0	22	66.7
No Participation	4	20.0	11	33.3

However, the data in Table 4.2.46 show that equally low percentage of both Rural and Urban schools have made it compulsory for all students to take part in Indoor games. Also it was found (Table 4.2.47) that equal percentages of both Rural and Urban schools used to conduct intra-school competitions in different Indoor games. Moreover, not much difference was found (Table 4.2.48) between Rural and Urban schools taking part in inter-school competitions in Indoor games. The findings thus revealed that though higher percentage of Rural than Urban schools conduct Indoor games (Table 4.2.45) the two types of schools do not vary so far as making students' participation compulsory and taking part in Indoor games competitions is concerned.

k. Outdoor Games Conducted in Urban and Rural Schools

Table 4.2.49

Outdoor Games Conducted in Urban and Rural Schools

Activities	Urban Schools		Rural Schools	
	No.	%	No.	%
Cricket	16	80.0	13	39.4
Kho-Kho	2	10.0	13	39.4
Kabaddi	3	15.0	19	57.6
Volleyball	9	45.0	21	63.6
Football	16	80.0	24	72.7
Basketball	7	35.0	3	9.1
Tennekoit	1	5.0	3	9.1
Softball	0	0.0	2	6.1
Hockey	2	10.0	6	18.2
Handball	3	15.0	1	3.0
Throwball	2	10.0	1	3.0
Croquet	1	5.0	0	0.0

Outdoor games like Cricket, Football, Basketball, Handball, Throwball and Croquet were found conducted in higher percentage of Urban schools compared to Rural schools (Table 4.2.49). On the other hand, games like Kho-

kho, Kabaddi, Volleyball, Tennekoit, Softball and Hockey were found conducted in higher percentage of Rural than Urban schools.

The findings indicated that location of school is a factor associated with the types of Outdoor games conducted by the Secondary schools. Certain types of games are mainly conducted in Rural than in Urban schools while some other games are conducted in Urban than in Rural schools. Particularly certain Outdoor games like Cricket, Basketball, Handball and Throwball are more Urban than Rural based, whereas certain games like Kho-kho, Kabaddi and Hockey are more of Rural than Urban based. It means that Rural schools conduct particularly those games which either do not require equipment or require equipment which are less expensive.

It was found that majority of the schools located in Urban areas do not have Open space / Fields of their own and hence they used to conduct Outdoor games in public Open spaces / Grounds. But the Rural schools do not face any problems as far as Open space is concerned for conducting Outdoor games.

Table 4.2.50

**Students' Participation in Outdoor Games
in Urban and Rural Schools**

	Urban		Rural	
	No.	%	No.	%
Compulsory	6	30.0	19	57.6
Not Compulsory	14	70.0	14	42.4

Table 4.2.51

**Intra-School Competitions in Outdoor Games in
Urban and Rural Schools**

	Urban		Rural	
	No.	%	No.	%
Conducts	13	65.0	24	72.7
Does not Conduct	7	35.0	9	27.3

Table 4.2.52**Inter-School Competitions in Outdoor Games
in Urban and Rural Schools**

	Urban		Rural	
	No.	%	No.	%
Participation	18	90.0	25	75.8
No Participation	2	10.0	8	24.2

Moreover, the data in Table 4.2.50 show that higher percentage of Rural than Urban schools have made it compulsory for all students to take part in Outdoor games. Also higher percentage of Rural schools compared to Urban schools (Table 4.2.51) used to organise intra-school competitions in Outdoor games. The findings thus indicated that the Rural schools give more importance to Outdoor games than the Rural schools. But higher percentage of Urban schools used to take part in inter-school competitions in Outdoor games compared to the Rural schools (Table 4.2.52).

1. Athletics Conducted in Urban and Rural Schools**Table 4.2.53****Athletics Conducted in Urban and Rural Schools**

Schools	No.	%
Urban	14	70.0
Rural	23	69.7

Table 4.2.54**Inter-School Athletics Meet
in Urban and Rural Schools**

	Urban		Rural	
	No.	%	No.	%
Participation	16	80.0	30	90.9
No Participation	4	20.0	3	9.1

It was found (Table 4.2.53) that nearly equal percentage of Urban and Rural schools used to conduct Athletics (Track and Field events). It means that no difference was found between Urban and Rural schools conducting Athletics. Since minimum equipment and facilities are required to conduct Athletics, equally higher percentage of both categories of schools (i.e. Urban and Rural schools) conduct Athletics. But the data in Table 4.2.54 show that higher percentage of Rural than Urban schools used to take part in inter-school Athletics meets. It shows that the Rural schools are better than the Urban schools as far as participation in inter-school Athletics meet is concerned.

m. Visits to Civic Institutions

Table 4.2.55

Visits to Civic Institutions in Urban and Rural Schools

Institutions	Urban		Rural	
	No.	%	No.	%
Gram Panchayat	19	95.0	6	18.2
Municipality	2	10.0	4	12.1
Assembly	10	50.0	6	18.2
Court of Law	1	5.0	2	6.1
Post Office	16	80.0	9	27.3
Commercial Bank	19	95.0	8	24.2

It was found (Table 4.2.55) that very higher percentages of Urban schools compared to Rural schools used to organise Visits to Civic institutions like Gram Panchayat, Legislative Assembly, Post Office and Commercial Banks. No difference was observed between the Urban and Rural schools, so far as organisation of visits to Municipality and Court of law is concerned. However, it may be noted here that though Urban schools were located in the close vicinity of Court of law and Municipality, very negligible percentage of schools take their students to visit these institutions. On the whole, the findings thus showed that the Urban schools are better than the Rural schools so far as organising visits to various Civic institutions is concerned. It is mostly the schools located in Urban than Rural areas that organise visits to various Civic institutions.

n. Social / Social Welfare Activities

The Urban and Rural schools were found conducting all the Social / Social welfare activities listed in Table 4.2.56 to varying degrees. Higher percentage of Rural schools than the Urban schools were found conducting First-Aid workshops, Village surveys, Health surveys and also used to engage their students in Growing trees and Cleaning of roads and wells. In the other activities no difference was observed between the Urban and Rural schools.

Table 4.2.56

**Social/ Social Welfare Activities Conducted in
Urban and Rural Schools**

Activities	Urban		Rural	
	No.	%	No.	%
Camps	4	20.0	78	24.2
Plastics Collection	8	40.0	12	36.4
Cleaning Roads, Wells	9	45.0	17	51.5
Growing Trees	1	5.0	3	9.1
Village Survey	3	15.0	21	63.6
Health Survey	3	15.0	8	24.2
First Aid Workshop	11	55.0	20	60.6

Thus, the findings indicated that there exist Rural Urban variation so far as organisation of various Social welfare activities is concerned. The Rural schools are better than the Urban schools in organising many of the activities. In particular, the Rural schools are far better than the Urban schools in conducting Village and Health surveys. Though the Urban schools are expected to be more involved in Growing trees, it is the Rural schools which make their students to undertake the task of Growing trees. The Urban schools are lagging far behind the Rural schools as far as organisation of Social / Social welfare activities is concerned.

o. Hobbies in Schools

Table 4.2.57

Hobbies Conducted in Urban and Rural Schools

Hobbies	Urban		Rural	
	No.	%	No.	%
Stamp Collection	8	40.0	12	36.4
Coin Collection	6	30.0	9	27.3
Picture Collection	7	35.0	12	36.4

Table 4.2.58

Guidance Given on Hobbies to Students in Urban and Rural Schools

Schools	No.	%
Urban	8	40.0
Rural	12	36.4

Not much difference was found (Table 4.2.57) between the percentage of Urban and Rural schools engaging their students in different kinds of Hobbies in schools. In nearly equal percentages of both categories of schools, Hobbies are conducted. Moreover, the data in Table 4.2.58 show that nearly equal percentage of both Urban and Rural schools, used to provide necessary guidance on Hobbies to their students. The findings thus reveal that location of school is not a factor associated with Hobbies conducted in schools. Both Urban and Rural schools are equal as far as helping students to develop Hobbies is concerned.

p. Various Clubs in Schools

Table 4.2.59

Various Clubs in Urban and Rural Schools

Clubs	Urban		Rural	
	No.	%	No.	%
Science	12	60.0	14	42.4
Mathematics	8	40.0	6	18.2
Nature	6	30.0	11	33.3
Literary	6	30.0	1	3.0
Music	3	15.0	3	9.1

Higher percentage of Urban than Rural schools were found having facilities for various Clubs such as Science, Mathematics, Literary and Music clubs (Table 4.2.59). Slightly higher percentage of Rural than Urban schools had the provision for Nature club. Thus it is clear that the Urban schools are far better than the Rural schools so far as provisions for various kinds of Clubs in school is concerned. The Rural schools lag behind the Urban schools in having provisions for Clubs in Schools.

Table 4.2.60
Number of Meetings Per Month in Different Clubs
in Urban and Rural Schools

Clubs	Science				Maths				Literary				Music			
	Urban		Rural		Urban		Rural		Urban		Rural		Urban		Rural	
No. of Meetings	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	8	66.7	12	85.7	4	57.1	5	83.3	1	16.7	1	100.0	1	33.3	0	0.0
2	1	8.3	1	7.1	1	14.3	1	16.7	2	33.3	0	0.0	0	0.0	1	33.3
3	0	0.0	0	0.0	1	14.3	0	0.0	0	0.0	0	0.0	1	33.3	1	33.3
4	3	25.0	1	7.1	1	14.3	0	0.0	3	50.0	0	0.0	1	33.3	1	33.3

Further the data in Table 4.2.60 show that higher percentage of Urban schools compared to the Rural schools used to organise meetings more number of times in a month for different Clubs except Music club. It means that the Urban schools having provisions for different types of Clubs in school organise meetings more frequently than the Rural schools. Thus the finding indicate that the Urban schools are more serious than the Rural schools so far as the functioning of various Clubs in the school is concerned.

q. *Periods Allotted for Gardening in Rural and Urban Schools*

Table 4.2.61

**Number of Periods Allotted for Gardening
in Urban and Rural Schools**

No. of Periods	Urban		Rural	
	No.	%	No.	%
0	14	70.0	17	51.5
1	3	15.0	5	15.2
2	2	10.0	10	30.3
3 and above	1	5.0	1	3.0

It was found (Table 4.2.61) that higher percentage of Rural schools allotted periods for Gardening as compared to Urban schools. Also, it was observed that a very higher percentage of Rural schools compared to Urban schools had the provision for two periods in the school time-table for Gardening.

The findings thus implied that the Rural schools had better provisions for Gardening work in the school time-table compared to the Urban schools. The findings also revealed that the Rural schools pay more attention for Gardening work than the Urban schools. It needs to be mentioned here that space for Gardening work is not a problem in many of the Rural schools which is so in the most of the cases in Urban schools. This could be one of the reasons behind the Rural schools giving importance to Gardening work than the Urban schools.

4.3 Availability of Equipment / Materials / Apparatus in Schools to Conduct Various Activities

4.3.1 Availability of Equipment in Schools (All schools taken together)

a. *Equipment for Mass Drills / Parade*

Table 4.3.1

Availability of Equipment / Apparatus for Mass Drills / Mass Parade in Schools

Apparatus	No.	%
Dumbells	45	84.9
Lezium	45	84.9
Clubs	15	28.3
Sticks / Wands	22	41.5
Hoops	19	35.8
Flags	6	11.3

The data in Table 4.3.1 shows that the equipment such as Dumbell and Lezium used for conducting Mass drill / parade were available in most of the schools. All other equipment were available in less than fifty percent of the schools. Moreover, in a very low percentage of schools, Flags were used for conducting Mass drill.

The findings showed that except for the two types of equipment (Dumbell and Lezium) most of the schools did not have different types of equipment used for Mass drill / parade. In order to conduct Mass drill / parade effectively and making the same interesting for the students, it is necessary to use a variety of equipment as listed in Table 4.3.1. Since most of the schools do not have different types of equipment and none of the equipment are available in all the schools, it implies that many of the schools in Goa fail to conduct Mass drill / parade effectively.

b. Equipment for Track and Field Events

Table 4.3.2
Availability of Equipment for Track & Field
Events in Schools

Equipment	No.	%
Shot-put	51	96.2
Discus	51	96.2
Javelin	51	96.2
Long jump pit	29	54.7
Measuring Tapes	44	83.0

The data in Table 4.3.2 show that the equipment used for Track and Field events such as Shot-put, Discus, Javelin and Measuring tapes were found available in most of the schools. However, only about one-half of the schools had Long jump pits.

The findings showed that except Long jump pits, most of the schools have different types of equipment / materials used for Track and Field events. In order to conduct Track and Field events effectively, the basic requirement of a Playground is necessary. However, it was observed that about one-third of schools did not have this facility (Table 4.3.6). Many of the schools used to conduct the Track and Field events in nearby Community playgrounds.

c. Indoor Hall Facility in Schools

Table 4.3.3
Indoor Hall Facility in Schools

Size	No.	%
< 100 m ²	6	11.3
> 100 < 200 m ²	3	5.7
Between 200 – 400 m ²	11	20.8
> 400 m ²	8	15.1
Total:	28	52.8

Only about one-half of the schools were found having indoor hall of varying sizes (Table 4.3.3). Lower percentage of schools were found possessing indoor halls of size less than 100 sq.mts. and between 100 and 200 sq.mts. About one-fifth of the schools and nearly 15 percent were found having indoor halls of size between 200 to 400 sq.mts. and more than 400 sq.mts. respectively.

The findings revealed that a very significant percentage of schools did not have indoor hall facilities which is necessary to conduct Indoor games. It implies that these schools do not conduct Indoor games effectively especially during the monsoon season when an indoor hall is very much necessary.

d. Equipment for Indoor Games

Table 4.3.4
Availability of Equipment / Materials for
Indoor Games in Schools

Games	No.	%
Badminton	22	41.5
Carrom	20	37.7
Chess	27	50.9
Table Tennis	25	47.2

It was found (Table 4.3.4) that equipment / materials were available for none of the games in more than 50 percent of the schools. Majority of the schools reported that they did not have the necessary materials / equipment to conduct various Indoor games.

However, most of the schools reported that they do not supply shuttle cocks to the students. Rather, the students are asked to buy the same. Hence, it was not surprising that only students from a higher economic background get the opportunity to take part in this Indoor game in schools as shuttle cocks are expensive and get spoiled quite easily. The findings implied that most of the Secondary schools in Goa do not possess the required materials / equipment to conduct different Indoor games. In the absence of the required materials /

equipment, it is obvious that the Secondary schools are not in a position to conduct Indoor games effectively. There is a lack of initiative on the part of Principals and teachers of most of the schools to acquire the necessary Indoor games materials.

e. Equipment for Outdoor Games

Table 4.3.5
Availability of Equipment / Materials for
Outdoor Games in Schools

Apparatus	No.	%
Cricket	30	56.6
Volleyball	31	58.5
Football	40	75.5
Basketball	10	18.9
Tennekoit	31	58.5
Softball	6	11.3
Hockey	6	11.3
Handball	4	7.5
Throwball	3	5.7
Croquet	1	1.9

Materials / equipment were found available in majority of the schools for only four Outdoor games, such as Football, Volleyball, Cricket and Tennekoit (Table 4.3.5). Very negligible percentages of schools were found possessing equipment / materials for Outdoor games such as Softball, Hockey, Handball and Throwball. It was also found that play materials for none of the Outdoor games were available in all the secondary schools.

The findings revealed that most of the schools are not equipped to conduct most of the Outdoor games. All the secondary schools do not have the required game materials to conduct any of the games. Since most of the schools do not have equipment / play materials to conduct different Outdoor games, it is natural that most of the schools fail to conduct these Outdoor games.

f. Availability of Playgrounds in Schools

Table 4.3.6
Availability of Playgrounds in Schools

Ground (Size)	No.	%
< 1000 m ²	11	20.8
Between 1000 – 1500 m ²	11	20.8
> 1500 m ²	14	26.4
No Ground	17	32.1
Total:	53	100.0

The data in Table 4.3.6 show that 68 percent of the schools had playgrounds of different sizes. The remaining 32 percent of the schools were found not having Playground. The sizes of the Playground varied from small (less than 1000 m²) to medium (between 1000 and 1500 sq.mts) and large (greater than 1500 m²). It was found that many of the schools having Playground, had the same outside the school campus.

The findings revealed that a substantial percentage of schools did not have Playground facility. The schools not having Playground stated that they utilize the nearby community open spaces to conduct games and sports. A spacious Playground is an essential requirement for organizing various games and sports events. It is very difficult to organise games and sports without the same, but, many of the Secondary schools do not have this basic requirement and some of the schools having the same but of inadequate size. As a result, the schools either do not conduct Outdoor games and sports or do not conduct the same properly.

g. Musical Instruments

Musical instruments such as Tabla and Harmonium were found available in two-fifths of the Secondary schools (Table 4.3.7). Other musical instruments like Guitar, Flute, Organ and Violin were found available in very low percentages of schools. The findings showed none of instruments were available in all the

Secondary schools and most of the Secondary schools did not have any of the Musical instruments to conduct music classes.

Table 4.3.7
Availability of Musical Instruments in Schools

Instruments	No.	%
Guitar	6	11.3
Tabla	21	39.6
Flute	9	17.0
Harmonium	22	41.5
Organ	6	11.3
Violin	3	5.7
Tambourine	1	1.9

To conduct music classes effectively and to make the same interesting for the students, it is necessary to have a wide variety of Musical instruments for students to choose from, learn and develop competence in them. Since most of the schools do not have different types of Musical instruments and none of the instruments are available in all the schools, it implies that most of the schools fail to conduct music classes to train students in music.

h. Availability of Stage and Sound System in Schools

Table 4.3.8
Elevated Stage and Sound System in Schools

Facility	No.	%
Stage	35	66.0
Sound System	46	86.8

Most of the schools were found having Sound system (Microphone and Loud speakers) and two-thirds of schools were found having an elevated stage to perform co-curricular activities (Table 4.3.8).

The findings revealed that except some of the schools which did not have Sound system, most of the schools had the same. But a significant percentage of the schools did not have an Elevated stage / platform to conduct activities at the Morning assembly. In order to conduct co-curricular activities at the Morning assembly effectively, Stage and Sound system are essential, particularly the schools having higher enrollment of students. Since most of the schools in Goa have the same, it shows that most of the schools have the facilities to conduct Morning assembly activities properly.

i. School Library and Display Board Facilities

Table 4.3.9

School Library and Display Board Facilities

Facilities	No.	%
Library	53	100.0
Display Boards	22	41.5

All the schools (Table 4.3.9) reported that they have the Library facility. However, Display boards to display students' work was found available in less than one-half of the schools. Though all the schools have Library facilities, many of the schools did not have adequate and wide variety of books in the Library. Special Library work periods were found allotted by the school to enable students to utilise the Library. However, it was reported by teachers and librarians that many of students mostly take books and return the same often without reading. Most of the schools did not have the provision for guided library period, as a result the library period remain not properly utilised by the students. Since majority of the schools did not have Display boards, it implies that the schools do not encourage students to display their work to develop creativity and healthy competition among the students.

j. School Garden and Water Facilities

Table 4.3.10

School Garden and Water Facilities in Schools

Facilities	No.	%
School Garden	28	52.8
Water Taps / Wells	28	52.8

The data in Table 4.3.10 show that except about one-half of the schools, the remaining did not have a Garden and Water facilities in the school campus. In order to encourage students to take part in different types of gardening, land and water facilities are very much necessary. But nearly one-half of the schools lack such facilities and hence gardening as a co-curricular activity remains confined to only one-half of the Secondary schools in Goa.

4.3.2 Availability of Equipment in Different Types of Schools

a. Equipment for Mass Drill / Parade

Table 4.3.11

Availability of Equipment / Apparatus for Mass Drills/ Mass Parade in Different Types of Schools

Apparatus	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
Dumbells	4	100.0	29	82.9	9	81.8	3	100.0
Lezium	4	100.0	29	82.9	9	81.8	3	100.0
Clubs	2	50.0	10	28.6	2	18.2	1	33.3
Stick/ Wands	1	25.0	15	42.9	4	36.4	2	66.7
Hoops	2	50.0	13	37.1	2	18.2	1	33.3
Flags	0	0.0	4	11.4	0	0.0	1	33.3

All the Central Government and Private unaided schools and most of the Private aided and State Government schools were found possessing apparatus such as Dumbells and Lezium used for Mass drill / parade (Table 4.3.11). Other

apparatus such as Clubs and Hoops were found in lower percentage of State Government schools compared to the other three categories of schools. Further, higher percentage of Central Government schools compared to other three categories of schools stated that they possess Sticks / Wands and Flags used for conducting Mass drill / parade.

The findings showed that compared to the Private aided and State Government schools, the Central Government schools and the Private unaided schools were better equipped and compared to the State Government schools the other three categories of schools were better equipped to conduct Mass drills / parade more effectively.

b. Equipment for Track and Field Events

Table 4.3.12

**Availability of Equipment for Track and Field Events
in Different Types of Schools**

Equipment	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
Shot-put	4	100.0	33	94.3	11	100.0	3	100.0
Discus	4	100.0	33	94.3	11	100.0	3	100.0
Javelin	4	100.0	33	94.3	11	100.0	3	100.0
Long Jump Pit	2	50.0	21	60.0	4	36.4	1	33.3
Measuring Tapes	3	75.0	30	85.7	9	81.8	2	66.7

The data in Table 4.3.12 show that nearly equal percentages of each of the four types of schools were found having equipment such as Shot-put, Discus, Javelin and Measuring tapes. Compared to both State Government and Central Government schools higher percentage of Private aided as well as unaided schools had Long jump-pits in the school campus.

The findings thus revealed that types of schools does not make much difference as far as availability / possession of equipment for Field and Track events is concerned. All types of schools are equally equipped for conducting

Field and Track events, except that the Private schools are relatively better equipped than the Government schools as far as Long jump pit is concerned.

c. Indoor Hall

Table 4.3.13

Indoor Hall in Different Types of Schools

Area of Hall	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
	< 100 m ²	1	25.0	2	5.7	4	36.4	0
> 100 < 200 m ²	0	0.0	3	8.6	0	0.0	0	0.0
200 < > 400 m ²	2	50.0	6	17.1	2	18.2	1	33.3
> 400 m ²	0	0.0	6	17.1	0	0.0	1	33.3
Total:	3	75.0	17	48.5	6	54.5	2	66.6

Indoor hall facility were found existing in three-fourths of the Private unaided schools, about one-half of the Private aided schools, about one-half of the State Government schools and two-thirds Central Government schools (Table 4.3.13). Private unaided and State Government schools were not found having indoor halls bigger than 400 sq.mts., as compared to about one-sixth and one-third of Private aided and Central Government Schools respectively having indoor halls of the same size. Only Private aided schools were found having indoor halls (between 100 and 200 sq.mts) as compared to the other three categories of schools.

The findings showed that about one-half of both the Private aided and State Government schools did not have indoor hall facilities. In other words, the findings implied that the Private aided and State Government schools are better equipped than the Private unaided and Central Government so far as indoor hall facility is concerned.

d. Equipment for Indoor Games

Table 4.3.14

**Availability of Equipment / Materials for Indoor Games in
Different Types of Schools**

Games	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
	Badminton	3	75.0	15	42.9	2	18.2	1
Carrom	2	50.0	13	37.1	2	18.2	2	66.7
Chess	4	100.0	18	51.4	2	18.2	1	33.3
Table Tennis	3	75.0	19	54.3	0	0.0	1	33.3

Table 4.3.14 indicate that higher percentage of Private unaided schools compared to the other three types of schools were found having the necessary Play materials / equipment for Indoor games such as Badminton, Chess and Table-tennis. Higher percentage of the Private aided schools compared to the State Government and Central Government schools had equipment for various Indoor games such as Badminton, Chess and Table-tennis. Compared to all other categories of schools, lower percentage of State Government schools reported having equipment for different Indoor games.

The findings revealed that compared to the other three types of schools, Private unaided schools are better equipped and compared to the Central and State Government schools, the Private aided are better equipped to conduct Indoor games. Between the Government schools, Central Government schools are better equipped to conduct Indoor games than the State Government schools.

e. Equipment for Outdoor Games

Higher percentages of the Private unaided and Central Government schools compared to the Private aided and State Government schools were found (Table 4.3.15) having equipment / materials for different Outdoor games such as Cricket, Volleyball, Basketball and Tennekoit. Compared to other three categories of schools higher percentage of Private unaided schools had equipment for Softball, Hockey, Handball and Throwball. Higher percentage of the Private

aided than the State Government schools were found having materials for games like Cricket, Hockey and Croquet. On the other hand, compared to the Private aided schools, higher percentages of State Government schools possessed equipment for games like Volleyball, Tennekoit, Handball and Throwball.

Table 4.3.15
Availability of Equipment / Materials for Outdoor Games
in Different Types of Schools

Games	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
Cricket	3	75.0	20	57.1	4	36.4	2	66.7
Volleyball	4	100.0	16	45.7	9	81.8	3	100.0
Football	3	75.0	25	71.4	9	81.8	3	100.0
Basketball	2	50.0	5	14.3	2	18.2	1	33.3
Tennekoit	3	75.0	17	48.6	9	81.8	3	100.0
Softball	2	50.0	3	8.6	2	18.2	0	0.0
Hockey	1	25.0	4	11.4	0	0.0	0	0.0
Handball	1	25.0	2	5.7	2	18.2	0	0.0
Throwball	1	25.0	1	2.9	2	18.2	0	0.0
Croquet	0	0.0	1	2.9	0	0.0	0	0.0

Further, it was observed that equipment / materials were available for all the games in Private aided schools though the percentages of schools having the same varied from one game to the other. In Private unaided schools and State Government schools materials were found available for nine and eight games respectively. But in Central Government schools, only for five out of 10 games (i.e. 50 percent of the games) materials were available.

The findings presented in the preceding paragraphs revealed that type of schools make a difference so far as availability of equipment / materials for different Outdoor games is concerned. For conducting some of the games, the Private unaided and the Central Government schools are better equipped than the Private aided and State Government schools. The Private aided schools are better

equipped to conduct some of the games while the State Government schools are better equipped to conduct some of the other Outdoor games. The findings further revealed that the Private aided and unaided and the State Government schools possess equipment to conduct more number of Outdoor games than the Central Government schools.

f. Availability of Playgrounds

Table 4.3.16

Availability of Playgrounds in Different Types of Schools

Ground	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
	< 1000 m2	1	25.0	8	22.9	2	18.2	0
Between 1000 m2 – 1500 m2	0	0.0	8	22.9	2	18.2	1	33.3
> 1500 m2	3	75.0	4	11.4	7	63.6	2	66.7
No Ground	0	0.0	15	42.9	0	0.0	0	0.0

It was found that all Private unaided, State Government and Central Government schools had Playgrounds of varying sizes compared to 43 percent of the Private aided schools not having the same.

The findings thus showed that a very substantial percentage of Private aided schools did not have Playground facilities to conduct co-curricular activities. In the absence of a Playground, the Private aided schools face lots of hardship to conduct various outdoor activities. Some of the Private aided schools, do not conduct activities which require a Playground while some of the schools conduct activities in community open spaces.

g. Availability of Musical Instruments

Higher percentage of Private unaided schools were found having Musical instruments like Guitar, Flute, Organ and Violin as compared to the other three types of schools. It was found that higher percentage of Central Government schools compared to the other types of schools had Musical instruments like

Tabla and Harmonium. Further, it was observed that though none of the Musical instruments were available in most of the Private aided schools, all the seven Musical instruments were found available in Private aided schools. Six out of seven instruments were found available in Private unaided schools. Only two and three out of seven Musical instruments listed (Table 4.3.17) were found available in Central and State Government schools respectively.

Table 4.3.17
Availability of Musical Instruments in Different Types of Schools

Instruments	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
Guitar	2	50.0	3	8.6	0	0.0	0	0.0
Tabla	2	50.0	13	37.1	4	36.4	2	66.7
Flute	2	50.0	5	14.3	2	18.2	0	0.0
Harmonium	2	50.0	13	37.1	4	36.4	3	100.0
Organ	2	50.0	3	8.6	0	0.0	0	0.0
Violin	1	25.0	2	5.7	0	0.0	0	0.0
Tambourine	0	0.0	1	2.9	0	0.0	0	0.0

The above findings indicate that though all categories of schools were poorly equipped to train their students in Music, the Private unaided and the Private aided schools were better equipped than the State and Central Government schools. Most of the schools belonging to all four categories of schools reported that they were not in a position to purchase variety of musical equipment because of their poor financial position, lack of adequate Government grants and the high cost of equipment. In order to create interest in music among students and to train them in music, a wide variety of musical instruments need to be provided to them to suit each one's area of interest. None of the four categories of schools are in a position to provide their students opportunity for the same.

h. Stage and Sound System

Table 4.3.18

Elevated Stage and Sound System in Different Types of Schools

Types of Schools	Stage		Sound System	
	No.	%	No.	%
Pvt. Unaided	3	75.0	4	100.0
Pvt. Aided	23	65.7	30	85.7
Govt. (State)	7	63.6	9	81.8
Govt. (Central)	2	66.7	3	100.0
Total	35	66.0	46	86.8

Nearly equal percentages of all the four types of schools were found having elevated stage and sound system to conduct Morning assembly (Table 4.3.18). It means that types of schools does not make much difference as far as schools having elevated stage and sound system are concerned. All types of schools are nearly equally equipped with stage and sound system to conduct Morning assembly.

i. Library and Display Boards

Table 4.3.19

School Library and Display Boards in Different Types of Schools

Facilities	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
	Library	4	100.0	35	100.0	11	100.0	3
Display Boards	4	100.0	14	40.0	0	0.0	2	66.7

All the schools Private unaided, Private aided, Central Government and State Government schools were found having Library facilities (Table 4.3.19). Compared to all the Private aided schools having Display boards, only two-thirds Central Government and two-fifths of Private aided schools were found having the same facility. On the other hand, not a single State Government school reported having Display board facility.

It was also observed that though all schools had Library facilities, the number of books in the library varied from one school to the other and in many school libraries, there were no adequate number of cupboards to store the books properly.

The findings indicated that, the Private aided schools are better than the other types of schools and the Central Government schools are better than the other two types of schools so far as the display of students work is concerned. The State Government schools have so far not taken any initiative to have Display board to display the various literary and creative work of the students.

j. Garden and Water Facilities

Table 4.3.20

School Garden and Water Facilities in Different Schools

Facilities	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
School Garden	2	50.0	18	51.4	4	36.4	3	100.0
Water Taps/ Wells/ Borewell	2	50.0	15	42.9	9	81.8	3	100.0

All the Central Government schools mentioned that they had a School garden compared to one-half of the Private aided and unaided schools each and only one-third of the Central Government schools having the same. However, higher percentage of both State and Central Government schools were found having Water facilities for Gardening compared to the Private (both unaided and aided) schools.

The findings revealed that the Central Government schools are better than all other types of schools as far as facilities for Gardening is concerned. Moreover, the Private schools are better than the State Government schools to some extent with regard to the facility of School gardens. But the State Government schools have better Water facilities than the Private schools.

4.3.3 Availability of Equipment in Urban and Rural Schools

a. *Equipment for Mass Drill / Parade*

Table 4.3.21

Availability of Equipment / Apparatus for Mass Drill/ Mass Parade in Urban and Rural Schools

Apparatus	Urban		Rural	
	No.	%	No.	%
Dumbbells	18	90.0	27	81.8
Lezium	17	85.0	29	87.9
Clubs	10	50.0	6	18.2
Stick/ Wands	10	50.0	12	36.4
Hoops	10	50.0	9	27.3
Flags	2	10.0	3	9.1

Nearly equal percentages of schools located in both Urban and Rural areas were found having equipment such as Dumbbells, Lezium and Flags for conducting Mass drills / parade (Table 4.3.21). But higher percentage of Urban than Rural schools were found possessing Clubs, Sticks / Wands and Hoops used during Mass drill / parade. The findings thus showed that comparatively the Urban schools were better equipped than the Rural schools for conducting Mass drills / parade. For making Mass drill / parade interesting and effective, a variety of equipment (listed in Table 4.3.21) are required. The schools having a wide variety of Equipment / materials are expected to make such activities more effective compared to schools not having the same. The study revealed that the Urban schools to some extent are better than the Rural schools so far as organisation of Mass drill/ mass parade using a variety of Equipment / materials is concerned.

b. Equipment for Track and Field Events

Table 4.3.22

Availability of Equipment for Track and Field Events in Urban and Rural Schools

Equipment	Urban		Rural	
	No.	%	No.	%
Shot-put	19	95.0	32	96.9
Discus	19	95.0	32	96.9
Javelin	19	95.0	32	96.9
Long Jump Pit	11	55.0	18	54.5
Measuring Tapes	18	90.0	26	78.8

The data in Table 4.3.22 show that nearly equal percentages of both Urban and Rural schools were found having equipment such as Shot-put, Discus, Javelin and Measuring tapes necessary to conduct Track and Field events. The findings implied that there was no difference between the Urban and Rural schools as far as availability of equipments for Track and Field events is concerned. Both Urban and Rural schools are equally equipped to conduct various Field and Track events.

c. Indoor Hall Facility

Table 4.3.23

Indoor Hall Facility in Urban and Rural Schools

Area of Hall	Urban		Rural	
	No.	%	No.	%
< 100 m ²	3	15.0	2	6.1
> 100 < 200 m ²	1	5.0	2	6.1
200 < > 400 m ²	8	40.0	3	9.1
> 400 m ²	3	15.0	4	12.1
Total	15	75.0	11	33.1

Higher percentage of Urban schools were found having Indoor hall facilities compared to the Rural schools (Table 4.3.23). It was also observed that

higher percentage of Urban than Rural schools had Indoor halls of size between 200 and 400 sq.mts. and above 400 m2.

The findings implied that Urban schools are better equipped with Indoor hall facilities to conduct co-curricular activities compared to Rural schools. The Principals and teachers of the Rural schools stated that they felt the need of Indoor hall facility particular during the monsoon season which is stretched for nearly the entire first term of the school academic year. But due to shortage of funds they are not in a position to have the same. As a result they find it difficult to conduct Indoor games.

d. Equipment for Indoor Games

Table 4.3.24

**Availability of Equipment / Materials for Indoor Games
in Urban and Rural Schools**

Games	Urban		Rural	
	No.	%	No.	%
Badminton	9	45.0	13	39.4
Carrom	11	55.0	9	27.3
Chess	13	65.0	13	39.4
Table Tennis	14	70.0	11	33.3

Higher percentage of Urban schools were found having Equipment / materials needed to conduct different Indoor games (Table 4.3.24) compared to the Rural schools. The findings implied that location of the school makes a difference so far as availability of Equipment / materials for various Indoor games in schools is concerned. The Urban schools are better equipped than the Rural schools to conduct different Indoor games.

e. Equipment for Outdoor Games

Higher percentage of Urban compared to Rural schools were found having Equipment /materials for most of the Outdoor games (Table 4.3.25) compared to the Rural schools. No difference was found between the percentage

of Urban and Rural schools having Equipment / materials for conducting Outdoor games like Hockey and Throwball.

Table 4.3.25
Availability of Equipment / Materials for Outdoor Games in Urban and Rural Schools

Games	Urban		Rural	
	No.	%	No.	%
Cricket	17	85.0	13	39.4
Volleyball	13	65.0	18	54.5
Football	16	80.0	24	72.7
Basketball	7	35.0	3	9.1
Tennekoit	14	70.0	17	51.5
Softball	3	15.0	2	6.1
Hockey	2	10.0	3	9.1
Handball	2	10.0	2	6.1
Throwball	1	5.0	2	6.1
Croquet	1	5.0	0	0.0

The findings revealed that location of the school makes a difference so far as availability of Equipment / materials for organising various Outdoor games in schools is concerned. The Urban schools are better equipped than the Rural schools to conduct different Outdoor games. The Rural schools are better equipped compared to the Urban schools to conduct none of the Outdoor games. The Rural schools are lagging far behind as far as availability of play materials for different Outdoor games is concerned.

f. Playground

Compared to the Rural schools a very higher percentage of Urban schools were found without having Playgrounds (Table 4.3.26). It means that the Rural schools were better than the Urban schools with regard to Playground facility. It was also observed that some of the Urban schools who reported having Playgrounds stated that their Playgrounds were located outside the school

Table 4.3.26
Availability of Playgrounds in Urban and Rural Schools

Ground	Urban		Rural	
	No.	%	No.	%
< 1000 m ²	2	10.0	9	27.3
Between 1000 m ² – 1500 m ²	4	20.0	7	21.2
> 1500 m ²	4	20.0	10	30.3
No Ground	10	50.0	7	21.2
Total	20	100.0	33	100.0

campus. A spacious Playground is very much necessary to conduct games and sports. Since higher percentage of Rural than Urban schools have Playground and more open space, the Rural schools are in a better position to organise Outdoor games and sports effectively than the schools located in Urban areas.

g. Musical Instruments

Table 4.3.27
Availability of Musical Instruments in Urban and Rural Schools

Instruments	Urban		Rural	
	No.	%	No.	%
Guitar	3	15.0	2	6.1
Tabla	7	35.0	14	42.4
Flute	4	20.0	4	12.1
Harmonium	8	40.0	14	42.4
Organ	3	15.0	2	6.1
Violin	1	5.0	2	6.1
Tambourine	0	0.0	1	3.0

Musical instruments such as Tabla and Harmonium were found available in higher percentage of Rural than Urban schools; whereas Musical instruments like Guitar, Flute and Organ were found in higher percentage of Urban than Rural schools (Table 4.3.27).

The findings showed that Indian musical instruments like Tabla and Harmonium were available more in Rural than Urban schools. On the other hand, western Musical instruments were available more in Urban than in Rural schools. The findings further implied that location of schools make a difference so far as availability of different Musical instruments is concerned. The Rural schools are better equipped compared to the Urban schools in Indian Musical instruments, whereas the Urban schools are better equipped in Western musical instruments.

h. Stage and Sound System

Table 4.3.28

**Elevated Stage and Sound System in
Urban and Rural Schools**

Schools	Stage		Sound System	
	No.	%	No.	%
Urban	14	70.0	18	90.0
Rural	21	63.6	29	87.9

Higher percentage of Urban than Rural schools were found having Elevated stage to conduct various programmes (Table 4.3.28). But nearly equal percentage of both Urban and Rural schools had a Sound system. The findings implied that majority of schools in both categories have Elevated stages needed to conduct programmes for students. But the Urban schools are better than the Rural schools in this respect. However, the Urban and Rural schools are equally equipped as far as Sound system is concerned.

i. Library and Display Boards

Table 4.3.29

**School Library and Display Boards in
Urban and Rural Schools**

Facilities	Urban		Rural	
	No.	%	No.	%
Library	20	100.0	33	100.0
Display Boards	13	65.0	9	27.3

All schools in both categories of schools (i.e. Rural and Urban) were found having Library facilities (Table 4.3.29). But a very higher percentage of Urban than Rural schools were found having Display boards used for exhibiting students work. The findings revealed that irrespective of their location, all Secondary schools in the State have a school Library. However, the Urban schools are better than the Rural schools with regard to availability of school Display boards. It means that the Urban school students gets better opportunities for their work to be displayed on the boards compared to Rural school students.

j. Garden and Water Facilities

Table 4.3.30

**School Garden and Water Facilities in
Urban and Rural Schools**

Facilities	Urban		Rural	
	No.	%	No.	%
School Garden	6	30.0	22	66.7
Water Taps/ Wells / Borewell	9	45.0	19	57.6

Higher percentage of Rural schools were found having School garden and Water facilities compared to Urban schools (Table 4.3.30). It means that the Rural schools are better than the Urban schools so far as facilities for School gardening is concerned. The students studying in Rural schools are in a better position than their counterparts in Urban schools to participate in Gardening activities.

4.4 Availability of Teachers Trained in Different Co-curricular Activities

4.4.1 Teachers Trained in Various Co-curricular Activities (All Schools taken together)

The data in Table 4.4.1 show that there were trained teachers in Physical education in all the Secondary schools in Goa. Most of the schools reported that they were having trained teachers in Yoga and Fine art. However, trained teachers for other programmes / activities (listed in Table 4.4.1) were found available in less than 50 percent of the schools. Very low percentages of schools were found having teachers trained in Tailoring, Needle work, Spinning and Weaving. The findings revealed that except in Physical education, Yoga and Fine art most of the Secondary schools did not have teachers trained in most of the activities.

Table 4.4.1
Trained Teachers in Schools of Goa

Activities	No.	%
Physical Education	53	100.0
Yoga	37	69.8
Fine Art	34	64.2
Music	20	37.7
Singing	24	45.3
Red Cross	20	37.7
Scouts	21	39.6
Guides	22	41.5
School Band	13	24.5
Embroidery	12	36.4
Dance	11	20.8
Tailoring	8	15.1
Needle Work	7	13.2
Spinning	2	3.8
Weaving	2	3.8

In order to conduct various co-curricular activities effectively and to guide the students properly it is necessary to have teachers trained in various activities listed in Table 4.4.1. Since most of the schools do not have trained teachers in various co-curricular activities, it implies that many of the schools in Goa fail to conduct various activities effectively.

4.4.2 Teachers of Different Types of Schools Trained in Different Co-curricular Activities

Table 4.4.2
Trained Teachers in Different Types of Schools

	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
Phy. Education	4	100.0	35	100.0	11	100.0	3	100.0
Yoga	1	25.0	26	74.3	9	81.8	2	66.7
Fine Art	2	50.0	22	62.9	7	63.6	3	100.0
Music	3	75.0	12	34.3	2	18.2	2	66.7
Singing	4	100.0	14	40.0	4	36.4	2	66.7
Red Cross	1	25.0	17	48.6	0	0.0	0	0.0
Scouts	1	25.0	16	45.7	0	0.0	2	66.7
Guides	1	25.0	17	48.6	0	0.0	2	66.7
School Band	2	50.0	8	22.9	2	18.2	1	33.3
Embroidery	3	75.0	7	20.0	2	18.2	0	0.0
Dance	1	25.0	7	20.0	2	18.2	1	33.3
Tailoring	1	25.0	5	14.3	2	18.2	0	0.0
Needle Work	3	75.0	3	8.6	0	0.0	0	0.0
Spinning	0	0.0	1	2.9	0	0.0	1	33.3
Weaving	0	0.0	1	2.9	2	18.2	0	0.0

Table 4.4.2 shows that higher percentages of Private unaided schools compared to the other three categories of schools had teachers trained in Music, Singing, School band, Embroidery, Tailoring and Needle work. But higher percentage of Central schools compared to the other three categories of schools were found having teachers who have undergone training in Fine arts, Scouts, Guide, Dance and Spinning. However, in Yoga

and Weaving, higher percentage of State Government schools had trained teachers compared to the other three categories of schools. Only in Red Cross, higher percentage of Private aided schools than other categories of schools had trained teachers. It was also observed that lower percentages of State Government schools compared to other categories of schools had trained teachers in Music, Singing, School band and Dance.

Further, the data in Table 4.4.2 show that there were trained teachers for all the 15 activities in Private aided schools though the percentages varied between as low as 2.9 percent to as high as 100 percent. Trained teachers were also available for 13 out of 15 activities in Private unaided schools. But the State and Central Government schools each had trained teachers for only 10 out of 15 activities.

The above cited findings revealed that type of schools makes a difference so far as availability of trained teachers for different activities is concerned. One type of schools is better than the other types of school in having trained teachers for one type of activity or the other. Private unaided schools compared to other three types of schools are lagging far behind in having teachers trained in Yoga and Fine art. Private aided and State Government schools are lagging behind the Private unaided and Central Government schools in having trained teachers in Singing, Music and Needle work. The Private unaided and the Central Government schools are better than the other two types of schools in having teachers trained in many of the activities. But the Private aided schools are better than all other categories of schools because of the fact that trained teachers are available for all the 15 activities listed though the percentage of schools having the same for many of the activities is very low. The State Government schools lag far behind compared to all the three categories of schools as far as availability of trained teachers for different activities is concerned.

4.4.3 Teachers of Urban and Rural Schools Trained in Various Activities

Table 4.4.3 shows that higher percentage of Urban than Rural schools were found having trained teachers in Fine Art, Music, Singing, Red Cross, School band, Embroidery, Dance, Tailoring and Needle work. But higher percentage of Rural schools than the schools located in Urban areas were found having trained teachers only in Yoga.

Table 4.4.3
Trained Teachers in Urban and Rural Schools

	Urban		Rural	
	No.	%	No.	%
Phy. Education	20	100.0	33	100.0
Yoga	13	65.0	24	72.7
Fine Art	17	85.0	18	54.5
Music	11	55.0	9	27.3
Singing	13	65.0	11	33.3
Red Cross	9	45.0	11	33.3
Scouts	8	40.0	13	39.4
Guides	8	40.0	14	42.4
School Band	7	35.0	7	21.2
Embroidery	7	35.0	4	12.1
Dance	6	30.0	6	18.2
Tailoring	6	30.0	2	6.1
Needle Work	3	15.0	3	9.1
Spinning	1	5.0	1	3.0
Weaving	1	5.0	1	3.0

No difference was found between the percentages of Urban and Rural schools having trained teachers in Physical Education, Scouts, Guides, Spinning and Weaving. The findings thus showed that higher percentage of Urban than Rural schools had trained teachers in 9 out of 15 (i.e. 60 percent) of the activities. Only in one out of 15, higher percentage of Rural than Urban schools had trained teachers. It means that, the Rural schools are lagging far behind the Urban schools as far as availability of trained teachers for various activities is concerned. To organise the activities listed (Table 4.4.3) effectively, trained teachers are very much necessary. The findings revealed that it is the Urban schools which are in a better position to conduct many of the activities more effectively than the Rural schools.

4.5 Participation of Students in Co-curricular Activities

4.5.1 Students' Participation in Co-curricular Activities (All schools taken together)

a. *Indoor Games*

Table 4.5.1

Students' Participation in Indoor Games

Indoor Games	No.	%
Badminton	1146	10.6
Chess	1536	14.2
Carrom	1588	14.7
Table Tennis	1637	15.1

The data in Table 4.5.1 show that students' participation in none of the Indoor games exceeded 16 percent. It was observed that the students' participation in Badminton was the lowest and relatively in Table-tennis the highest. But not much difference was found between percentages of students participating in different Indoor games.

The findings revealed that very low percentage of students participate in Indoor games. In other words, the findings implied that participation of Secondary school students in various Indoor games is very low. Lack of facilities, lack of encouragement by teachers and motivation on the part of students are the factors responsible for the low participation of students in Indoor games.

b. *Outdoor Games*

It was found (Table 4.5.2) that higher percentage of students used to participate in Outdoor games like Volleyball, Cricket, Football and Kho-kho compared to all other Outdoor games listed in Table 4.5.2. It was found that very negligible percentage of students used to participate in games like Softball, Hockey, Handball, Throwball and Croquet. Students' participation in different Outdoor games varied between 0.2 percent to 21.6 percent. In none of the Outdoor games students' participation exceeded 22 percent.

Table 4.5.2
Students' Participation in Outdoor Games

Outdoor Games	No.	%
Cricket	2169	20.0
Kho-Kho	2039	18.8
Kabaddi	1543	14.3
Volleyball	2335	21.6
Football	2071	19.1
Basketball	1285	11.9
Tennekoit	1358	12.5
Softball	189	1.7
Hockey	217	2.0
Handball	214	2.0
Throwball	276	2.6
Croquet	19	0.2

The findings revealed that the overall students' participation in different Outdoor games is low. But in games like Cricket, Volleyball, Football and Kho-kho students' participation was relatively better compared to all other Outdoor games. In most of the Outdoor games, students' participation is very negligible. The Secondary schools need to do a lot to increase students' participation in various Outdoor games.

c. Clubs

Table 4.5.3
Students' Participation in Different Clubs

Clubs	No.	%
Science	703	6.5
Mathematics	346	3.2
Eco / Nature	498	4.6
Literary	149	1.4
Music	293	2.7

Students used to participate in five different clubs in Secondary schools in Goa (Table 4.5.3). Overall students' participation in the various clubs was very low (not more than seven percent in any of the clubs). It was observed that students' participation was the highest in Science club and relatively lowest in Literary club. Not much difference was found between percentages of students participating in different school clubs.

The findings implied that overall students' participation in school clubs was low. However, students' participation in Science club is better compared to students' participation in other clubs like Mathematics, Literary and Music. Since, most of the schools do not organize activities effectively (Section 4.1), it follows that students' participation in various clubs is low. Moreover, schools do not do enough to motivate or encourage students to participate in various clubs.

d. Athletics

Table 4.5.4
Students' Participation in Athletics in Schools

No.	4654
%	43.0

Table 4.5.4 shows that nearly two-fifths of Secondary school students' participate in Athletics. It means that Among all co-curricular activities conducted in Secondary schools in Goa, students' participation was the highest in Athletics. However, majority of the students (57 percent) do not participate in Athletics. It indicates that the students' participate in Athletics is not very satisfactory. Schools have to do a lot to increase students' participation in Athletics.

e. Hobbies

Table 4.5.5

Students' Participation in Hobbies in Schools

Hobbies	No.	%
Stamp Collection	239	2.2
Coin Collection	127	1.2
Picture Collection	347	3.2

The data in Table 4.5.5 show that students participation in Hobbies such as Stamps, Coins and Picture collection was negligible in the secondary schools of Goa. Not much difference was found between percentages of students participating in different Hobbies.

The findings revealed that extremely low percentage of students participate in Hobbies. In other words, the findings implied that participation of secondary school students in various Hobbies is very unsatisfactory. Lack of guidance given on how to collect Stamps, Coins and Pictures by teachers and lack of motivation on the part of students are some of the factors responsible for the low participation of students in Hobbies.

4.5.2 Students' Participation in Different Co-curricular Activities in Different Types of Schools

a. Indoor Games

Table 4.5.6

Students' Participation in Indoor Games Conducted in Different Schools

Indoor Games	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
Badminton	251	26.0	703	8.9	48	4.4	144	16.4
Chess	239	24.7	924	11.7	116	10.7	257	29.2
Carrrom	193	20.0	945	12.6	105	9.7	345	39.2
Table Tennis	318	32.9	1089	13.8	51	4.7	179	20.4

Table 4.5.6 shows that higher percentage of students studying in Private unaided schools compared to the students studying in other three categories of schools and higher percentage of students of Central Government schools than the Private aided and State Government schools used to participate in Indoor games such as Badminton and Table-tennis. On the other hand, higher percentages of students of the Central Government schools than the students studying in other three types of schools and higher percentages of students of the Private unaided schools compared to the State Government and Private aided schools were found participating in Chess and Carrom. Compared to the State Government schools, the percentage of students participating in Table-tennis and Badminton was higher in Private aided schools.

The findings revealed that the percentage of students' participation in different Indoor games varied from one type of school to the other. Though the participation of students in none of the games in any type of school exceeded 40 percent, in the Private unaided and the Central Government schools students' participation was better than both the State Government and Private aided schools. Between the Private aided and the State Government schools, the students' participation was found better in the Private aided than the State Government schools. However, in these two types of schools, students' participation is low compared than the Private unaided and Central Government schools. The percentage of students' participation in most of the Indoor games is very negligible in State Government schools.

b. Outdoor Games

It was found (Table 4.5.7) that higher percentage of students studying in Private unaided schools used to participation in Cricket, Football, Hockey, Handball and Croquet compared to the students studying in other three types of schools. But higher percentages of students of Private aided schools compared to the other three types of schools were found participating in Outdoor games such as Tennekoit and Softball. However, it was found that compared to none of the students of State and Central Government schools participated in Softball, Hockey and Handball, at least few of the students of the Private aided schools

used to participate in these games. It was observed that higher percentage of students of the Central Government schools than the other schools used to participate in Kabaddi, Basketball and Throwball. Nearly equal but higher percentages of students of both State Government and Central Government schools compared to the other two types of schools used to take part in Kho-kho. No difference was observed in percentage of students of the four types of schools participating in Volleyball.

Table 4.5.7

Students' Participation in Outdoor Games in Different Types of Schools

Outdoor Games	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
Cricket	486	50.3	1334	16.9	248	22.9	101	11.5
Kho-Kho	0	0.0	1460	18.5	315	29.1	264	30.0
Kabaddi	0	0.0	774	9.8	198	18.3	571	65.0
Volleyball	187	19.4	1713	21.7	257	23.7	178	20.2
Football	515	53.3	1310	16.6	96	8.9	150	17.1
Basketball	234	24.2	679	8.6	89	8.2	283	32.2
Tennekoit	0	0.0	1295	16.4	63	5.8	0	0.0
Softball	0	0.0	189	2.4	0	0.0	0	0.0
Hockey	59	6.1	158	2.0	0	0.0	0	0.0
Handball	64	6.6	150	1.9	0	0.0	0	0.0
Throwball	67	6.9	95	1.2	0	0.0	114	13.0
Croquet	19	2.0	0	0.0	0	0.0	0	0.0

Except in Volleyball, in all other Outdoor games, difference was observed in students' participation between different types of schools. Types of schools makes a difference so far as students' participation in different Outdoor games is concerned. Participation of students studying in Private unaided schools is better in Cricket, Football, Hockey, Handball and Croquet compared to all other categories of schools. In Outdoor games such as Kabaddi, Basketball and Throwball, participation of student of Central Government schools is better than

the other types of schools. Only in Tennekoit and Softball, participation of Private aided schools is better than the other schools. In none of the games, participation of students of the State Government schools, is better than any other type of schools. Compared to the government schools, (both State and Central Government), the Private schools (both aided and unaided) are better so far as students participation in outdoor games is concerned. Between the State and Central Government schools, students participation is better in the Central Government schools in different Outdoor games.

c. *Students' Participation in Clubs*

Table 4.5.8

Students' Participation in Various Clubs in Different Types of Schools

Clubs	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
Science	0	0.0	568	7.2	105	9.7	30	3.4
Mathematics	10	1.0	276	3.5	34	3.1	26	3.0
Eco/Nature	64	6.6	434	5.5	0	0.0	0	0.0
Literary	21	2.2	103	1.3	0	0.0	25	2.9
Music	78	8.1	189	2.4	0	0.0	26	3.0

Higher percentage of students of both Private aided and the State Government schools compared to Private unaided and Central Government schools were found participating in Science clubs (Table 4.5.8). But higher percentage of students studying in Private unaided schools compared to all other schools used to participate in Music clubs. Though none of the students of State Government and Central Government schools used to participate in Eco/Nature clubs, 6.6 percent and 5.5 percent of the students of the Private unaided and Private aided schools used to participate in Eco/Nature clubs. Not much differences was observed in percentage of students' participation in Mathematics and Literary clubs between the four types of schools.

The above findings implied that though the overall students' participation is very low in different school clubs, types of schools makes a difference as far as students participation in different clubs is concerned. In Science clubs, participation of Private aided and State Government schools students is higher than the other two types of schools. Whereas participation of students in Music clubs is better in Private unaided schools compared to other three types of schools. Both the Private unaided and Private aided schools are better than the government schools with regards to students' participation in Eco/Nature clubs.

d. Athletics

Table 4.5.9
Students' Participation in Athletics in
Different Schools

Schools	Athletics	
	No.	%
Pvt. Unaided	689	71.3
Pvt. Aided	2716	34.4
State Govt.	804	74.2
Central Govt.	445	50.6

Nearly equal but higher percentages of students of both State Government and Private unaided schools used to participate in Athletics, compared to the Private aided and Central Government schools (Table 4.5.9). But higher percentage students studying in Central Government schools compared to Private aided schools used to participate in Athletics. It means that participation of students in athletics is higher in State Government and Private unaided schools than the other two categories of schools. Students' participation in Athletics in Private aided schools was the lowest compared to all other types of schools. The findings revealed that students' participation varies from one type of schools to the other. Participation of students in Athletics is high in State Government and Private unaided schools and very low in Private aided schools. The Private aided schools and Central Government schools need to do a lot to increase participation of students in Athletics.

e. Hobbies

Table 4.5.10

Students' Participation in Hobbies in Different Types of Schools

Hobbies	Pvt. (Unaided)		Pvt. (Aided)		Govt. (State)		Govt. (Central)	
	No.	%	No.	%	No.	%	No.	%
Stamp Collection	0	0.0	229	2.9	10	0.9	0	0.0
Coin Collection	0	0.0	118	1.5	9	0.8	0	0.0
Picture Collection	0	0.0	324	4.1	23	2.1	0	0.0

No students studying in Private unaided and Central Government schools used to take part in any type of Hobbies listed in Table 4.5.10. Between, the Private aided and State government schools, slightly higher percentage of students of the former category of schools than the latter one used to take part in all the three Hobbies listed. It is surprising that the Private unaided and the Central Government schools do not take any step to develop any kind of Hobbies (as listed) among their students. Not a single student participates in any kind of Hobbies studying in these two types of schools. Though, the students studying in Private aided and State Government schools take part in all kinds of hobbies considered in the study, the percentage of students taking part in all the Hobbies is very negligible.

4.5.3 Students' Participation in Co-curricular Activities in Urban and Rural Schools

a. Indoor Games

Table 4.5.11

Students' Participation in Indoor Games Conducted in Urban and Rural Schools

Indoor Games	Urban		Rural	
	No.	%	No.	%
Badminton	578	14.3	568	8.4
Chess	639	15.8	897	13.3
Carrom	496	12.2	1092	16.2
Table Tennis	1113	27.4	534	7.9

It was found (Table 4.5.11) that higher percentage of students studying in schools located in Urban areas used to participate in Badminton and Table-tennis. But not much difference was found between the percentages of Urban and Rural schools students participating in Indoor games such as Chess and Carrom. The overall findings indicate that participation of students of Urban schools are better than the Rural schools in some of the Indoor games, whereas in other Games, students' participation is nearly equal. Rural-Urban variation in students' participation occurs in the case of some Indoor games only.

b. Outdoor Games

Table 4.5.12
Students' Participation in Outdoor Games Conducted in
Urban and Rural Schools

Outdoor Games	Urban		Rural	
	No.	%	No.	%
Cricket	857	21.1	1312	19.4
Kho-Kho	698	17.2	1341	19.8
Kabaddi	435	10.7	1108	16.4
Volleyball	590	14.5	1745	25.8
Football	694	17.1	1377	20.4
Basketball	982	24.2	303	4.5
Tennekoit	536	13.2	782	11.6
Softball	128	3.2	61	0.9
Hockey	85	2.1	132	2.0
Handball	89	2.2	125	1.8
Throwball	126	3.1	160	2.4
Croquet	19	0.5	0	0.0

It was found (Table 4.5.12) that higher percentages of students of Rural than Urban schools used to participate in Outdoor games such as Kho-kho, Kabaddi and Volleyball. On the other hand, higher percentage of students studying in Urban compared to Rural schools used to participate in Basketball

and Croquet. No difference was observed in percentage of students participating in the other games between the two types of schools.

The findings indicated that there exists Rural – Urban variation in participation of students in some of the Outdoor games. Location of the schools makes a difference as far as students' participation is concerned. In certain types of games such as Kho-kho, Kabaddi and Volleyball and Football participation of Rural students is more than the Urban school students. Whereas, in some other games such as Basketball and Softball, participation of Urban schools students is better than the Rural school students.

c. Clubs

Table 4.5.13
Students' Participation in Various Clubs in Urban and Rural Schools

Clubs	Urban		Rural	
	No.	%	No.	%
Science	333	8.2	370	5.5
Mathematics	142	3.5	204	3.0
Eco/Nature	296	7.3	202	3.0
Literary	106	2.6	43	0.6
Music	43	1.1	250	3.7

Compared to the schools located in Rural areas, higher percentage of students studying in schools located in Urban areas used to take part in Science, Eco/Nature and Literary clubs (Table 4.5.13). On the other hand, it was found that higher percentage of students of Rural than Urban schools used to participate in Music clubs. The findings revealed that comparatively, participation of students studying in Urban schools in different Clubs is slightly better than that of the Rural schools. Students belonging to Urban areas take slightly more interest in Club activities than the Rural students. Locality is a factor associated with students participation in various school Clubs.

d. Athletics

Table 4.5.14
Students' Participation in Athletics in
Urban and Rural Schools

Schools	Athletics	
	No.	%
Urban	1417	34.9
Rural	3237	47.9

Table 4.5.14 shows that higher percentage of students studying in Rural than Urban schools used to participate in Athletics. It means that locality is a factor associated with students' participation in Athletics. Students from Rural locality participate more in Athletics than the students from Urban areas. The availability of adequate space / fields in the Rural areas, students interest and encouragement by the schools are some of the factors associated with higher percentage of students participation in athletics in Rural schools than the Urban schools.

e. Hobbies

Table 4.5.15
Students' Participation in Hobbies in
Urban and Rural Schools

Hobbies	Urban		Rural	
	No.	%	No.	%
Stamp Collection	138	3.4	101	1.5
Coin Collection	20	0.5	107	1.6
Picture Collection	77	1.9	270	34.0

Not much difference was observed in percentages of students participating in each of the Hobbies considered in the study between the Urban and Rural schools (Table 4.5.15). Nearly equal but very low percentage of students of both Urban and Rural schools used to take part in different Hobbies. Location of schools (Rural or Urban) does not make much difference, so far as students' participation in different Hobbies is concerned. Students of both Urban and Rural schools equally take part in Hobbies.

4.6 Extent of Students' Participation in Different Co-curricular Activities

4.6.1 Overall Extent of Students' Participation in Different Activities

Table 4.6.1
Extent of Student's Participation in Co-curricular Activities

Activities	Frequently		Occasionally		Never		Total	
	No.	%	No.	%	No.	%	No.	%
Badminton	51	20.8	143	58.4	51	20.8	245	100.0
Chess	23	9.4	114	46.5	108	44.1	245	100.0
Carrom	57	23.3	153	62.4	35	14.3	245	100.0
Table Tennis	49	20.0	80	32.7	116	47.3	245	100.0
Cricket	81	33.1	98	40.0	66	26.9	245	100.0
Kho-Kho	13	5.3	82	33.5	150	61.2	245	100.0
Kabaddi	6	2.4	41	16.7	198	80.8	245	100.0
Volleyball	20	8.2	91	37.1	134	54.7	245	100.0
Football	79	32.2	78	31.8	88	35.9	245	100.0
Tennekoit	38	15.5	83	33.9	124	50.6	245	100.0
Basketball	26	10.6	113	46.1	106	43.3	245	100.0
Gardening	64	26.1	93	38.0	88	35.9	245	100.0
Yoga Asana	17	6.9	95	38.8	133	54.3	245	100.0
G.K. Quiz	37	15.1	95	38.8	113	46.1	245	100.0
Library Work	75	30.6	124	50.6	46	18.8	245	100.0
Dramatics	34	13.9	117	47.8	94	38.4	245	100.0
Newspaper	152	62.0	79	32.2	14	5.7	245	100.0
Music	133	54.3	75	30.6	37	15.1	245	100.0
Folk Dance	35	14.3	94	38.4	116	47.3	245	100.0
Draw/ Painting	76	31.0	139	56.7	30	12.2	245	100.0
Fancy Dress	16	6.5	71	29.0	158	64.5	245	100.0
Stamp Collection	59	24.1	84	34.3	102	41.6	245	100.0
Picnics	69	28.2	158	64.5	18	7.3	245	100.0
Essays	33	13.5	88	35.9	124	50.6	245	100.0
Recitation	15	6.1	56	22.9	174	71.0	245	100.0
Spellingbee	26	10.6	74	30.2	145	59.2	245	100.0
Scout/ Guide	73	29.8	68	27.8	104	42.4	245	100.0
Rangoli	17	6.9	46	18.8	182	74.3	245	100.0
Cycling	42	17.1	6	2.4	197	80.4	245	100.0

Table 4.6.2
Overall Ranking of Extent of Students' Participation in
Co-curricular Activities

Activities	Overall Rating Point	Ranks
Newspaper Reading	383	1 st
Music	341	2 nd
Picnics	296	3 rd
Drawing/ Painting	291	4 th
Library Work	274	5 th
Carrom	267	6 th
Cricket	260	7 th
Badminton	245	8 th
Football	236	9 th
Gardening	221	10 th
Scouting/ Guiding	214	11 th
Stamp Collection	202	12 th
Dramatics	185	13 th
Table Tennis	178	14 th
G.K. Quiz	169	15 th
Folk Dance	165	16 th
Basketball	164	17 th
Chess	160	18 th
Tennekoit	159	19 th
Essay Competition	154	20 th
Volleyball	131	21 st
Yoga Asanas	129	22 nd
Spelling Competition	126	23 rd
Kho-Kho	108	24 th
Fancy Dress	103	25 th
Cycling	90	26 th
Poem Recitation	86	27 th
Rangoli	80	28 th
Kabaddi	53	29 th

- Note: 1. Overall Rating Points for each Co-curricular Activity
 $= \sum (\text{Rating Point} \times \text{No. of Respondents in each category})$
 2. The maximum rating points for each activity = 490.

First of all the responses of all the students were tabulated in terms of frequency distribution and the frequencies were then converted into percentages (Table 4.6.1). Based on the data in Table 4.6.1, the overall rating points for each of the activities were calculated and based on the results, the activities were ranked (Table 4.6.2).

It was found that, Newspaper reading received the 1st rank and Kabaddi received the last rank. The activities in which the students participation was high include Newspaper reading, Music, Picnics and Drawing / Painting. In Kabaddi, Rangoli, Poem recitation and Cycling, Fancy dress and Kho-kho the extent of students participation was very low. In other words, the findings indicated that the extent of students' participation

in most of the activities conducted in schools is very low. It means that, overall students' participation in most of the activities is far from satisfactory.

4.6.2 Difference in Extent of Participation in Various Activities Between the Students of Different Types of Schools

Table 4.6.3

Chi-square Test of Significance of Difference in Extent of Student's Participation in Co-curricular Activities in Government, Private Aided and Unaided Schools

Activities	χ^2 Value	Level of Significance
Badminton	5.94	N.S.
Chess	9.74	0.05
Carrom	18.39	0.01
Table Tennis	24.86	0.01
Cricket	7.51	N.S.
Kho-Kho	0.94	N.S.
Kabaddi	13.34	0.01
Volleyball	17.08	0.01
Football	25.93	0.01
Tennekoit	16.80	0.01
Basketball	52.34	0.01
Gardening	23.71	0.01
Yoga Asana	1.90	N.S.
G.K. Quiz	23.70	0.01
Library Work	29.27	0.01
Dramatics	15.30	N.S.
Newspaper	5.63	N.S.
Music	5.30	N.S.
Folk Dance	0.03	N.S.
Draw/ Painting	0.00	N.S.
Fancy Dress	1.07	N.S.
Stamp Collection	1.94	N.S.
Picnics	6.22	N.S.
Essays	18.15	0.01
Recitation	30.94	0.01
Spellingbee	19.62	0.01
Scout/ Guide	131.95	0.01
Rangoli	13.40	0.01
Cycling	105.55	0.01

N.S.: Not Significant at .05 level

Table 4.6.4

Extent of Participation in Co-curricular Activities by Students Studying in Government (State), Private (Unaided) and Private (Aided) Schools

Activities	Frequently						Occasionally						Never					
	Govt. (State)		Pvt. (Aided)		Pvt. (Unaided)		Govt. (State)		Pvt. (Aided)		Pvt. (Unaided)		Govt. (State)		Pvt. (Aided)		Pvt. (Unaided)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Chess	7	6.9	8	8.4	8	16.3	47	46.5	39	41.1	28	57.1	47	46.5	48	50.5	13	26.5
Carrom	21	20.8	17	17.9	19	38.8	56	55.4	69	72.6	28	57.1	24	23.8	9	9.5	2	4.1
Table Tennis	4	4.0	16	16.8	14	28.6	33	32.7	34	35.8	21	42.9	64	63.4	45	47.4	14	28.6
Kabaddi	3	3.0	2	2.1	1	2.0	27	26.7	10	10.5	4	8.2	71	70.3	83	87.4	44	89.8
Volleyball	7	6.9	6	6.3	7	14.3	25	24.8	48	50.5	18	36.7	69	68.3	41	43.2	24	49.0
Football	26	25.7	26	27.4	27	55.1	25	24.8	37	38.9	16	32.7	50	49.5	32	33.7	6	12.2
Tennekoit	22	21.8	12	12.6	4	8.2	24	23.8	47	49.5	17	34.7	55	54.5	36	37.9	28	57.1
Basketball	7	6.9	10	10.5	9	18.4	25	24.8	58	61.1	20	40.8	69	68.3	27	28.4	20	40.8
Gardening	25	24.8	23	24.2	16	32.7	37	36.6	44	46.3	12	24.5	39	38.6	28	29.5	21	42.9
G.K. Quiz	11	10.9	13	13.7	9	18.4	28	27.7	36	37.9	31	63.3	62	61.4	46	48.4	9	18.4
Library Work	19	18.8	31	32.6	25	51.0	48	47.5	56	58.9	20	40.8	34	33.7	8	8.4	4	8.2
Essays	8	7.9	16	16.8	9	18.4	21	20.8	38	40.0	29	59.2	72	71.3	41	43.2	11	22.4
Recitation	1	1.0	8	8.4	6	12.2	7	6.9	26	27.4	23	46.9	93	92.1	61	64.2	20	40.8
Spelling bee	7	6.9	15	15.8	4	8.2	19	18.8	36	37.9	21	42.9	75	74.3	44	46.3	24	49.0
Scouts\Guide	4	4.0	59	62.1	10	20.4	16	15.8	28	29.5	24	49.0	81	80.2	8	8.4	15	30.6
Rangoli	11	10.9	3	3.2	3	6.1	23	22.8	10	10.5	13	26.5	67	66.3	82	86.3	33	67.3
Cycling	22	21.8	26	27.4	16	32.7	46	45.5	4	4.2	4	8.2	33	32.7	65	68.4	29	59.2

Note: 1. The Rating scale was not administered to the students of Central Government schools
 2. Only those activities for which the X² value was significant have been shown.

Table 4.6.5
Overall Rating Points of the Extent of Students' Participation in Each Activity in Different Types of Schools

Activities	Government	Private Aided	Private Unaided
Chess	60.3	57.9	89.7
Carrom	97.0	108.4	134.7
Table Tennis	40.7	69.4	100.1
Kabaddi	32.7	14.7	12.2
Volleyball	38.6	63.1	65.3
Football	76.2	93.7	142.9
Tennekoit	67.4	74.7	51.1
Basketball	38.6	82.1	77.6
Gardening	86.2	94.7	89.9
G.K. Quiz	49.5	65.3	100.1
Library Work	85.1	124.1	142.8
Essay Competition	36.6	73.6	96.0
Poem Recitation	8.9	44.2	71.3
Spelling bee	32.6	69.5	59.3
Scouts/ Guides	23.8	153.7	89.8
Rangoli	44.6	16.9	38.7
Cycling	89.1	59.0	73.6

- Note: 1. Overall Rating Point for Each Co-curricular Activity
 $= \sum (\text{Rating point} \times \text{Percentage of Respondents})$
 2. Based on the data in Table 4.6.4 the Overall Rating Points were calculated
 3. Overall Rating Points were calculated only in the case of those activities for which χ^2 value was significant.

To find out the significance of difference in extent of students' participation in each activity between the three types of school students, χ^2 test was employed. The χ^2 results in Table 4.6.3 show that there existed significant difference between the students studying in State Government, Private aided and Private unaided schools in the extent of participation in Chess, Carrom, Table-tennis, Kabaddi, Volleyball, Football, Tennekoit, Basketball, Gardening, G.K. quiz, Library work, Essay competition, Poem recitation, Spelling bee, Scout / guide, Rangoli and Cycling. However, no significant difference was

found in extent of students' participation between the three categories of schools in Newspaper reading, Badminton, Cricket, Kho-kho, Yoga asanas, Dramatics, Music, Folk dance, Drawing/ painting, Fancy dress, Stamp collection and Picnics. Thus, it is clear that in 12 out of 29 activities there was no significant difference in extent of participation between the students studying in the three types of schools and in the remaining 17 activities there existed significant difference.

In order to compare the extent of students' participation between different types of schools, percentage analysis (Table 4.6.4) and overall rating points of extent of participation of each type of school students were calculated for each of 17 activities (Table 4.6.5).

The data in Table 4.6.4 and Table 4.6.5 show that, the extent of participation of students from Private unaided schools was higher than extent of participation of State Government and Private aided schools students in activities like Chess, Carrom, Table-tennis, Football, G.K. quiz, Library work, Essay competition and Poem recitation. It means, in 8 out of 17 activities the extent of participation of Private unaided school students was higher than that of State Government and Private aided schools. It was also observed that the extent of participation of students of Private unaided schools was higher in Volleyball, Basketball, Spelling bee and Scouts / Guides than the State Government school students and not that of Private aided schools' students. Whereas the extent of students' participation in Private aided schools was found higher than both Private unaided and State Government schools in activities like Tennekoit, Basketball, Gardening, Spelling bee and Scouts/ Guides. But the extent of participation of students from Private aided schools was higher than that of the State Government schools in Carrom, Table-tennis, Volleyball, Football, Gardening, G.K. quiz, Essay competition and Poem recitation. It was also observed that the extent of students' participation of State Government schools was found higher only in Kabaddi, Rangoli and Cycling compared to the extent of participation of students from Private aided and unaided schools.

The findings showed that while the extent of students' participation in Private aided schools is better than the other two types of schools in many of the activities, in some activities the Private aided schools students are better than the State Government

and Private unaided schools. In a few of the activities, the extent of participation of the Government schools students is better than both categories of Private schools. The findings thus indicated that types of schools does make a difference so far as students' participation in different activities is concerned. The extent of participation of the students studying in Private unaided schools is far better than the students of both Private aided and the State Government schools. Between the students of the Private aided and State Government schools, the extent of participation of the former is far better than the latter. The students studying in State Government schools lag behind compared to their counterparts in both types of Private schools as far as participation in different activities is concerned and the participation of students studying in Private aided schools in various activities is poor compared to the Private unaided schools.

4.6.3 Difference in Extent of Participation Between the Students of Urban and Rural Schools

Table 4.6.6
Extent of Student's Participation in Co-curricular Activities in Urban and Rural Schools

Activities	χ^2 Value	Level of Significance
Badminton	2.87	N.S.
Chess	1.59	N.S.
Carrom	5.20	N.S.
Table Tennis	11.69	0.01
Cricket	21.68	0.01
Kho-Kho	1.43	N.S.
Kabaddi	12.20	0.01
Volleyball	13.69	0.01
Football	4.92	N.S.
Tennekoit	15.39	0.01
Basketball	16.82	0.01
Gardening	1.06	N.S.
Yoga Asana	1.44	N.S.
G.K. Quiz	2.93	N.S.
Library Work	16.04	0.01
Dramatics	19.05	0.01
Newspaper	1.14	N.S.
Music	6.08	0.05
Folk Dance	1.88	N.S.
Draw/ Painting	0.49	N.S.
Fancy Dress	0.11	N.S.
Stamp Collection	0.43	N.S.
Picnics	7.69	0.05
Essays	15.31	0.01
Recitation	29.99	0.01
Spellingbee	16.56	0.01
Scout/ Guide	126.75	0.01
Rangoli	17.15	0.01
Cycling	82.58	0.01

N.S.: Not Significant at .05 level

Table 4.6.7

**Extent of Participation in Co-curricular Activities by Students
in Urban and Rural Schools**

Activities	Frequently				Occasionally				Never			
	Urban		Rural		Urban		Rural		Urban		Rural	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Table Tennis	20	16.7	5	4.0	41	34.2	42	33.6	59	49.2	78	62.4
Cricket	44	36.7	28	22.4	57	60.8	43	34.4	18	15.0	54	43.2
Kabaddi	3	2.5	4	3.2	12	10.0	34	27.2	105	87.5	87	69.6
Volleyball	7	5.8	9	7.2	58	48.3	32	25.6	55	45.8	84	67.2
Tennekoit	15	12.5	28	22.4	57	60.8	30	24.0	47	39.2	67	53.6
Basketball	12	10.0	9	7.2	70	58.3	44	35.2	38	31.7	72	57.6
Library Work	38	31.7	24	22.4	68	56.7	61	48.8	14	11.7	39	31.2
Dramatics	16	13.3	9	7.2	68	56.7	44	35.2	36	30.0	72	57.6
Music	73	60.8	60	48.0	28	23.3	47	37.6	19	15.8	18	14.4
Picnics	35	29.2	29	22.4	81	67.5	80	64.0	4	3.3	15	12.0
Essays	19	15.8	10	8.0	46	38.3	27	21.6	55	45.8	88	70.4
Recitation	10	8.3	1	0.8	32	26.7	9	7.2	78	65.0	115	92.0
Spelling bee	18	15.0	9	7.2	44	36.7	24	56.0	58	48.3	91	72.8
Scouts\Guide	72	60.0	5	4.0	34	28.3	20	16.0	14	11.7	100	80.0
Rangoli	4	3.3	14	22.4	12	10.0	29	23.2	104	86.7	65	52.0
Cycling	32	26.7	28	22.4	5	4.2	58	46.4	83	69.2	39	31.2

Note: Only those activities for which χ^2 value was significant have been shown

Table 4.6.8
Overall Rating Points of the Extent of Students' Participation
in Each Activity in Urban and Rural Schools

Activities	Urban	Rural
Table Tennis	67.6	41.6
Cricket	134.2	79.2
Kabaddi	15.0	33.6
Volleyball	59.9	40.0
Tennekoit	85.8	68.8
Basketball	78.3	49.6
Library Work	120.1	93.6
Dramatics	83.3	49.6
Music	144.9	133.6
Picnics	125.9	108.8
Essay Competition	69.9	37.6
Poem Recitation	43.3	8.8
Spelling bee	66.7	70.4
Scouts/ Guide	148.3	24.0
Rangoli	16.6	68.0
Cycling	57.6	91.2

- Note: 1. Overall Rating Point for an Activity
 $= \sum (\text{Rating point} \times \text{Percentage of Respondents})$
2. The overall rating points were calculated in the case of those activities for which χ^2 value was significant

It was found (Table 4.6.6) that there existed significant difference in the extent of students' participation between the Urban and Rural schools in Table-tennis, Cricket, Kabaddi, Volleyball, Tennekoit, Basketball, Library work, Dramatics, Music, Picnics, Essay competition, Poem recitation, Spelling bee, Scouts/ guides, Rangoli and Cycling. However, no significant difference was found in activities such as Badminton, Chess, Carrom, Kho-kho, Football, Gardening, Yoga asanas, G.K. quiz, Newspaper reading, Folk-dance, Drawing / Painting, Fancy dress and Stamp collection in extent of students' participation between the schools located in Urban and Rural areas. In 16 out of 29

activities the students studying in Urban and Rural schools differed in extent of participation and in the remaining 13 they did not differ significantly. From the data in Table 4.6.7 and Table 4.6.8 it is clear that the extent of participation of Rural school students was higher than that of Urban schools counterparts in Kabaddi, Spelling bee, Rangoli and Cycling. On the other hand, the extent of participation of Urban schools students was found significantly higher than that of Rural schools in Table-tennis, Cricket, Volleyball, Tennekoit, Basketball, Library work, Dramatics, Music, Picnics, Essay competition, Poem recitation and Scouts/ Guides.

The above findings revealed that the participation of Rural schools students was better than Urban schools' students in activities like Kabaddi, Spelling-bee, Rangoli and Cycling. But the participation of Urban schools' students was better than their Rural schools' counterparts in Table-Tennis, Cricket, Volleyball, Tennekoit, Basketball, Library work, Dramatics, Music, Stamp collection, Picnics, Essay competition, Poem recitation and Scouts / Guides. The findings thus implied that location of the school (Urban and Rural schools) is a factor associated with extent of students' participation in co-curricular activities. The Urban schools students' are better than the Rural schools students in most of the activities (13 out of 17), whereas the Rural schools' students are better than the Urban schools' students only in four activities.

4.7 Factors Associated with Students' Participation in Different Co-curricular Activities

4.7.1 Gender

Table 4.7.1

χ^2 Test of Significance of Difference in Extent of Participation in Co-curricular Activities Between Boys and Girls

Activities	χ^2 Value	Level of Significance
Badminton	1.0	N.S.
Chess	9.1	0.01
Carrom	5.0	N.S.
Table Tennis	25.2	0.01
Cricket	27.9	0.01
Kho-Kho	40.1	0.01
Kabaddi	1.6	N.S.
Volleyball	1.8	N.S.
Football	37.3	0.01
Tennekoit	40.5	0.01
Basketball	4.7	N.S.
Gardening	16.6	0.01
Yoga Asana	0.3	N.S.
G.K. Quiz	6.9	0.05
Library Work	3.3	N.S.
Dramatics	12.1	0.01
Newspaper	0.4	N.S.
Music	9.9	0.01
Folk Dance	4.8	N.S.
Draw/ Painting	0.8	N.S.
Fancy Dress	9.9	0.01
Stamp Collection	0.2	N.S.
Picnics	2.1	N.S.
Essays	4.1	N.S.
Recitation	2.0	N.S.
Spellingbee	4.4	N.S.
Scout/ Guide	4.8	N.S.
Rangoli	1.9	N.S.
Cycling	18.9	0.01

N.S.: Not Significant

Table 4.7.2

Extent of Participation in Co-curricular Activities of Boys and Girls

Activities	Frequently		Occasionally		Never	
	Boys	Girls	Boys	Girls	Boys	Girls
	%	%	%	%	%	%
Chess	13.3	4.2	53.3	31.9	33.3	63.8
Table Tennis	33.3	0.0	39.6	32.0	27.1	68.0
Cricket	62.0	10.6	32.0	65.9	6.0	23.4
Kho-Kho	0.0	8.5	6.3	72.3	93.6	19.1
Football	57.0	2.1	38.8	39.1	10.2	58.7
Tennekoit	22.0	4.3	24.4	67.4	73.4	8.6
Gardening	25.0	23.3	29.2	65.2	45.8	10.8
G.K. Quiz	19.5	8.1	23.9	51.0	56.6	40.8
Dramatics	6.3	2.2	54.2	66.6	39.5	11.1
Music	52.0	74.4	25.0	23.4	23.0	2.1
Fancy Dress	10.9	6.3	19.6	42.5	69.5	51.2
Cycling	83.3	34.0	12.9	42.5	3.2	23.5

Note: Only those activities for which χ^2 value was significant (Table 4.7.1) have been shown

The χ^2 results in Table 4.7.1 show that there existed no significant difference in the extent of participation between boys and girls in Badminton, Carrom, Kabaddi, Volleyball, Basketball, Yoga asanas, Library work, Newspaper reading, Folk dance, Drawing / Painting, Stamp Collection, competition, Poem recitation, Spelling bee, Scouts / Guides and Rangoli. But, significant difference was found between boys and girls in extent of participation in Table-tennis, Cricket, Kho-kho, Football, Tennekoit, Gardening, G.K. quiz, Dramatics, Music, Fancy dress and Cycling. It showed that boys and girls differed significantly in only 12 out of 29 activities in their extent of participation in the same.

Table 4.7.3
Overall Rating Points of the Extent of Students' Participation
in Each Activity for Boys and Girls

Activities	Boys	Girls
Chess	79.9	40.3
Table Tennis	106.2	32.0
Cricket	156.0	87.1
Kho-kho	6.3	89.3
Football	152.8	43.3
Tennekoit	68.4	76.0
Gardening	79.2	111.8
G.K. Quiz	62.9	67.2
Dramatics	66.8	71.0
Music	129.0	172.2
Fancy Dress	41.4	55.1
Cycling	179.5	110.5

- Note: 1. Overall Rating Points for each Co-curricular Activity
 $= \sum (\text{Rating Points} \times \text{Percentage of Respondents})$
2. Overall rating points were calculated in the case of only those activities for which χ^2 value was significant.

It is clear from Table 4.7.2 (Percentage analysis) and Table 4.7.3 (Overall rating points) that the extent of participation of boys was higher than girls in Chess, Table-tennis, Cricket, Football and Cycling. Whereas, the extent of participation of girls was found significantly higher than the boys in Kho-kho, Tennekoit, Gardening, G.K. quiz, Dramatics, Music and Fancy dress.

The findings showed that the extent of participation of boys is better than girls in Chess, Table-tennis, Cricket, Football and Cycling and whereas the girls are better than boys in the extent of participation in Kho-kho, Tennekoit, Gardening, G.K. quiz, Dramatics, Music and Fancy dress. It means that being a boy or girl makes a difference as far as the participation of a student in different activities is concerned. Girls are better than the boys in some activities, whereas boys are better than girls in other activities. It means that, gender is a factor associated with students' participation in some of the activities in schools.

4.7.2 Place of Residence of Students

Table 4.7.4

χ^2 Test of Significance of Difference in Extent of Participation in Co-curricular Activities Between Urban and Rural Students

Activities	χ^2 Value	Level of Significance
Badminton	12.8	0.01
Chess	14.4	0.01
Carrrom	25.1	0.01
Table Tennis	29.6	0.01
Cricket	0.4	N.S.
Kho-Kho	0.9	N.S.
Kabaddi	22.8	0.01
Volleyball	18.2	0.01
Football	42.1	0.01
Tennekoit	22.9	0.01
Basketball	5.9	N.S.
Gardening	7.3	0.05
Yoga Asana	2.4	N.S.
G.K. Quiz	24.3	0.01
Library Work	32.7	0.01
Dramatics	33.7	0.01
Newspaper	26.4	0.01
Music	2.5	N.S.
Folk Dance	2.5	N.S.
Draw/ Painting	7.3	0.05
Fancy Dress	4.6	N.S.
Stamp Collection	7.1	0.05
Picnics	1.8	N.S.
Essays	56.2	0.01
Recitation	59.1	0.01
Spellingbee	8.9	0.05
Scout/ Guide	23.8	0.01
Rangoli	8.2	0.05
Cycling	10.3	0.01

N.S.: Not Significant

Table 4.7.5

Extent of Participation in Co-curricular Activities of Urban and Rural Students

Activities	Frequently		Occasionally		Never	
	Urban	Rural	Urban	Rural	Urban	Rural
	%	%	%	%	%	%
Badminton	28.6	14.2	57.1	55.1	14.3	30.7
Chess	16.3	1.9	57.1	60.9	26.6	37.2
Carrom	38.8	25.0	57.1	50.0	4.1	25.0
Table Tennis	29.2	4.0	43.8	42.9	27.0	53.1
Kabaddi	2.1	6.0	8.1	30.0	89.8	64.0
Volleyball	14.2	0.0	36.7	31.3	48.9	68.7
Football	54.0	26.0	32.0	24.0	14.0	50.0
Tennekoit	8.5	24.5	36.1	19.4	55.4	63.1
Gardening	33.3	22.4	25.0	40.8	41.7	36.8
G.K. Quiz	18.3	13.7	63.4	33.3	18.3	53.0
Library Work	51.1	16.3	40.8	61.3	8.1	22.4
Dramatics	28.0	6.6	52.0	40.0	20.0	53.4
Newspaper	77.2	49.0	16.6	47.0	6.2	4.0
Drawing/paint	32.6	18.4	59.3	75.5	8.1	6.1
Stamp Collect	30.6	16.6	24.5	35.4	44.9	47.9
Essays	18.3	11.1	59.2	17.7	22.5	71.2
Recitation	13.3	0.0	46.9	7.3	40.8	92.7
Spelling bee	8.1	9.5	42.9	19.0	49.0	71.4
Scouts\Guide	20.0	6.5	48.0	30.4	32.0	63.1
Rangoli	6.2	16.0	27.1	32.0	66.7	52.0
Cycling	88.9	64.7	11.1	29.4	0.0	5.8

Note: Only those activities for which χ^2 value was significant (Table 4.7.4) have been shown

Table 4.7.6

**Overall Rating Points of the Extent of Students' Participation
in Each Activity of Urban and Rural Students**

Activities	Urban	Rural
Badminton	114.3	83.5
Chess	89.7	64.7
Carrom	134.7	100.0
Table-Tennis	102.2	58.9
Kabaddi	12.3	42.0
Volleyball	65.1	31.3
Football	140.0	76.0
Tennekoit	53.1	68.4
Gardening	91.6	85.6
G.K. Quiz	100.0	60.7
Library Work	143.0	93.9
Dramatics	108.0	53.2
Newspaper Reading	161.0	145.0
Drawing / Painting	124.5	112.3
Stamp Collection	85.7	68.6
Essay Writing	95.8	39.9
Poem Recitation	73.5	7.3
Spelling-bee	59.1	38.0
Scouts / Guides	88.0	43.4
Rangoli	39.5	64.0
Cycling	188.9	158.8

- Note: 1. Overall rating points for each co-curricular activity
= \sum (Rating point x percentage of respondents)
2. Overall rating points were calculated in the case of those activities for which the χ^2 value was significant.

No significant difference was found (Table 4.7.4) in the extent of participation between students from Urban and Rural localities in Cricket, Kho-kho, Basketball, Yoga asanas, Music, Folk dance, Fancy Dress and Picnics. Significant difference was observed in the extent of participation between students from Urban and Rural areas in Badminton, Chess, Carrom, Table-tennis, Kabaddi, Volleyball, Football, Tennekoit, Gardening, G.K. quiz, Library work, Dramatics, Newspaper reading, Drawing / Painting,

Stamp collection, Essay competition, Poem recitation, Spelling bee, Scouts / Guides, Rangoli and Cycling (Table 4.7.4). It means that in 21 out of 29 activities, students belonging to Urban and Rural areas differed significantly and in the remaining 8 activities, there existed no Rural – Urban variations.

Further, it is clear in Table 4.7.5 (Percentage analysis) and Table 4.7.6 (Overall rating points) that the extent of participation of students from Urban locality was higher than the extent of participation of students from Rural locality in Badminton, Chess, Carrom, Table-tennis, Volleyball, Football, Gardening, G.K. quiz, Library work, Dramatics, Newspaper reading, Drawing / Painting, Stamp collection, Essay writing, Poem recitation, Spelling bee, Scouts / Guides and Cycling. Whereas the extent of participation of students from the Rural locality was found higher than the extent of participation of students from the Urban locality only in Kabaddi, Tennekoit and Rangoli.

The findings revealed that the participation of students belonging to Urban locality were better than students from Rural locality in as many as 18 out of 29 activities. But the participation of students belonging to Rural areas was found better than the students from Urban areas only in three activities out of 29. The findings of the study revealed that, place of residence of students makes a difference as far as their participation in different activities is concerned. In most of the activities the participation of Urban students is better while in a very few of the activities the Rural students are better than their Urban counterparts. It means that the place of residence of students is a factor associated with extent of participation of students in different co-curricular activities.

4.7.3 Family Economic Status

It was observed (Table 4.7.7) that the coefficient of correlation between the Monthly income of family and Extent of students' participation in co-curricular activities was +0.26 and the same was found significant at the 0.01 level.

Table 4.7.7**Correlation between Extent of Students' Participation in Co-curricular Activities and Other Variables**

Variables	Correlation Value	Significant Level
Monthly Income of family	0.26	0.01
Family Economic Status (Monthly Income and Assets)	0.33	0.01
Parents Educational Qualification	0.51	0.01
Parental Encouragement	0.23	0.01
Proximity to the School	0.03	N.S.*
Attitude Towards Co-curricular Activities	0.57	0.01

* Not significant

This showed that there existed significant positive correlation between Monthly income of family and the extent of students' participation in co-curricular activities. A positive significant correlation between the two variables suggests that extent of participation in co-curricular activities of the students coming from higher Monthly income families is higher than the students coming from lower income families. It also means that, higher the Monthly income of the family, higher the participation of students in co-curricular activities and vice-versa. It indicates that income of the family is one of the factors associated with the extent of students' participation in co-curricular activities. However, this cannot be generalised to all cases since the correlation between the two variables is low. In other words, there could be many exceptions too.

The coefficient of correlation between family economic status and extent of students' participation in co-curricular activities was +0.33 (Table 4.7.7). The r value was found significant at the 0.01 level. It revealed that the family economic status and the extent of participation of students in co-curricular activities are positively correlated. A significant positive correlation between the two variables implies that higher economic status of the families, higher is the participation of students in co-curricular activities. The students coming from higher economic status families participate to greater extent in co-curricular activities than the students coming from lower economic status families. But, the correlation coefficient was low indicating that there could be many exceptions

too. However, the findings revealed that the economic status of the family (assets) is one of the factor associated with students' participation in co-curricular activities. The present findings confirmed the findings of the studies by NELS (1992), Lamborn, et.al. (1992) and O' Brien (1995).

4.7.4 Parents Educational Qualifications

The observed value of correlation between parents educational qualification and extent of students' participation in co-curricular activities was +0.51 and the same was significant at the 0.01 level (Table 4.7.7).

The findings showed that higher the educational qualifications of parents, higher the extent of students' participation in co-curricular activities and vice-versa. The students whose parents have higher education qualifications show higher level of participation in co-curricular activities and vice-versa. The findings also implied that by knowing the parents' educational qualifications one can find out the extent of participation of students in co-curricular activities. Level of education of parents is a factor associated with extent of participation of children in co-curricular activities. However, the correlation was found to be moderate indicating that there could be many exception too.

4.7.5 Parental Encouragement

It was found (Table 4.7.7) that the correlation between parental encouragement and extent of students' participation in co-curricular activities (+0.23) was significant at 0.01 level. A significant positive correlation between the two variables indicated that higher the parental encouragement, greater the students' participation in co-curricular activities. A student who gets positive encouragement from parents, participates to greater extent in co-curricular activities than to a student who does not get the same. Encouragement by parents plays a significant role in students' participation in co-curricular activities. However, the correlation is low indicating that the same cannot be generalised to all cases.

Table 4.7.8

Difference in Extent of Participation between the Children Whose Parents/ Guardian used to Ask them to Participate and Those who do Not

Students	Mean	SD	N	t-Ratio
Asked to Participate	21.84	7.64	183	0.49 (N.S.)
Not Asked to Participate	21.20	7.45	38	

N.S.: Not Significant

Table 4.7.9

Difference in Extent of Participation Between the Children whose Parents/ Guardian Sent them for Practice in Co-curricular Activities after School hours and Those who do not

Students	Mean	SD	N	t-Ratio
Sent for practice	22.20	7.38	187	0.52 (N.S.)
Not sent for practice	21.60	7.29	60	

N.S.: Not Significant

Table 4.7.10

Difference in Extent of Participation Between the Children Whose Parents/ Guardian allowed Them to Play with Friends during Leisure Time and those who do Not

Students	Mean	SD	N	t-Ratio
Allowed to Play	21.90	7.65	227	0.58 (N.S.)
Not Allowed to Play	20.87	8.11	23	

N.S. Not Significant

Table 4.7.11

**Difference in Extent of Participation in Co-curricular Activities
Between Children whose Parents used to Celebrate their
Achievement and Those who do Not**

Students	Mean	SD	N	t-Ratio
Celebrate	22.3	8.44	149	0.86 (N.S.)
Don't Celebrate	21.5	6.16	96	

N.S. Not Significant

Table 4.7.12

**Difference in Extent of Participation in Co-curricular Activities
Between Children whose Parents used to Verbally Acknowledge
their Achievement and Those who do Not**

Students	Mean	SD	N	t-Ratio
Acknowledge	22.2	7.74	184	2.57*
Don't Acknowledge	19.4	7.32	61	

* Significant at 0.05 level

Parents / guardians can encourage their wards in different ways to participate in co-curricular activities. In order to find out in which of the different ways of parental encouragement actually contribute for students' participation, t-test was employed to the data collected relating to this aspect. Out of six t-ratios only two were found significant (Table 4.7.12 and Table 4.7.13).

There existed significant difference ($P < 0.01$) between the mean extent of participation of students in co-curricular activities whose parents used to verbally acknowledge / appreciate their achievement and those students whose parents did not do so. The mean score of the students whose parents used to verbally acknowledge their achievement was significantly higher than the mean score of students whose parents were not used to verbally acknowledge / appreciate their achievement. The findings indicate that if the parents / guardians acknowledge / appreciate their children for their efforts / participation in co-curricular activities, than the children get motivated to participate in co-curricular activities.

Table 4.7.13

**Difference in Extent of Participation in Co-curricular Activities
Between the Children whose Parents/ Guardian Buy Co-curricular
Activities Equipment and Those who do Not**

Students	Mean	SD	N	t-Ratio
Parents buy Equipment	22.30	7.67	226	2.73**
Parents do not buy Equipment	18.70	5.82	23	

** Significant at .01 level

Further, it was found (Table 4.7.13) that the mean score of the students whose parents used to buy equipment / materials for various activities was significantly higher ($P < 0.01$) than the mean score of the students whose parents never used to do so. It revealed that the extent of participation of students whose parents used to buy equipment / materials was better than those students who were denied the same. The findings thus, indicated that if parents / guardians provide materials / equipment, then the students get the opportunity to practice for various activities as well as get motivated for better participation in co-curricular activity.

Though the other t-ratios were not found significant (Table 4.7.8, Table 4.7.9, Table 4.7.10 and Table 4.7.11), it was observed that the mean scores of the students who were asked by their parents / guardians to take part in various co-curricular activities, who were sent by their parents / guardians for practice after school hours, who were allowed to play with friends during leisure time and the children whose parents / guardians used to celebrate for their achievement in co-curricular activities were relatively higher than the mean scores of the students who were not asked to participate, who were not sent for practice after school hours, those who were not allowed to play with friends during leisure time and the children whose parents / guardians never used to celebrate their achievement / performance respectively.

The above findings show that parental encouragement in each and every way contribute at least to some extent to the students' participation in co-curricular activities. The students were also of the opinion that parental encouragement in different ways help them for better participation different co-curricular activities. Encouragement by parents

and guardians is a factor which influence positively the participation of students in various activities conducted in schools.

4.7.6 Proximity to the School

The correlation between students' proximity to the school and extent of students' participation in co-curricular activities was not found significant at 0.05 level (Table 4.7.7). It showed that there is no significant correlation between students' proximity to the school and extent of students participation. It indicates that the distance of students' residence from the school has nothing to do with extent of students' participation in co-curricular activities. Whether the students reside near the school or far away from the school does not make any difference so far as students' participation in co-curricular activities is concerned. Students' proximity to school (i.e. distance between students' residence and the school) is not a factor influencing the extent of students' participation in activities conducted in schools.

4.7.7 Attitude Towards Co-curricular Activities

The r -value of +0.57 between attitude towards co-curricular activities and extent of students' participation in co-curricular activities was found significant at the 1 percent level (Table 4.7.7). A significant positive correlation between the two variables indicated that higher the attitude towards co-curricular activities, better the extent of students participation in co-curricular activities and vice-versa.

The findings showed that the students who had more favourable attitude towards co-curricular activities, used to participate to a greater extent in co-curricular activities than those who had less favourable attitude towards co-curricular activities. Attitude towards co-curricular activities is a factor associated with extent of students' participation in co-curricular activities. By developing favourable attitude towards co-curricular activities, it is possible to enhance students' participation in co-curricular activities. Favourable attitudes leads to better participation in co-curricular activities. But this cannot be generalised to all cases, since the correlation between the two variables is not very high.

4.7.8 Encouragement by Teachers / Schools

Different ways in which teachers / schools encourage students to participate in co-curricular activities and the influence of the same on extent of students participation in co-curricular activities have been discussed in the following paragraphs.

Table 4.7.14

Difference in Extent of Participation in Co-curricular Activities Between the Students whose Teachers used to Teach Again when they had to miss Classes due to Participation in Co-curricular Activities and Those who do Not

Students	Mean	SD	N	t-Ratio
Taught Again	23.66	7.48	110	3.10**
Not Taught Again	20.65	7.27	134	

** Significant at .01 level

Significant difference ($P < 0.01$) was found (Table 4.7.14) in mean extent of participation between students who were taught again and those students who were not taught again when they had to miss classes due to their involvement in co-curricular activities. The mean score of students who were taught again by the teachers / helped by the teachers to make-up for the lessons missed was significantly higher than the mean score of students who were not taught again /received no help from teachers to make-up for the lessons missed.

The findings revealed that the students who get the opportunity to make-up for the lessons missed due to their involvement / participation in co-curricular activities, participate better in co-curricular activities compared to the students who are denied of such an opportunity. When the teachers reteach those students who miss classes for taking part in co-curricular activities they get motivated to take part in different co-curricular activities.

Table 4.7.15

**Difference in Extent of Participation in Co-curricular Activities
Between Students Who Used to Receive Awards / Prizes and
those who do not Receive Awards / Prizes in Co-curricular Activities**

Students	Mean	SD	N	t-Ratio
Received Awards	22.69	7.35	193	3.15**
No Awards	18.94	7.73	52	

** Significant at .01 level

It was observed (Table 4.7.15) that the mean score of the students who received awards / prizes in co-curricular activities was higher than the mean scores of students who had not received awards / prizes in co-curricular activities. The findings revealed that the extent of participation in different co-curricular activities of the students who used to receive awards / prizes was better than the students who had received no awards. Receiving of awards / prizes for participation in co-curricular activities acts as a motivating factor for better participation in co-curricular activities.

Table 4.7.16

**Difference in Extent of Participation in Co-curricular Between the Students who
Receive Verbal Acknowledgement in their Achievements / Participation in Co-
curricular Activities from Teachers and Students who had not Received Verbal
Acknowledgement for their Achievement / Participation from their Teachers**

Students	Mean	SD	N	t-Ratio
Receive Verbal Acknowledgement	23.0	7.57	148	2.59**
Do not Receive Verbal Acknowledgement	20.3	7.89	88	

** Significant at .01 level

Significant difference ($P < 0.01$) was found (Table 4.7.16) in mean extent of participation between the students whose teachers used to verbally acknowledge the achievement / participation of students in co-curricular activities and those students who did not get verbal acknowledgement by their teachers for their achievement /

participation in co-curricular activities. The mean score of students who received acknowledgement from the teachers was significantly higher than the mean score of those students who did not receive verbal acknowledgement from their teachers.

The findings revealed that the students who receive verbal encouragement for achievement / participation in co-curricular activities participate better in co-curricular activities compared to the students who are denied such acknowledgement by teachers. When teachers verbally acknowledge the performance / participation of students, they get motivated to take part in co-curricular activities.

Table 4.7.17

**Difference in Extent of Participation in Co-curricular Activities
Between the Students whose Teachers used to ask Them to Participate
and Those who were not asked**

Students	Mean	SD	N	t-Ratio
Asked to Participate	22.58	7.54	186	1.43 (N.S.)
Not asked to Participate	21.04	6.93	63	

N.S.: Not Significant at 0.05 level

Table 4.7.17 show that there existed no significant difference between the two means. However, it was observed that the mean score in extent of participation of the students whose teacher used to ask them to participate was slightly higher than those students who were not asked by their teachers to participate.

The findings presented in the preceding paragraphs clearly show that encouragement by teachers / schools in various ways help in enhancing students participation in different co-curricular activities. Most of the students were also of the view that encouragement by schools / teachers in whatever way helps them getting motivated to take part in different co-curricular activities. Encouragement by teachers / school is a factor which influence students' participation in co-curricular activities. More the teachers / schools encourage the students, better the participation of students in various co-curricular activities.

4.8 Problems faced by the Secondary Schools in Goa for Organisation of Various Co-curricular Activities

The problems faced by the school to conduct co-curricular activities are as follows:

a. *Financial Problems*

The management of different schools generally take interest in the financial matters of the institutions. Many of the school managements find the maintenance grants received from the Government as insufficient. The schools do not receive adequate grants from the Government for co-curricular activities. Therefore, if money is to be spent in conducting any of the co-curricular activities / programmes, the Principal has a tough balancing act to please the management, teachers and parents. Parents' day celebration or sports day are always considered as a financial burden by most of the managements. Expensive cultural items are modified to fit the school budget. Almost 85 percent of Principals admitted the budget constraints are a major hindrance for conducting co-curricular activities. Quite often participation in co-curricular activities entail extra expenditure to be borne by the parents who are not in a position to bear this additional expense.

b. *Lack of Interest and Indifferent Attitudes*

Most of the school management (83 percent) give importance to academic performance of students and not to co-curricular activities. This applies especially to those schools where there is a possibility of decrease in the enrollment due to various reasons.

Nearly 77 percent of the Principals admitted that their schedules are so busy that they do not get time to look after the organisation of co-curricular activities. The school supervisors are entrusted to conduct the co-curricular activities who in turn pass on this responsibility to senior teachers of the school who very often do not show interest in conducting activities.

Almost sixty-five percent of the teachers are of the opinion that co-curricular activities are an extra burden thrust upon them. Many of the teachers (almost seventy-nine percent) feel that the free periods in the schools' time-table

(Section 4.4), most of the schools do not have teachers trained to conduct other activities. Because the untrained teachers are entrusted with the task of organising co-curricular activities they are unable to organise the same effectively. The teachers mainly take interest in conducting those co-curricular activities in which the teachers had participated in the same when they were in school. Other co-curricular activities not familiar to them are neglected because of lack of knowledge and skills to conduct them.

e. Non-availability of Teachers

Many teachers (about 70 percent) do not reside near the school. As a result they travel half an hour to one hour by bus to reach to the schools. It hampers the implementation of those co-curricular activities that need practice and are conducted after school hours and require the teachers' presence in the school campus.

f. Time Constraint

Most of the school students studying in higher classes (VIII th to Xth) reported that they used to participate in a lot of co-curricular activities when they were in the lower classes (Vth – VIIth) during their leisure time. However, academic pressure is too much in the higher classes and free time is devoted to do academic activities, such as Assignments and Projects.

Teachers also do not get enough time to train students in co-curricular activities. In case the teachers miss out any regular academic period because of their engagement in co-curricular activities, they are forced to take up extra classes to complete the portion / syllabii. Students find it difficult to participate in various co-curricular activities during regular school hours because they would miss regular class periods as result of which it becomes difficult for academically weak students to study by his / her own effort without the teachers help. Due to the paucity of time to train students the teachers very often are forced to select the same students to take part in co-curricular activities thus depriving other students an opportunity to participate in co-curricular activities.

is relaxation time and time to correct notebooks and are reluctant to spend these free periods in training students for various co-curricular activities. Majority of the teachers (67 percent) feel that it is the duty / responsibility of the Physical education instructor to conduct all Physical education activities. Very often teachers utilize the periods allotted for co-curricular activities to cover the portion of regular Academic subjects.

Though the students have positive attitude towards co-curricular activities many of them lack motivation and do not get encouragement from their teachers. About two-thirds of the parents are not convinced about the importance of co-curricular activities for the all sound development of their wards. Most of the parents are concerned only about academic results. Majority of the parents are unwilling to encourage their wards to participate in co-curricular activities.

c. *Improper Scheduling of Co-curricular Activities in School Time-Table*

Many Principals (70 percent) have a different task preparing the school's time-table. Academic subjects are considered as most important and are to be conducted during the earlier part of the day. Physical education, Yoga and other co-curricular activity periods are scheduled for the latter part of the day's programme. This gives rise to conducting of these activities ineffectively by teachers who due to fatigue are too tired to give their best. The students attention span also dwindles due to tiredness. Moreover, it was observed that though provisions for Physical education, Scouts and Guides, Red Cross, Computer literacy, N.C.C., Music, Work Experience, Value education, Art and Craft found place in the school time-table, provisions for conducting other co-curricular activities did not find place in the regular school time-table in any of the schools. Therefore, most of schools do not provide students adequate time during regular school hours to participate in various co-curricular activities.

d. *Shortage of Trained Teachers in Co-curricular Activities*

None of the schools have teachers trained to conduct all important co-curricular activities. Only a very few of the schools have teachers trained to conduct some of the activities. Except Physical education, Yoga and Fine

g. *Lack of Incentives and Rewards*

Sixty-five percent of Teachers reported that Principals of the schools do not show enough of appreciation for the effort put in by both teachers as well as the students. As a result of this, students as well as teachers are not motivated to conduct and participate in these activities selectively. In most of the schools incentives are not given to the students who participate in co-curricular activities. Only the students who excel in these activities are sometimes acknowledged for their performances at the schools' Morning assembly. Incentives in terms of 'grace marks' to needy students during the time of promotion are overlooked. It may be noted that the Goa Board of Secondary and Higher Secondary Education give incentives in terms of marks at the Board Examinations for students who take part in co-curricular activities at the Higher Secondary level. However, the same does not apply to Secondary schools.

h. *Lack of Infrastructure*

Indoor halls are not available in more than one-half of the schools to conduct indoor games and other activity that require indoor hall facilities during the monsoon season. While 32.1 percent of schools do not have an outdoor playground, 20.8 percent have grounds of size less than 1000 square metres. Many schools who do not have grounds for recreation, used to conduct co-curricular activities in nearby community playgrounds.

An Elevated stage is a necessary requirement to conduct activities like Morning assembly, Skits, Recitation of poems and other competitions. However, one third of the schools do not have the facilities for proper implementation of co-curricular activities. Many of the school Libraries are housed in make shift laboratories and students do not get an opportunity to read the books, magazines and journals when practical work of other subjects are being conducted in the laboratories.

i. *Lack of Necessary Equipment*

Most of the schools find it difficult to conduct / co-curricular activities because of lack of equipment. Mass drill can be conducted effectively ,

proper equipment are available. However, equipment such as Clubs, Sticks, Hoops and Flags are found not available in about 62 percent of schools. Equipment for Track and Field events are not available in about one-half of the schools. However, equipment for Shot-put, Discus and Javelin are available in most schools but many school teachers do not have knowledge of conducting these Track and Field events. Equipment to conduct Indoor games are not available in more than one-half of the schools. The provisions for equipment to conduct Outdoor games is far from satisfactory. More than 40 percent of the schools do not have the necessary equipment to conduct these games. As far as Musical equipments are concerned, majority of the schools do not have the same and most of the time depend on students to bring their own Musical instruments to schools to learn music.

4.9 Attitude Towards Co-curricular Activities of Secondary School Students

4.9.1 Attitude Towards Co-curricular Activities Among Secondary School Students (Entire Sample)

Table 4.9.1
Direction and Intensity of the Attitude towards Co-curricular Activities Among the Secondary School Students in Goa

Scores	Level & Direction	No.	%
> 113	High Positive	55	10.8
89 – 113	Positive	370	72.9
64 – 88	Neutral	81	15.9
38 – 63	Negative	2	0.4
< 38	High Negative	NIL	NIL
Total		508	100.0

It was found (Table 4.9.1) that about one-tenth of students were having high positive attitude towards co-curricular activities. Nearly three-fourths of the students were found having positive attitude. About 16 percent had neutral attitude and a very negligible percentage of students were found having negative attitude towards co-curricular activities. It was also found that, the overall mean attitude score of the entire sample was 99.9, which indicated positive attitude towards co-curricular activities of the students.

The findings revealed that most of the Secondary school students in Goa have positive attitude towards co-curricular activities. Positive attitudes towards co-curricular activities helps in enlisting the co-operation of students for organising various co-curricular activities and for enhancing their participation in various co-curricular activities.

4.9.2 Difference in Attitude Towards Co-curricular Activities Between Different Types of School Students

Table 4.9.2

Summary of ANOVA Results: Difference in Attitude towards Co-curricular Activities Between Different Types of School Students

Source of Variation	SS	df	MS	F-ratio
Between Groups	5150.7	2	2575.4	20.6**
Within Groups (Error)	62854.4	504	124.7	

** Significant at 0.01 level

ANOVA results in Table 4.9.2 shows that there existed significant difference ($P < .01$) in attitude towards co-curricular activities between the students studying in different types of schools. It means that the students of different types of schools significantly differed in their attitude towards co-curricular activities. It implies that, types of school is a factor associated with the attitude towards co-curricular activities of students.

To know the significance of the difference in the mean attitude scores of the students between two types of schools at a time, q-statistics was applied and the results are shown in the Table 4.9.3.

Table 4.9.3

Summary of q-Test Results

Pair of Comparison	Mean Difference	SE _D	q-Ratio
Govt. - Pvt. Aided	95.1 – 99.2 = 4.1	1.18	3.47*
Govt. – Pvt. Unaided	95.1 – 106.4 = 11.3	1.38	8.19**
Pvt. Aided – Pvt. Unaided	99.2 – 106.4 = 7.2	0.94	7.27**

* Significant at 0.05 level

** Significant at 0.01 level

Table 4.9.3 shows that the mean attitude scores of the students studying in the Private unaided schools was the highest (\bar{X} = 106.4) and that of Government schools was the lowest (\bar{X} = 95.1). The mean attitude score of the students studying in Private unaided schools was found significantly higher than that of Government as well as Private aided schools. The mean score of the students of Private aided schools was found significantly higher than that of the State Government schools, but lower than that of the Private unaided school students.

Thus, the findings revealed that the students studying in Private unaided schools possessed more favourable attitude than their counterparts in the other two types of schools. And the students studying in Private aided schools possessed better attitude than students studying in Government schools. It needs to be mentioned here that the Private unaided schools are better equipped and are better in conducting co-curricular activities than Private aided and the State government schools and the Private aided schools are better than the State Government schools (Section 4.2 and Section 4.3). And the finding here indicate that, the Private unaided schools also have students possessing better attitudes towards co-curricular activities than the other schools and the Private aided schools have students possessing better attitude than the students of Government schools.

4.9.3 Difference in Attitude Towards Co-curricular Activities between Boys and Girls

Table 4.9.4

**Significance of Difference in Mean Attitude Scores
Between Boys and Girls**

Sex	Mean	SD	N	t-Value
Boys	98.71	11.79	260	2.52*
Girls	101.29	11.45	248	

* Significant at 0.05 level

The 't' test results in Table 4.9.4 shows significant difference ($P < 0.05$) in the mean attitude scores between boys and girls. It was observed that the mean score of girls was significantly higher than that of boys. It implies that girls had higher favourable attitude towards co-curricular activities compared to boys. The findings indicated that

gender is a factor associated with attitude towards co-curricular activities of school students.

4.9.4 Difference in Attitude Towards Co-curricular Activities between Urban and Rural School Students

Table 4.9.5

Difference Between the Mean Attitude Scores of Urban and Rural School Students

Locality	Mean	SD	N	t-Value
Rural	94.64	11.96	150	6.75**
Urban	102.27	10.85	358	

* * Significant at 0.01 levels

It was found (Table 4.9.5) that there existed significant difference ($P < 0.01$) between the mean attitude scores of the students studying in Urban and Rural schools. The mean score of the students studying in Urban schools was significantly higher than that of the Rural school students. It revealed that the students studying in Urban schools had developed more favourable attitude towards co-curricular activities compared to their counterparts in Rural schools. The findings thus clearly indicated that the locality (i.e. location of the schools) is a factor associated with the attitude of students towards co-curricular activities.

4.10 Influence of Co-curricular Activities on Academic Achievement

a. Correlation between the Co-curricular Activities conducted by the Schools and the Academic Achievement of Students of the Same Schools (the school as a whole) at the Std. X Board Examination

The coefficient of correlation between the two variables +0.91. The obtained ρ was found significant at the 0.01 level. It showed that there existed significant positive correlation between academic performance of the schools (the students of the schools) and the number and types of co-curricular activities conducted by the schools. A positive significant and very high correlation between the two variables suggests that increase in one variable leads to increase in the other variable and vice-versa. It means that academic achievement of students is higher in those schools that conduct more number / variety of co-curricular activities compared to academic achievement of students in those schools that conduct lesser number of co-curricular activities. Higher the number and more the variety of activities conducted, higher the academic achievement by students. Co-curricular activities by schools is a factor associated with students' academic achievement.

b. Correlation Between Extent of Students' Participation in Co-curricular Activities and Academic Achievement

It was observed that the coefficient of correlation between the extent of students' participation in co-curricular activities and their academic achievement was +0.56 which was found significant at the 0.01 level. It implied that there existed significant positive correlation between extent of students' participation in co-curricular activities and their academic achievement. A positive significant correlation between the two variables suggests that higher the extent of participation in co-curricular activities of students, higher the academic achievement and vice-versa. A student who participates to a higher extent in co-curricular activity also perform better in curricular subjects. Participation in co-curricular activity is a factor associated with academic performance of students.

c. Views of Students and Teachers

Moreover, many teachers were of the view that participation in co-curricular activities helps students in releasing mental and physical tension and hence the students concentrate on their study. The students also stated that they feel relaxed after participating in co-curricular activities and hence they get the peace of mind to concentrate on their study.

The findings relating to correlation between the co-curricular activities conducted in schools and academic achievement of students at Std. X Board examination as well as the correlation between extent of students' participation in co-curricular activities and academic performance of the same students and the views of the teachers and students presented in the preceding paragraphs indicate that co-curricular activities is one of the factors that influence the academic achievement of students. From the findings it can be inferred that, conducting co-curricular activities by the schools and the participation of students in the same contribute for improved academic performance.

The present findings are in agreement with that of Srivastava and Verma (1988), Cheverette & Patranella (1988), Women Sports Foundation (1989), Skip Dane (1991), Colorado High School Activities Association (1992), New Mexico Activities Association (1992), Lamborn et.al. (1992), Search Institute (1995), North Carolina High School Athletic Association (1995), National Centre for Education Statistics (1995), Indiana University (1995), Whitley and Pressey (1995), Rambokas (1995), McKarthy (1997), National Association for Secondary Schools Principals (1998), Colorado High School Activities Association (1999), Centre for Social Organisation of Schools (1999), Silliker and Quirk (1999), Duncan (2000), Holloway (2000), Gilman (2001), Barden (2002) and Lauver (2002).

4.11 Detail Study of Two Schools

a. Selection of Schools

The Checklist on Co-curricular Activities was sent to all the schools in Goa and the Principals of each school was requested to fill in the same either by himself / herself or by the teacher in-charge of co-curricular activities. After receiving the Checklists, the data were tabulated. The total number of tick marks (✓) were counted for each school and for each activity. The schools were then ranked from the highest to the lowest on the basis of number of co-curricular activities conducted. Twenty percent (10 percent top and 10 percent bottom) were then selected and the Questionnaire were sent to collect more detail information about co-curricular activities.

The academic performance of schools at the Board examinations for the last five years were collected and the schools were given ratings based on the percentage of students obtained different class / division. Based on the weighted values obtained after assigning rating points, all the schools were ranked from highest to the lowest.

Based on the academic performance of the schools and the co-curricular activities conducted in the schools, two schools were chosen for the indepth study. One high ranking school that ranked 4th out of a total of 251 schools in terms of co-curricular activities conducted and ranking 7th out of a total of 251 schools in academic performance (henceforth referred as School No. 1) and one low ranking school that ranked 232 out of a total of 251 schools in co-curricular activities conducted and ranking 196 out of a total of 251 schools in academic performance (henceforth referred as School No. 2) were selected.

b. Collection of Data

Data were collected from members of the school Management, Principals, teachers, students and some parents by conducting interviews. The investigator visited the schools and made observations of all possible aspects of the school.

c. Difference Between the Two Schools

The difference between the two schools in terms of academic performance and co-curricular activities are shown in the following pages.

Academic performance over a period of five years of the two schools have been shown in Table 4.11.1 and Table 4.11.2.

Table 4.11.1
Academic Achievement of the High Ranking School (School No. 1)

Year	Class Obtained				Passed		Failed	
	Distinction	First	Second	Pass	No.	%	No.	%
1995	28	26	37	14	105	99.0	1	1.0
1996	15	20	40	11	86	93.5	6	6.5
1997	17	20	33	27	97	97.0	3	3.0
1998	18	34	35	13	100	99.0	1	1.0
1999	11	24	35	38	108	87.8	15	12.2

Table 4.11.2
Academic Achievement of the Low Ranking School (School No. 2)

Year	Class Obtained				Passed		Failed	
	Distinction	First	Second	Pass	No.	%	No.	%
1995	-	3	4	14	21	48.8	22	51.2
1996	-	1	8	22	31	66.0	16	34.0
1997	-	1	2	22	25	61.0	16	39.0
1998	1	1	7	13	22	53.7	19	46.3
1999	-	-	3	14	17	37.8	28	62.2

The difference between the high ranking and low ranking schools in various co-curricular activities have been shown in different Tables in the following pages.

Table 4.11.3

Co-curricular Activities Conducted in School No. 1 & School No. 2

Code No.	Co-curricular Activities	Sch. 1	Sch. 2	Code No.	Co-curricular Activities	Sch. 1	Sch. 2						
I	Physical	1	Mass Parade	✓	✓	V	Craft	3	Tailoring	✓			
		2	Outdoor Games	✓	✓			4	Weaving				
		3	Indoor Games	✓	✓			5	Embroidery	✓			
		4	Gardening	✓				6	Knitting	✓			
		5	National Cadet Corps					7	Book Binding				
		6	Yogic Asanas					8	Toy Making	✓			
		7	Athletics (Sports)	✓				9	Soap Making				
		8	Bicycling					10	Basket Making	✓			
		9	Swimming					11	Clay Modeling				
II	Literary	1	Debates	✓				12	Flower Gardening	✓			
		2	Extension Lectures / Talks	✓				13	House System				
		3	Essay Competition	✓	✓			14	Kitchen Gardening	✓			
		4	Library Reading	✓				VI	Visits	1	Picnics	✓	
		5	Dramatics	✓						2	Hikes	✓	✓
		6	Wall Magazine	✓		3	Visits to Exhibitions/ Museum			✓			
		7	Symposium	✓		4	Excursions			✓	✓		
		8	Story Writing	✓	✓	5	Pilgrimages			✓			
		9	Newspaper Reading	✓		VII	Civic	1	Visits to Civic Institutions	✓			
		10	Recitation Competition	✓				2	Cel. Social Festivals	✓	✓		
		11	Lit./Sci./Math/Eco. Club					3	Cel. Rel. Festivals	✓			
		12	School Magazine	✓				4	Cel. National Days	✓	✓		
III	Cultural	1	Music	✓				5	School Panchayat	✓			
		2	Folk Dance	✓				6	Self-Government	✓			
		3	Drawing Competition	✓	✓			7	Org. Mock Court				
		4	School Exhibitions	✓	✓			8	Mock Parliament				
		5	Fancy Dress	✓				9	Parent's Day etc.	✓	✓		
		6	Prep. of Charts	✓		VIII	Social	1	Mass Assembly	✓	✓		
		7	Folk Songs	✓	✓			2	Scouts/ Guides		✓		
		8	School Band					3	Social Service	✓			
		9	Decoration (Chess)	✓	✓			4	First Aid	✓			
		10	Sculpture					5	Prabhat Pheri	✓	✓		
		11	Flower Festival	✓				6	Cleanliness Week	✓	✓		
7	Red Cross			IX	Project			1	Beautifying the School	✓	✓		
IV	Hobbies	1	Stamps Collection			✓		2	Village Survey				
		2	Collection of Pictures			✓	✓	3	Dispensary				
		3	Album Making			✓		4	School Post Office				
		4	Collection of Coins			✓		5	Co-op. Bank	✓	✓		
		5	Photography			✓		6	Annual Celebrations	✓	✓		
V		1	Spinning					7	Environmental Concern	✓			
		2	Dyeing										

Note: Tick mark '✓' indicates that the activity is conducted

Table 4.11.4
Visits to Civic Institutions

Institutions	School No. 1	School No. 2
Gram Panchayat	✓	✓
Municipality	×	×
Assembly	✓	×
Court	×	×
Post Office	✓	×
Bank	✓	✓

Note: Tick mark '✓' indicated that the school has the provision for the co-curricular activity and '×' indicates that the school does not have the provision for the same.

Table 4.11.5
Activities Conducted on Days of National Importance

Activities	School No. 1	School No. 2
Patriotic Songs	✓	✓
Competitions	✓	✓
Marching	✓	×
Speeches	✓	✓

Table 4.11.6
Activities Conducted for Literary and Academic Development

Activities	School No. 1	School No. 2
Debates	✓	✓
Extension Talks	✓	✓
Essay Writing Competitions	✓	✓
Library work	✓	✓
Symposium	✓	×
Story Writing	✓	✓
Recitation Competitions	✓	✓

Table 4.11.7
Activities Conducted in the Morning Assembly

Hobbies	School No. 1	School No. 2
Newspaper Reading	✓	✓
Prayer	✓	✓
Thought for the Day	✓	✓
Reading Articles	✓	✓
Quiz	✓	✓
Patriotic Songs	✓	×
Story Telling	✓	×

Table 4.11.8
Students' Participation in Hobbies

Hobbies	School No. 1	School No. 2
	%	%
Stamp Collection	36.9	4.2
Coin Collection	5.7	6.2
Picture Collection	12.7	10.4

Table 4.11.9
Competitions Conducted in the Two Schools

Competitions	School No. 1	School No. 2
Drawing	✓	✓
Painting	✓	×
Craft	✓	×
Wealth out of Waste	✓	×

Table 4.11.10
Equipment Available to Conduct Various Co-curricular
Activities in the Two Schools

Equipment	School No. 1	School No. 2
	✓	✓
	✓	✓
Mass Drill	×	×
	✓	×
	✓	×
	×	×
	×	×
	✓	✓
Field & Track Events	✓	×
	✓	×
	✓	×
	✓	×
	✓	✓
	×	×
Outdoor Games	✓	✓
	✓	×
	×	×
	✓	✓
	✓	✓
	✓	✓
Indoor Games	×	×
	×	×
	✓	✓
	✓	✓
	✓	×
Music	×	✓
	×	×
	×	✓
	✓	×
	✓	×
	✓	×
	✓	×

Table 4.11.11
Availability of Teachers Trained in Different Activities
in the Two Schools

Activities	School No. 1	School No. 2
Music	×	×
Dance	×	×
Singing	✓	×
School Band	✓	×
Fine Art	×	×
Tailoring	×	×
Embroidery	✓	×
Knitting	✓	×
Needle Work	✓	×
Scouts Master	✓	✓
Guide Teacher	✓	✓
Red Cross	✓	×
Yoga	×	×
Physical Education	✓	✓

Table 4.11.12
Comparison of Performance of the Two Schools at Taluka Level Competitions

Year	Activity	School No. 1 Rank	Activity	School No. 2 Rank
1995	Badminton	1 st	-	-
	Athletics	1 st	-	-
1996	Athletics	1 st	-	-
	Badminton	1 st	-	-
1997	Badminton	1 st	Story telling	1 st
1998	Badminton	1 st	Kabaddi	1 st
			Elocution	2 nd
1999	Badminton	1 st	Elocution	1 st

It is clear from the preceding pages that the following differences existed between the high ranking and low ranking schools.

- The high ranking school students were found having high academic achievement compared to the low ranking school students.
- Out of 79 co-curricular activities, the high ranking school was found conducting 58 activities (73.4 percent), whereas the low ranking school used to conduct only 22 activities (27.8 percent).
- While the high ranking school used to organise visits to Civic institutions like Gram panchayat, Legislative assembly, Post-office and Commercial banks, the low ranking school used to organise visits to only two Civic institutions i.e. Gram panchayat and Commercial banks.
- On the days of National importance, the high ranking school used to conduct more number of co-curricular activities compared to the low ranking school.
- Very higher percentage of students in the high ranking school used to participate in Hobbies such as coins, pictures and stamp collection compared to the low ranking schools.
- Intra-school competitions such as Drawing / Painting, Crafts and Wealth out of waste were conducted in high ranking schools whereas the low ranking schools used to organise only Drawing competitions.
- The high ranking school was for better equipped to conduct co-curricular activities than the low ranking school.
- The high ranking school had trained teachers to conduct a variety of co-curricular activities whereas in the low ranking school there were trained teachers to conduct a very few of the co-curricular activities.
- The high ranking school used to conduct a large number and variety of activities in the Morning assembly; whereas the low ranking school had the provision to conduct only a very few activities.

- The high ranking school performed better at the Taluka level inter-school competitions in many activities during the last five years (1995-1999) compared to the low ranking school.

d. *Details About the Schools*

i. *School No. 1*

The school was founded in the year 1962. The school is located in an Urban area. The school has the provision for Classes I – X with an enrolment of approximately 1200 students. The school functions in the morning shift i.e. from 8.05 a.m. to 1.25 p.m.

Management

It is a Private management school, but receives grants-in-aid from the Government of Goa. The school is managed by a religious order of nuns, whose main objective is to impart value based education. The management owns three schools in the State of Goa, but runs many schools all over India. The management was founded in the year 1886.

Infrastructure Facilities

The school has a two storeyed building and is situated on a hillock in the outskirts of Ponda city. The school has a compound wall which does not allow outsiders from unnecessarily disturbing the school activities during the school hours. During the initial years the school had no facility of a spacious playground, but has now acquired land and levelled the hilly terrain nearby and paved the way for a large spacious playground. This playground is used for organising various co-curricular activities. The school has a very large indoor hall which can accommodate at least 250-300 students at a time. This facility allows the school to conduct co-curricular activities even during the monsoon season. The size of this indoor hall is approximately 250 square metres. The school has a well equipped library which has approximately 5486 books. The school has an elevated stage and a sound system to conduct morning assembly activities and other co-curricular activities. The school has 25 classrooms. The

school has well equipped Science laboratory to conduct Science practicals for the students. There is a large staff room for the teachers of the school to spend their leisure time, correcting note books and performing other academic activities. The classrooms are large and spacious and even though each division accommodates 50-60 students there is plenty of space for the teacher to conduct classroom activities without disturbing the other classes. The Principal's office is strategically located, which facilitates the Principal to keep a watch on any activity that is disrupting the classrooms. Toilet facilities exist with 3-4 toilets on each floor of the building.

The school building is well planned and is well maintained. The building has proper ventilation, no leakage problems during the monsoons, fans in every classroom and good lighting facilities. The classrooms are close to the staff room and easy for the teachers to keep a watch on any unwanted activity in the corridor. There is two-way intercom facility for keeping a check on the pupils indiscipline in the classroom. The school possesses a wide variety of equipment needed to conduct various co-curricular activities.

Equipment are available to conduct various co-curricular activities such as Mass drill (Dumbbells, Lezium, Sticks / Wands and Hoops), Field and Track events (Shot-put, Discus, Javelin, Long jump pits and Measuring tapes), Outdoor games, (Volleyball, Football, Tennekoit), Indoor games (Badminton and Table tennis) and Music (Guitar, Organ, Violin and Tambourine). Audio-visual aids such as O.H.P., Slide projector, Sound system, Intercom facilities, Cassette players etc., are available in the school and all these equipment are well maintained and ready to use.

Principal

The Principal of the school is very efficient in administrative matters of the school. The Principal shares a good rapport with the

management, teachers and students. Disciplinary related problems are handled effectively by the Principal of the school. The Principal of the school is selected by the management. The Principal stays in the school campus and can supervise all activities that are conducted in the campus after school hours. The time-table is well framed by the Principal and allows for flexibility at all times.

Teachers

There are 28 teachers employed in the school and 7 non-teaching staff. Both male and female teachers are employed and the female teachers outnumber male teachers. All the teachers are trained having either a diploma or a degree in teaching. Some teachers are fairly young and majority of teachers are experienced. The teachers have undergone training in Singing, School band, Embroidery, Knitting, Needle work, Scouts and Guides, Red cross and Physical education.

There is cohesiveness among the staff members and they extend whole hearted co-operation to the Principal of the school. Majority of the teachers stay within close proximity to the school and can come to the institution quite easily if requested to do so even after regular school hours. There are two Physical education teachers who impart Physical education and Yoga to the students. The Physical education teachers are very enthusiastic and energetic. Most of the teachers are punctual in taking their classes regularly. The teachers share an excellent relationship with their students. Teachers are ever willing to take up the responsibilities entrusted to them especially conducting co-curricular activities. The teachers are active, sincere and committed to their profession.

The school has staff members who contribute a lot of ideas for the betterment of the school. The teachers have favourable attitude towards co-curricular activities. The teachers maintain a good rapport with the Principal and Management. The staff is proud of their school. The

teachers are not transferable and give their very best to the programmes conducted in the school.

Students

This being a co-education institute, both boys and girls study in the school with the total number of students approximately 1200. Most of the students come from Rural backgrounds even though the school is located in an Urban area. Some students come from English speaking background, while others from regional language background. Majority of students come from middle and upper socio-economic background. Almost all students have favourable attitude towards co-curricular activities and are ever willing to participate in the activities, even when conducted after school hours. Students have high self-concept, and high socio-emotional adjustment. They are also very hardworking.

Overall extent of students' participation in co-curricular activities was found to high and students fared well at the Taluka level inter-school sports meet in Badminton and Athletics.

Non-Teaching Staff

Besides doing the regular administrative work with dedication, the non-teaching staff is always ready to help the school in conducting co-curricular activities.

Parent-Teacher Association

The parent-teacher association of the school is very active and takes keen interest in the overall development of the school. Fund raising activities are taken up as and when a project requires finance. Adequate funds are made available for creation of infrastructural facilities and for conducting a variety of co-curricular activities. Many parents come forward to help the school in conducting various co-curricular activities as and when required.

ii. **School No. 2**

The school was founded in the year 1964 and is located in a rural area. The school buildings situated on a hillock near National Highway No. 4A. The school is easily accessible from the rear side. No proper planning was executed when the school was initially built. The school has provisions for classes from V to X. The school functions in the morning shift i.e. from 8.05 am to 1.25 pm.

Management

The school is managed by a Trust. It receives grants-in-aid from the State Government. The Management owns five schools in the State of Goa and does not have any schools out of the State. The Management was founded in the year 1945.

The Principal

The Principal is transferable to any one of the five secondary schools run by the Management. The Principal shares the staff room with the teachers and the schools office. He does not share good relations with the management and the staff. He was promoted to the post because of his seniority. Problems relating to discipline are not handled effectively by the Principal of the school. The Principal of the school is appointed through promotion (seniority list), and hence the management is not in a position to choose a worthy and efficient candidate. The Principal does not monitor the activities conducted after school hours. He does not take interest in co-curricular activities.

Infrastructural Facilities

The school building is in a very bad shape and is in need of urgent repairs / renovation. The school actually consists of three small rectangular shaped houses which was built on hilly terrain many years ago. The houses appear to be converted into classrooms. These classrooms lack proper ventilation and light. The management is in the

process of constructing a new wing with the intention of starting a higher secondary school.

The school is not having space for a proper playground. However, some space is now being utilized for the new construction. The size of the playground is approximately 120 square metres. The school does not have an indoor hall and as such no co-curricular activities are conducted during the monsoon season (i.e. for almost three months in the first term). The school has a well equipped library with approximately 3533 books. However, as there is lack of space, most of the students cannot read in the library room during their leisure time. The school is having an Elevated stage but no sound system to conduct morning assembly activities and other co-curricular activities. The school is having a small laboratory (approximately 15.5 square metres) with most of the laboratory equipments and audio-visual material not being well maintained.

The teachers' staffroom, Principal's office and school office are housed together in one of the rooms (approximately size is 25 sq.metres). Toilets are not well maintained. The school does not have a compound wall. Since the school is situated near the National Highway No. 4A, there are lot of disturbances / noise made by heavy vehicular traffic.

Equipment are available to conduct a limited number of co-curricular activities like Mass drill (Dumbbells and Lezium), Field and Track events (Shot-put and Measuring tapes), Outdoor games (Volleyball and Tennekoit), Indoor games (Badminton and Table-tennis) and Music (Tabla and Harmonium).

Teachers

There are nine teachers. The female teachers outnumber the male teachers. All the teachers are trained having diploma / degree in teaching. Teachers are liable for transfer to any one of the schools belonging to the management. The teachers view these transfer as some sort of punishment

for their so called non-performance or non-co-operation. The teachers and management were found not having cordial relations with the Principal. The staff appeared to be non-cooperative and suspicious of the work being carried out by the researcher.

There is one Physical education teacher appointed for P.T. and Yoga. Besides, the basic teachers training, teachers were found not having training in any other type of co-curricular activity except Scouts and Guides. Most of the teacher have indifferent attitudes towards co-curricular activities. Most of the teachers have no interest to conduct co-curricular activities. They view co-curricular activities as an extra burden on them. Though they are punctual in coming to school and taking classes, they are unwilling to take up the responsibility of organising co-curricular activities or even coming in the afternoon to conduct other activities. Many of the teachers reside more than five kilometers away from the school and are not accessible in the afternoon after school hours.

Students

The students mostly come to the Std. V from a Government primary school. The total number of students is approximately 150 students. Most of the students come from the Rural areas and from low economic backgrounds. Many of the students are first generation learners. Almost all students come from non-English speaking home background. The student enrolment has been on the decline over the last many years. Therefore, the management gives emphasis only on improving academic performance of students rather than stressing on co-curricular activities.

Most of the students have willingness to participate in co-curricular activities. Students have eagerness to come for practice even if called after school hours. The school authorities admitted that though the students are not bright academically they are willing to put in their best effort to do better. Students have over the years won prizes at the Taluka level competitions in different activities.

Parent-Teacher Association (P.T.A.)

Most parents consider their role in the P.T.A. as burdensome and feel that they are unnecessarily called to the school by the authorities. The P.T.A. is not active and does not co-operate with the school authorities. Parents were not willing to help out school authorities in conducting co-curricular activities. The P.T.A. does not take part to raise funds for the schools. The school often faces financial problems.

e. Salient Features of Both the Schools

The salient features of the two schools have been listed below:

School No. 1

- The school is situated in an urban area yet faraway from the noise of the traffic.
- The school is managed by an organisation having schools all over India.
- The Principal is transferable throughout the country. The Principal shares a good rapport with management, staff and students.
- Adequate funds are made available by the management as and when needed for conducting co-curricular activities.
- The school is well equipped to conduct many of the co-curricular activities.
- The school has a big indoor hall which helps to conduct co-curricular activities even during the monsoon season. The school has a large playground to conduct Outdoor games.
- The teachers of the school are trained in many of the co-curricular activities. They are active, sincere committed and very much interested in co-curricular activities.
- Many of the parents take interest in the co-curricular activities conducted by the school. The Parent Teacher's Association (P.T.A.) of the school is very active.
- Majority of the students come from the middle and higher socio-economic backgrounds.

- The non-teaching staff help the school in conducting co-curricular activities.
- Most of the students willingly participate in co-curricular activities even if conducted after school hours.
- The school has shown good performance at the Taluka level inter-school competitions for the last five years.

School No. 2

- The school is situated in a rural area and close to the National Highway 4A and the traffic noise is a disturbing factor.
- The school is managed by an organisation having five secondary schools in Goa.
- The financial position of the management is not very sound.
- The Principal is transferable to any of the schools run by the management. The Principal shares no cordial relationships with the management and teachers.
- Management, Principal and teachers show little interest in co-curricular activities.
- Most of the teachers are not trained in most of the co-curricular activities.
- Majority of the students belong to the lower socio-economic backgrounds.
- Though the students have willingness to take part in co-curricular activity, the teachers neither show interest nor motivate students to take part in co-curricular activities.
- The school does not have an indoor hall, but is having a small playground to conduct co-curricular activities.
- The school is not adequately equipped to conduct most of the co-curricular activities.
- Adequate funds are not made available by the management for conducting co-curricular activities.
- The performance of students at the Taluka level inter-schools competition during the last five years is not very satisfactory.

- Parents do not show much interest in co-curricular activities. They are more interested in the academic achievement of their wards. The P.T.A. is not so active.

f. Causes of the Difference Between the Two Schools

From the findings presented in the preceding pages it is clear that School No. 1 is better than School No. 2 in organising co-curricular activities because of the following reasons:

- The school is run by an experienced Management committed to the all-round development of the child.
- Funds are made available by the Management for implementation of various school activities and creation of good infrastructure facilities.
- There exists a good rapport between Management, Principal and staff which is essential for the smooth running of the institution.
- The Principal is allowed a free hand by the school Management in taking decisions for the betterment of the school.
- The school has good infrastructure facilities for co-curricular activities.
- The Principal is an efficient administrator, constantly monitoring of the performance of both teachers as well as students. He shares a good rapport with other staff members and management.
- The teachers are dedicated and committed to the betterment of the institution. Most of them stay in close proximity to the school, easily accessible for practice in co-curricular activities after school hour. They encourage students to participate in co-curricular activities. They have received training while in service in many of the co-curricular activities.
- The Physical education teachers are energetic and enthusiastic.
- The teachers willingly reteach the subject matter to those students who miss classes due to co-curricular activities practice.
- Non-teaching staff is very co-operative and extend a helping hand in conducting various co-curricular activities.

- The students mostly come from middle and upper socio-economic backgrounds. They are willing to come even after school hours for practice in various co-curricular activities.
- The P.T.A. is very active. Many parents willingly help in school activities.
- Many parents buy play materials / equipment for their wards whenever necessary.
- Many parents have positive attitude towards co-curricular activities.

g. *Socio-Emotional Adjustment, Self-Concept and Attitude Towards Co-curricular Activities of the Students Studying in School No. 1 and School No. 2*

i. Socio-Emotional Adjustment

Table 4.11.13

Difference in Socio-Emotional Adjustment Between Students of High Ranking and Low Ranking Schools

Students	Mean	SD	N	t-ratio
School No. 1	34.03	7.04	52	2.21*
School No. 2	30.75	5.92	28	

* Significant at 0.05 level

The 't' test results in Table 4.11.13 show significant difference in mean socio-emotional adjustment scores between students of School No. 1 and School No. 2. It was observed that the mean scores of High ranking school students was significantly higher than that of Low ranking school students. It shows that students studying in the schools conducting most of the co-curricular activities possess better socio-emotional adjustment compared to students studying in the schools that conducts a very few of the co-curricular activities. The overall environment of. 1 (the school that

conducts a wide variety of activities) might be one of the contributing factors for better socio-emotional adjustment of students.

ii. Self-Concept

Table 4.11.14

Difference in Self-Concept Between Students of High Ranking and Low Ranking School

Students	Mean	SD	N	t-ratio
School No. 1	181.79	19.36	52	3.89**
School No. 2	165.09	17.68	28	

** Significant at 0.01 level

Significant difference ($p < 0.01$) was found (Table 4.11.14) in mean self-concept scores between the students studying in School No. 1 and School No. 2. The mean scores of the students of School No. 1 was found to be significantly higher than the students of School No. 2. It means that the students studying in the schools conducting a wide variety of co-curricular activities have better self-concept compared to the students studying in the schools that conducts very few of the co-curricular activities.

It was also observed that the co-efficient of correlation between the extent of students' participation in co-curricular activities and self-concept was +0.36 which was found significant at 0.01 level. Significant positive correlation between the two variables indicated that higher the extent of participation in co-curricular activities by a students, higher is his /her self-concept and vice-versa. But it cannot be generalised to all cases since the correlation value is low.

From the above findings it can be inferred that conducting a variety of co-curricular activities in school and the participation of students in the same could contribute for development of better self-concept among students. The present findings are in agreement with that

of Verma and Srivastava (1988), Skip Dane (1991), Lamborn et.al. (1992), Jaowad (1996), Jaowad (1998), Srivastava and Verma (1999) and Gilman (2001).

iii. **Attitude Towards Co-curricular Activities**

Table 4.11.15

Difference in Attitude of Students Studying in High Ranking and Low Ranking Schools

Students	Mean	SD	N	t-ratio
School No. 1	100.8	12.28	52	4.81**
School No. 2	87.0	12.26	28	

** Significant at 0.01 level

The data in the Table 4.11.15 indicate that there exists significant difference ($p < 0.01$) between the attitude of students studying in School No. 1 and School No. 2. The mean score of the students studying in School No. 1 was significantly higher than those students studying in School No. 2. The findings revealed that the students of high ranking schools had developed significantly more favourable attitude towards co-curricular activities than their counterparts in low ranking schools.

From the findings it can be inferred that the students studying in a school that conducts a wide variety of co-curricular activities, develop better attitude towards co-curricular activities than the students who study in a school that does not have the same provision.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of four sections. The first section deals with a brief summary of all the previous chapters including the major findings. In the second section, the conclusions are given. Recommendations and suggestions for further research are presented in the third and fourth sections respectively.

5.1 Summary

There are no two views about the fact that 'Education' should stress on the all round development of the learners' personality to make them effective members of the ever changing society. In order to achieve these aims of education it is very important that apart from the academic subjects, a variety of other activities are properly organized in schools. Co-curricular activities are valuable media for developing proper attitudes, habits, interest and ideals among pupils. In other words, the role of co-curricular activities becomes very significant for the school curriculum in the twenty-first century.

In the post-independence period, intellectuals of our country have examined from time to time the state of education at the school level. Valuable documents like the Reports of the Secondary Education Commission (1952-53), Education Commission (1964-66) and National Policy on Education (1986) have stressed the importance of co-curricular activities in the regular school curriculum. The State Level School Complex Scheme of the Government of Goa emphasizes in its eleven point programme 'the all-round integrated development of the individual'. This integrated all-round development of the individual covers all aspects of the students' personality.

The advantages of co-curricular activities are varied and numerous. Their educative functions are so important and necessary that we cannot do away with them. Educationists are of the view that co-curricular activities have several values such as physical value, psychological value, ethical value, academic value, civic value, social value, aesthetic value, cultural value, recreational value and disciplinary value. Co-

curricular activities cater to the development of the child's entire personality and without these activities schools become a teaching shop and the teachers remain information mongers and pupils become bookworms and education narrows down to cramming.

The various types of co-curricular activities that could be conducted in secondary schools are broadly categorized into nine areas, viz; Activities for Physical Development, Activities for Literary and Academic Development, Activities for Aesthetic and Cultural Development, Activities for Leisure (Hobbies), Activities for Motor Development (Craft Activities), Excursion Activities, Activities for Civil Development, Social / Social Welfare Activities and Multi-purpose Activities (Projects).

Various Commissions and Committees on education have recommended from time to time, the need for conducting a variety of co-curricular activities in school. But the question is – whether the schools conduct co-curricular activities to the extent they are expected to? Our education system is often criticized on the grounds that there exists gaps between what it does and what it is supposed to do. In this context, it is necessary to investigate where our schools stand as far as the organization of co-curricular activities is concerned.

To the best of the knowledge of the investigator, in India though several studies (Agarkar, 1947; Johri, 1960; Rao and Patel, 1965; Pant, 1969; Almeida, 1974; Devi, 1979; Bannerjee, 1980; Gopi, 1981; Gupta, 1981; Bhagabati, 1987; Satrusalhya, 1991; Palanivelu, 1992) have so far been conducted on co-curricular activities, all these studies except that of Bhagabati (1987) and Satrusalhya (1991) were confined to only one or a few of the co-curricular activities.

All the studies conducted abroad (Schafer and Armer, 1968; Landers and Landers, 1978; Hanks, 1979; Patranella, 1987; Holland and Andre, 1987; Brown, 1988; Stevens and Peltier, 1994; Whitley and Pressey, 1995; Holloway, 2000) have found that participation in co-curricular activities lead to better academic performance of students. However, in India no such studies have been so far conducted. Therefore, the researcher thought it necessary to find out the influence of co-curricular activities on academic achievement of school students. Studies conducted by Rombokas (1995), Jaowad (1996) and Women's Sports Foundation (1989) revealed that co-curricular activities contribute

for better social adjustment among students. Lamborn et.al. (1992), Jaowad (1996) and Gilman (2001) found positive effect of co-curricular activities on self-concept of the students. In India except Jaowad (1996) no studies have so far been conducted to find out the influence of co-curricular activities on socio-emotional adjustment and self-concept of students. Hence, it was considered necessary to investigate these aspects.

To the best of the knowledge of the researcher no investigators have so far studied the various factors that influence students' participation in co-curricular activities except Lamborn et.al. (1992). The National Education Longitudinal Study (1992) and O'Brien and Rollefson (1995) who studied the effect of only one factor i.e. SES and found that higher the SES of students, higher is the participation in co-curricular activities and vice-versa. Therefore, the investigator considered it necessary to find out whether factors such as place of residence, gender of students, parents educational qualifications, family economic status, distance between home and school, encouragement by teachers and parents and attitude of students towards co-curricular activities influence students' participation in co-curricular activities.

The present study besides contributing to the expansion of knowledge in the field, would also provide valuable help to future researchers. The study would help to make the school authorities and the teachers to be aware of the various types of co-curricular activities that could be conducted in schools. The findings of the study would make the school authorities and policy planners aware about the need to create adequate facilities in schools to conduct various co-curricular activities as well as the need to train the teachers in various co-curricular activities. By knowing the factors influencing students' participation in co-curricular activities, the school authorities and teachers would be in a position to take appropriate measures to enlist students' participation in co-curricular activities. The study would reveal the influence of co-curricular activities on academic achievement of the secondary school students. Such knowledge would help the teachers, school authorities and policy planners realize the need to conduct a wide variety of co-curricular activities in our secondary schools.

The present study was conducted to find out the various co-curricular activities organised in different secondary schools in Goa, to study the difference in the number

and types of co-curricular activities conducted in different types of secondary schools, to find out the facilities available in different types of secondary schools to organize various co-curricular activities, to find the extent to which the secondary school teachers were trained to conduct various co-curricular activities, to find out the percentage of students participating in different co-curricular activities in different schools, to study the extent of students' participation in different co-curricular activities. Also the extent of students' participation in different co-curricular activities among Private unaided, Private aided and Government schools and the difference in extent of participation in co-curricular activities between Urban and Rural school students have been investigated. Further, the factors which influence extent of students' participation in various co-curricular activities, the difficulties, if any, faced by the secondary schools in Goa to conduct various co-curricular activities, the attitude of students towards co-curricular activities and the influence of co-curricular activities on academic achievement of students have been studied. The researcher also identified two schools for indepth study, one school that excels in academic achievement and conducts most of the co-curricular activities and another school that does not excel in academic achievement and conducts a very few of the co-curricular activities.

Descriptive Comparative Survey Method was followed in conducting the present study. The target population of schools for the study consisted of all the secondary schools in the State of Goa. The schools were classified into eight categories (Rural Private unaided, Urban Private unaided, Rural Private aided, Urban Private aided, Rural State Government, Urban State Government, Rural Central Government and Urban Central Government Schools). All the 355 schools were considered for the first phase of the study out of which 251 schools responded to the Checklist on Co-curricular Activities for Principals.

For the next phase of the study, 10 percent of the schools conducting most of the co-curricular activities and 10 percent of the schools conducting least number of activities were selected from each category of schools after analysing the data collected using the Checklist. All the Principals and the Physical education teachers of the 55 schools formed the invited sample. Out of 55 schools, replies were received from 53 schools.

For the third phase of the study, out of the 53 schools, 12 schools (six schools conducting most of the co-curricular activities and having relatively better facilities and six schools conducting least number of activities and having relatively poor facilities) were identified after analysing the responses of the Principals and Physical education teachers. The students studying in Class-IX in one Section / Division in each of the schools formed the invited sample of students. The data producing sample of students was 508 students. Out of 508 students, the data producing sample of students for extent of participation in co-curricular activities was only 245 students. Data were also collected by interviewing (including telephonic interview) from 12 members of School Management, 32 Principals, 50 Physical education teachers, 68 teachers, 40 students and 30 librarians.

For the detailed study only two schools, one excelling in both co-curricular activities conducted as well as in academic achievement and the other school showing poor performance in both these variables was identified. The students of Class-IX in these schools, the Managements, the Principals, the Physical education teachers, the teachers and the P.T.A. members and parents were included as the respondents / subjects of investigation.

The Data for the study were also collected from the following sources

- i. Office records (school-wise results at the Class-X final examination) of the Goa Board of Secondary and Higher Secondary Education (G.B.S.H.S.E.).
- ii. Office records (marks obtained by the students at the Class-X Preliminary Examination) of the 12 schools.

The investigator in the present study used the following data gathering tools and techniques:

- i. Checklist for Principals.
- ii. Questionnaire for Principals.
- iii. Questionnaire for Physical Education teachers.
- iv. Attitude Towards Co-curricular Activities – A Scale
- v. Questionnaire for Students

- vi. Rating Scale on Students' participation in co-curricular activities.
- vii. Self-Concept Questionnaire (SCQ) by R.K. Saraswat
- viii. Socio-Emotional Adjustment Inventory (SEAI) for School Children by Pradhan and Iyer.
- ix. Interview with members of the Schools Management, Principals, Teachers, Students and Parents.
- x. Observation.

The data were collected in seven phases in each school as mentioned below:

- Phase I: Administration of Checklists to Principals
- Phase II: Administration of Questionnaire to Principals and Physical Education Teachers
- Phase III: Administration of Attitude Scale, Questionnaire to Students and Rating Scale on Extent of Participation in Co-curricular Activities.
- Phase IV: Collection of Data from the office of the Goa Board of Secondary and Higher Secondary Education (GBSHSE)
- Phase V: Interview with Principals, members of the Management, Physical Education teachers, teachers and students, and administration of SCQ and SEAI.
- Phase VI: Collection of data about the two schools (indepth study) through interview and observation.
- Phase VII: Collection of marks from the school records.

The data were analysed using the following statistical techniques / data analysis procedures.

- Frequency and Percentage Analysis.
- Content Analysis.
- t-test
- One-way ANOVA
- Pearson Product Moment Method of Correlation (r)
- Rank Difference Method of Correlation
- Co-efficient of contingency – C
- Chi-Square Test (χ^2)

5.1.1 Major Findings

The major findings of the study are as follows:

Co-curricular Activities Conducted in Schools

1. It was found that altogether 79 various types of co-curricular activities were conducted in different schools in Goa. The percentage of schools conducting the activities varied between as low as 0.4 percent to as high as 98.8 percent. The activities that were conducted in 90 percent and above of the schools include Mass prayer / Assembly, Celebration of Days of National Importance, Drawing competitions, Outdoor games, Indoor games, Newspaper reading, Picnics, Celebration of parents day, Mass parade, Athletics and Essay competitions. The activities that were found conducted in less than ten percent of the schools include Photography, Mock parliament, N.C.C., Swimming, Activities for Environment concern, Weaving, Basket making, Dyeing, Sculpture, First-aid, Dispensary, Spinning, Soap making, Mock court and Running a school Post office. Mass prayer / Assembly found a place in almost all schools, however, Running a school Post office, was found conducted only in one school in Goa.
2. Only 1.6 percent of the schools used to conduct 70 percent and above (i.e. 55 and more out of 79) of the co-curricular activities. About 32 percent of the schools used to conduct less than 40 percent (i.e. 31 and less out of 79) of the co-curricular activities. About 55 percent of the schools reported that they conduct between 40 to 59 percent of the total number of co-curricular activities.
3. Only about one-third of the co-curricular activities (26 out of 79) were found conducted in 70 percent and above of the schools. About one half of the activities were found conducted in 49 percent of the schools and below (i.e. 40 out of 79 activities).
4. It was found that only 37.7 percent of the secondary schools had the provision for co-curricular activities periods in the school time-table.

5. It was found that majority of the secondary schools used to conduct only once or twice in a year different Literary and Academic activities like Debates and Discussions, Essay writing, Poem recitation and Extension lectures.
6. It was found that higher percentage of secondary schools used to organise activities like Craft, Drawing and Painting only once or twice in a year. Low percentage of schools used to organise such activities more than three times a year.
7. Majority of the schools never used to conduct Dance, Singing and Music classes. It was observed that the secondary schools who used to have the same mostly organise only once or twice in a week.
8. Most of the schools used to organize activities such as Newspaper reading and Prayers during the Morning assembly. Thought for the day and Singing of Patriotic songs were the activities which find a place during Morning assembly in only one-half of the Secondary schools. The other activities such as Reading of Articles, Quiz, Slokas, Story telling, Physical exercises, Skits, G.K. competition, Talks on Values, Poem recitation and Birthday wishes were found conducted in low percentage of schools.
9. About 72 percent of the secondary schools have made it compulsory for all students to take part in Mass Drill / Parade. Also about 72 percent of secondary schools used to conduct Mass Drill / Parade only once in a week.
10. It was found that the secondary schools used to conduct Yoga classes only once or twice in a week.
11. Eleven activities were found conducted on Days of National importance in the Secondary schools in Goa. Singing of Patriotic songs and delivery

of Speeches were the two activities found conducted in most of the schools, on days of National Importance. Six out of 11 activities were found conducted in very low percentage of the schools.

12. - Indoor games such as Chess and Table-tennis were found conducted in one-half of the Secondary Schools. None of the Indoor games were found conducted in more than 50 percent of the schools.
 - Only 24.5 percent of the secondary schools reported that they have made it compulsory for all students to take part in Indoor games. Only 43.4 percent of the secondary schools used to organise intra-school competitions in Indoor games.
13. - None of the Outdoor games were found conducted in all the Secondary schools. Only three games viz; Cricket, Volleball and Football were found conducted in majority of the Secondary schools. It was found that most of the Outdoor games were conducted only in few of the schools.
 - Only 47 percent of the secondary schools reported that they have made it compulsory for all students to participate in Outdoor games. Almost 70 percent of the schools conduct intra-school competitions in Outdoor games.
14. None of the Athletic events were found conducted in all the Secondary schools. Shot-put and Javelin Throw were the Athletic events found conducted in less than two-fifths of the schools.
15. Nearly one-half of the schools stated that they used to organize visits to Gram panchayat, Post office and Commercial banks. Very low percentage of schools used to take their students to visit Municipality and Court of Law.

16. Except First-aid workshop for which nearly three-fifths of the schools had the provisions, all other Social / Social welfare activities were found conducted in less than 50 percent of the schools.
17. - Fifty percent of the schools had the provision for Science club. Less than 30 percent of the schools were found having provision for Mathematics, Economic, Nature, Literary and Music Clubs.
- It was found that the secondary schools having provisions for different clubs mostly conduct club meetings once in a month for Science and Mathematics Club and more than once for Literary and Music Clubs.
18. Hobbies like Stamps collection, Coins collection and Pictures collection were found conducted in 37.7 percent, 26.4 percent and 35.8 percent of the schools respectively.
19. About 60 percent of the schools mentioned that they had no provisions for allotment of periods for Gardening in the school time-table.

Co-curricular Activities in Different Types of Schools

20. Different types of schools differed significantly in conducting 49 out of 79 co-curricular activities (i.e. 62 percent). No significant difference between different types of schools was observed in 30 out of 79 activities (38 percent). It was found that 14 percent and 13 percent of the Private aided schools and the State government schools respectively used to conduct 60 percent and more of the co-curricular activities compared to none of the Central Government and Private unaided schools conducting the same. Higher percentages of Central Government and Private unaided schools were found conducting less number of co-curricular activities as compared to Private aided and State Government schools.

21. No difference was found between the percentages of different types of schools having provisions for periods for co-curricular activities in the school time-table.
22. Higher percentage of Private unaided compared to the other three types of schools and higher percentage of Private aided than the other two types of schools used to organise Debates and Discussions more number of times in a year. The Private aided schools used to conduct more number of times the activities like Essay writing, Story writing and Poem recitation compared to the other three types of schools.
23. No difference was found between the four types of schools with regards to the number of times activities such as Craft, Painting and Drawing are conducted in a year.
24. Higher percentage of State Government schools used to conduct more number of times Dance, Singing and Music classes in a week compared to the other types of schools. The Private aided schools used to conduct more number of times Dance and Music classes compared to the Private unaided and Central Government schools.
25. Private aided schools used to conduct more number of activities compared to other three types of schools and the Private unaided schools used to conduct least number of activities compared to the other three categories of schools in the Morning assembly. Difference was observed between the percentage of different types of schools conducting each activities.
26. All the State Government schools have made it compulsory for all the students to take part in Mass Drill / Parade.
27. It was found that nearly equal percentages of Private aided, State Government and Central Government schools used to conduct Yoga classes more than once a week.

28. Private aided schools used to conduct highest number of activities on Days of National importance and the Private unaided schools had the provision for the lowest number of activities compared to the other categories of schools. The State and Central Government schools used to conduct equal number of activities on Days of National importance. There existed difference in percentage of each type of school conducting each activity.
29. - Higher percentages of the Private unaided and Central Government schools used to conduct Indoor games compared to the Private aided and State Government schools.
- Seventy-five percent of the Private unaided schools, 14.3 percent of the Private aided, 36.4 percent of the State Government schools and 33.3 percent of the Central Government schools have made it compulsory for all students to take part in Indoor games. All the Central Government schools and 48.6 percent of Private aided schools and none of the State Government schools used to conduct intra-school competitions in Indoor games.
30. - It was found that out of 12 outdoor games, the Private unaided schools used to conduct eight while the State Government and Central Government schools used to conduct seven each. The Private aided schools used to organize as many as 11 games out of 12, though the percentage of schools organizing each game varied. Difference was observed between percentage of different types of schools in organizing many of the games.
- Nearly equally higher percentages of all types of schools except the Private aided schools have made it compulsory for all the students to take part in Outdoor games. Lower percentages of Central Government schools used to conduct intra-school competitions in Outdoor games.

31. Athletics (Track and Field events) were found conducted in highest percentage of State Government schools (81.8 percent), followed by the Private aided schools (74.3 percent), Private unaided schools (50 percent) and Central Government schools (33.3 percent).
32. Compared to the other three types of schools, higher percentage of Private aided schools used to organise visits to Legislative assembly, Court of law and Commercial Banks. Higher percentage of both Private aided and State Government schools compared to the Private unaided and Central Government schools were found having provisions for visits to Gram panchayat. The Private aided schools used to take their students to visit all the six types of Civic institutions, whereas the Private unaided schools organize visit to four and the State and Central government schools used to organize visits to only three types of institutions each.
33. All the six Social welfare activities were found conducted in the Private aided schools. The Private unaided and the State Government schools used to organise five activities each, whereas the Central Government schools had the provision for only four activities. Differences were observed between the percentages of different types of school organizing each type of activity.
34. Three types of Hobbies (Stamp collection, Coins collection and Picture collection) were found conducted in the Private aided schools. Private unaided schools and the State Government schools had mentioned that they used to encourage one and two Hobbies respectively. None of the Central Government schools had the provisions for developing Hobbies among their students.
35. - There existed provisions for all the five types of Clubs (Science, Mathematics, Literary, Nature, Music) in the Private aided schools. The Private unaided and the Central Government schools had the provision for four types of Clubs. Except Science and

Mathematics Clubs, the State Government schools reported about no other Clubs in their schools.

- It was observed that some of the Private aided and the Private unaided schools used to organise Club meetings more than twice in a month compared to none of the State Government and Central Government schools doing so.

Co-curricular Activities Conducted in Urban and Rural Schools

36. Higher percentage of State and Central Government schools had allotted more than one period per week in the school time-table compared to the Private aided and unaided schools for the purpose of Gardening.
37. It was found that out of 79 co-curricular activities conducted, significant difference was found between the Urban and Rural schools only in 16 (20 percent). Significantly higher percentage of Rural schools than Urban schools used to conduct activities such as Mass Drill, Gardening, Debates, Wall Magazine, Collecting pictures, Basket making, Kitchen Gardening, Flower Gardening, Picnics, Social Service and Environmental concern, etc., whereas significantly higher percentage of Urban than Rural schools were found conducting activities like N.C.C., Tailoring, Embroidery, Hikes and Red-Cross.
38. It was reported that higher percentage of Rural than Urban schools had allotted periods for co-curricular activities in the school time-table.
39. No difference was found in respect of the number of times different Literary and Academic activities conducted between the Rural and Urban schools.
40. It was found that higher percentages of Urban schools used to conduct more number of times different activities such as Craft, Drawing and Painting compared to the Rural schools.

41. Higher percentage of Rural compared to Urban schools used to conduct Dance classes more number of times whereas higher percentage of Urban schools used to conduct Singing classes more number of times compared to Rural schools.
42. Most of the activities in the Morning assembly were found conducted in higher percentages of Urban than Rural schools. None of the activities were found conducted in higher percentage of Rural than Urban schools.
43. Equal percentages of Rural and Urban schools have made it compulsory for all students to take part in Mass Drill / Parade. Also both types of schools used to take conduct equal number of times Mass Drill / Parade in a week.
44. It was found that higher percentage of Rural than Urban schools used to conduct Yoga classes before interval. Also it was observed that higher percentage of Rural schools conduct Yoga classes more than once in a week compared to Urban schools.
45. It was observed that higher percentage of Rural schools used to conduct activities such as Drill and G.K. competitions than the Urban schools. On the other hand, higher percentage of Urban than Rural schools had the provision for seven out of the 11 activities such as singing of Patriotic songs, March past, Speeches, Skits, Folk-dances, Prabhat pheri and Games on the Days of National importance.
46. - Higher percentage of Urban schools than Rural schools used to organise Indoor games such as Chess, Table-tennis and Carrom.
- No difference was found between the percentages of Rural and Urban schools making Indoor games compulsory for all the students and in conducting intra-school competitions in Indoor games.

47. - Outdoor games like Cricket, Football, Basketball, Handball, Throwball and Croquet were found conducted in higher percentage of Urban schools compared to Rural schools. On the other hand, games like Kho-kho, Kabaddi, Volleyball, Tennekoit, Softball and Hockey were found conducted in higher percentage of Rural than Urban schools.
- Higher percentage of Rural schools compared to the Urban schools have made it compulsory for all the students to take part in Outdoor games. Also higher percentage of Rural schools compared to the Urban schools used to conduct intra-school competitions in Outdoor games.
48. No difference was observed between the percentages of Urban and Rural schools conducting various Track and Field events.
49. No difference was observed between the Urban and Rural schools so far as the organisation of visits to Municipality and Court of Law was concerned. Very higher percentages of Urban schools compared to Rural schools used to organise Visits to Civic institutions like Gram panchayat, Assembly, Post office and Commercial banks.
50. Higher percentage of Rural schools than the Urban schools were found conducting Social / Social welfare activities such as First-aid workshops, Village survey, Health survey, Growing trees and Cleaning of roads and wells. No difference was observed in activities like Plastics collection and Camps between the Urban and Rural schools.
51. Not much difference was found between the percentages of Urban and Rural schools having provisions for different kinds of Hobbies in schools.
52. - Higher percentage of Rural than Urban schools had the provision for Nature clubs. On the other hand, it was observed that higher

percentage of Urban than Rural schools had the provision for Science, Mathematics, Literary and Music Clubs.

- It was found that the Urban schools used to conduct more number of Club meetings in a month compared to the Rural schools.

53. Higher percentage of Rural schools had provisions for more than two periods for the purpose of Gardening in the school time-table compared to the Urban schools.

Availability of Equipment for Conducting Co-curricular Activities

54. Majority of the schools reported that they did not have the necessary equipment to conduct various Indoor games.
55. No equipment were found available in most of the schools for Outdoor games such as Basketball, Softball, Hockey, Handball, Throwball and Croquet.
56. Equipment such as Dumbell and Lezium used for conducting Mass drill / parade, equipment for Athletics (Track and Field events) such as Shotput, Javelin, Discus and Measuring tapes, materials / equipment for Outdoor games like Football, Volleyball, Cricket and Tennekoit, Sound system (Microphone and Loudspeakers), Elevated stage, Library facilities were found available in most of the Secondary schools in Goa.
57. Musical instruments such as Tabla and Harmonium were found available in about two-fifths of the secondary schools. Other musical instruments like Guitar, Flute, Organ and Violin were found available in very low percentage of schools.
58. It was found that, only about one-half of the schools had Indoor hall of varying sizes. Outdoor playground facilities were found available only in 68 percent of the schools.

Availability of Equipment / Materials in Different Types of Schools

59. Higher percentages of the Central Government and Private unaided schools had many of the equipment / apparatus used for Mass drill / Mass parade compared to the State Government and Private aided schools.
60. Indoor hall facilities were found existing in three-fourths of the Private unaided schools, about one-half each of the Private aided schools and State Government schools and two-thirds of the Central Government schools.
61. All Private unaided, State Government and Central Government schools were found having playgrounds of varying sizes compared to 43 percent of the Private aided schools not having the same.
62. All types of Musical instruments were found available in Private schools compared to only three and two types of instruments available in State government and Central government schools respectively.
63. Higher percentage of Private unaided schools compared to the other three categories of schools were found having the necessary play materials / equipment for different Indoor games.
64. Higher percentages of the Private unaided and Central Government schools compared to the Private aided and State Government schools were found having equipment / materials for the different Outdoor games such as Cricket, Volleyball, Basketball and Tennekoit. But the Private unaided and the Private aided schools compared to other two types of schools had equipment / materials for more number of Outdoor games.
65. Nearly equal percentages of all the four types of schools were found having provisions for Elevated stages and Sound system to conduct Morning assembly.

66. Higher percentage of Central Government schools compared to other three types of schools were found having facilities for school Garden.

Equipment / Materials in Urban and Rural Schools

67. Nearly equal percentages of schools located in both Urban and Rural areas were found having equipment such as Dumbbells, Lezium and Flags used for conducting Mass drill / parade. But higher percentage of Urban than Rural schools had Clubs, Hoops and Stick / Wands used for Mass drill.
68. Equal percentages of both Urban and Rural schools had equipment / apparatus for different Field and Track events.
69. Musical instruments such as Tabla and Harmonium were found available in higher percentage of Rural than Urban schools; whereas higher percentage of Urban than Rural schools had Musical instruments like Guitar, Flute and Organ.
70. Higher percentage of Urban schools were found having Indoor hall facilities compared to the Rural schools. But higher percentage of Rural than Urban schools had Outdoor playground.
71. Higher percentage of Urban than Rural schools had equipment / materials / apparatus for many types of Indoor and Outdoor games.
72. Nearly equal percentage of both Urban and Rural schools had elevated Stage and Sound system.
73. A very higher percentage of Urban than Rural schools were found having Display boards used for exhibiting students' work.
74. Higher percentage of Rural than Urban schools were found having school facilities for school garden.

Trained Teachers in Various Co-curricular Activities

75. There were teachers trained in Physical Education in all the Secondary schools in Goa. Most of the schools reported that they had teachers trained in Yoga and Fine Art. However, teachers trained in other activities like Singing, Guides, Scouts, Red cross, Music, School band, Embroidery and Dance, were found available in less than fifty percent of schools. Very low percentage of schools were found having teachers trained in Tailoring, Needle work, Spinning and Weaving.
76. Higher percentage of Private unaided schools compared to the other three categories of schools were found having teachers trained in Music, Singing, School band, Embroidery, Tailoring and Needle work. But higher percentage of Central government schools compared to other three types of schools had trained teachers in Fine arts, Scouts, Guides, Dance and Spinning. Compared to other categories of schools, the Private aided schools had teachers trained in all the activities though the percentage of schools having the same varied between 3 to 100 percent.
77. No difference was found between the percentages of Urban and Rural schools having teachers trained in Physical education, Scouts, Guides, Spinning and Weaving. But, higher percentage of Urban than Rural schools were found having teachers trained in Fine art, Music, Singing, Red cross, School band, Embroidery, Dance, Tailoring and Needle work.

Students' Participation in Co-curricular Activities

78. It was found that, students' participation in none of the Indoor games exceeded 15 percent. Not much difference was found between percentages of students participating in different Indoor games.
79. In none of the Outdoor game the percentage of students was found exceeding 22 percent. Higher percentage of students used to participate in Outdoor games like Volleyball, Cricket, Football, Kabaddi and Kho-kho.

Compared to other games like Softball, Hockey, Handball, Throwball and Croquet.

80. In none of the school Clubs the percentage of students' participation exceeded seven percent.
81. Less than four percent of students used to take part in Hobbies such as Stamps, Coins and Pictures collection.
82. Nearly two-fifths of Secondary schools students' used to participate in Athletics.

Percentage of Students' Participating in Different Activities in Different Types of Schools

83. It was found that the percentage of students participation in different Indoor games was higher in Private unaided and Central government schools compared to State government and Private aided schools.
84. Higher percentage of students studying in Private unaided schools used to participate in Cricket, Football, Hockey, Handball and Croquet compared to the students studying in other three types of schools. But higher percentage of students studying in Central government schools used to participate in Kabaddi, Basketball and Throwball compared to the students of other three types of schools. However, it was observed that higher percentages of students of Private aided schools compared to the other three types of schools used to take part in Outdoor games like Tennekoit and Softball.
85. Nearly equal but higher percentage of students of both State Government and Private unaided schools used to participate in Athletics compared to Private aided and Central Government schools.

86. No students studying in Private unaided and Central Government schools used to take part in any types of Hobbies such as Coin, Stamp and Picture collection.

Percentage of Students Participating in Different Activities in Urban and Rural Schools

87. In Badminton and Table Tennis higher percentage of students of Urban than Rural schools used to take part.
88. Higher percentage of students of Rural than Urban schools were found participating in Outdoor games like Kho-kho, Kabaddi and Volleyball, whereas higher percentage of students of Urban than Rural schools used to participate in Basketball and Croquet.
89. Higher percentage of students of Rural than Urban schools were found taking part in Athletics.

Extent of Students' Participation in Various Activities

90. The activities in which students' extent of participation was high include Newspaper reading, Music, Picnics, Drawing and Painting. In Kabaddi, Rangoli, Poem recitation, Cycling, Fancy dress and Kho-kho the extent of students participation was very low. In most of the activities the extent of students' participation was found low.
91. The extent of participation of students of Private unaided schools was found higher than that of both the State government and Private aided schools in activities such as Chess, Table tennis, Football, G.K. quiz, Library work, Essay competition and Poetry recitation and Carrom. In Volleyball, Basketball, Spelling bee and Scouts / Guides, the extent of participation of the Private unaided school students was found higher than the State government school students. But the extent of participation of Private aided school students was higher than that of both Private unaided and State government schools in Tennekoit, Basketball, Gardening,

Spelling bee and Scouts / Guides. It was observed that the extent of students' participation in State government school was higher in Kabaddi, Rangoli and Cycling compared to both Private aided and unaided schools. The extent of students' participation in 8 out of 17 activities of the Private aided schools was higher than that of the State government schools. However, in 12 out of 19 activities no significant difference was found in extent of participation between the different types of school students.

92. The extent of participation of the students from Urban schools was significantly higher in co-curricular activities like Table tennis, Cricket, Volleyball, Tennekoit, Basketball, Library work, Dramatics, Essay writing, Poem recitation, Scouts / Guides and Picnics than the Rural school students. On the other hand, the extent of participation in co-curricular activities such as Kabaddi, Spelling bee, Rangoli and Cycling of the students studying in Rural schools were significantly higher than the students in Urban schools.

Factors Associated with the Extent of Students' Participation in Co-curricular Activities

93. - The extent of participation of boys was found significantly higher than girls in Chess, Table tennis, Cricket, Football, General Knowledge quiz and Cycling. However, the extent of participation of girls was higher than boys in activities like Kho-kho, Gardening, Dramatics, Music, Fancy dress and Tennekoit.
- The extent of participation of Students coming from Rural areas was significantly higher than their Urban counterparts only in Kabaddi and Rangoli. But, the extent of participation of students from Urban locality was significantly higher than their Rural counterparts in 19 activities.
94. Significant and positive correlation was found between extent of students' participation in co-curricular activities and Family economic status,

Parental encouragement, Parents' educational qualifications and Attitude towards co-curricular activities. But no significant correlation was found between proximity to schools and extent of students' participation in co-curricular activities.

95. The extent of participation of students whose teachers used to acknowledge their participation / achievement in co-curricular activities, teach again when students had to miss class due to their participation in co-curricular activities, the students who had received awards / prizes was found significantly higher than the students whose teachers never used to acknowledge verbally their achievement / participation in co-curricular activities whose teachers never used to teach again when students had to miss classes due to their participation in co-curricular activities and those never received awards / prizes respectively.

Problems Faced by Schools in Conducting Co-curricular Activities

96. It was found that, the problems faced by the schools in conducting co-curricular activities include dearth of funds; lack of adequate infrastructure facilities, lack of necessary equipment; lack of interest and indifferent attitudes of school Management, Principals, teachers and parents; improper scheduling of co-curricular activities in the school timetable, shortage of trained teachers in co-curricular activities; use of leisure time for study by students due to academic pressure and lack of adequate incentives and rewards.

Attitude Towards Co-curricular Activities

97. - Eighty-four percent of the students had positive attitude towards co-curricular activities and the remaining were indifferent towards co-curricular activities.
- The mean attitude score of the entire sample of students was 99.9. The mean attitude scores of girls, students from Urban areas, and students studying in Private unaided institutions were significantly

higher than the mean scores of boys, students from Rural areas and students studying in Private aided schools as well as Government schools respectively.

Influence of Co-curricular Activities on Academic Achievement

98. - Significant positive and very high correlation ($\rho = 0.91$) was found between academic achievement of the schools (students) at Class-X Board Examination and the co-curricular activities conducted by the schools.
- Significant positive correlation ($r = 0.56$) was found between extent of participation of students in co-curricular activities and academic achievement of the same students.
- Almost all the teachers and students stated that participation in co-curricular activities indirectly contribute for better academic achievement.

Indepth Study of Two Schools

99. a. The significant features of the school which conducts most of the co-curricular activities and excels in academic performance are given below:
- The school is managed by an organisation having schools all over India and the Principal who belongs to a religious order is transferable throughout the country.
 - The school is adequately equipped to conduct many of the co-curricular activities.
 - Adequate funds are made available by the management to create infrastructural facilities for conducting co-curricular activities.
 - The Parent Teacher Association (P.T.A.) of the school is very active.

- The teachers of the school are very active, sincere and committed and very much interested in co-curricular activities.
 - There exists very cordial relationship between the Principal and teachers.
 - Majority of the students are from the middle and higher socio-economic background.
 - The non-teaching staff help the school in conducting co-curricular activities.
 - Many of the parents take interest in the co-curricular activities conducted by the school.
 - Most of the students willingly participate in co-curricular activities even when conducted after school hours.
 - The school has a big Indoor hall which helps in conducting co-curricular activities even during the rainy (monsoons) season.
- b. The significant features of the school which conducts a few of the co-curricular activities are as follows:
- The school is managed by an organisation having five schools only in Goa.
 - The P.T.A. is not so active.
 - There was no cordial relationship between the previous Principal and the Management and the Principal and the teachers.
 - Both the teachers and the Principal have no interest in co-curricular activities.
 - Majority of the students belong to a lower socio-economic background.
 - The financial position of the management is not very sound.

- The school does not have an Indoor hall, but is having a playground which is very small and insufficient to conduct many co-curricular activities.
 - The parents do not show interest in co-curricular activities. They are only concerned with the academic work of their wards.
100. - The socio-emotional adjustment scores of the students belonging to the school conducting most of the co-curricular activities (School No. 1) was found to be significantly higher than the students of the schools conducting few of the co-curricular activities (School No. 2).
- The students studying in the school conducting most of the co-curricular activities (School No. 1) had significantly higher self-concept Mean score than the students studying in the school conducting few co-curricular activities (School No. 2).
- The Mean attitude scores of students belonging to the school conducting most of the activities (School No. 1) was found to be significantly higher than the school conducting a few of the co-curricular activities (School No. 2).

5.2 Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The co-curricular activities conducted in most of the Secondary schools in Goa are very inadequate.
2. Majority of the secondary schools do not make provisions for co-curricular periods in the time-table.
3. Majority of the schools conduct different Literary and Academic activities as well as Art and Craft only once or twice in a year.

4. Majority of the schools either do not conduct classes for Dance, Singing and Music or conduct the same just once or twice in a week.
5. Most of the school conduct only a very few activities in the Morning assembly.
6. Most of the schools have made Mass Drill / Parade compulsory for all student to take part but mostly conduct the same only once in a week.
7. Most of the schools conduct Yoga classes only once or twice in a week.
8. Most of the schools do not conduct many activities on the Days of National Importance.
9. Majority of the schools do not conduct any Indoor game. Only some of the schools have made it compulsory for all students to take part in Indoor games.
10. Except Cricket, Volleyball and Football, most of the schools do not conduct other Outdoor games. Majority of the schools do not make it compulsory for all students to take part in Outdoor games.
11. Most of the schools conduct Track and Field events (Athletics) as well as take part in the school Athletics meets.
12. Most of the schools do not take their students to visit Civic Institutions.
13. Most of the Social / Social welfare activities are not conducted in most of the schools.

14. Most of the Secondary schools do not have Mathematics club, Nature club, Literary club and Music club. The schools having Clubs organise meeting mostly once or twice in a month.
15. Almost all the schools do not encourage their students to develop different Hobbies.
16. Most of the schools have no provisions for separate periods for Gardening in the school time-table.
17.
 - Types of schools makes a difference so far as the organisation of different types of co-curricular activities is concerned.
 - Private aided schools are relatively better than the other three types of schools and the State Government schools are better than the Private unaided and Central Government schools so far as organisation of different co-curricular activities is concerned.
 - Type of schools do not make much difference so far as the organisation of number of times Art and Craft activities is concerned.
 - The State Government schools are better than the other category of schools in having classes for Dance, Singing and Music.
18. As far as the organisation of various activities in the Morning assembly is concerned the Private aided schools are better than the other three types of schools. Moreover, the State government and the Central Government schools are better than the Private unaided schools.
19. So far as the number of times conducting Mass Drill / Parade in a week is concerned the Private aided schools are better than the other category of schools.

20. The Private aided, State Government and the Central Government schools organise Yoga classes more number of times compared to the Private unaided schools.
21. The Private aided schools conduct more number of activities on Days of National Importance compared to the other three types of schools. The Private unaided schools conduct least number of activities compared to other types of schools.
22. Private unaided and Central Government schools are better than the Private aided and State Government schools in organising various Indoor games, in making Indoor Games compulsory for all students and in conducting intra-school competitions in Indoor Games.
23. Private aided schools are better than the other three types of schools so far as organisation of various Outdoor games is concerned, but the types of schools does not make much difference so far as organising intra-school and inter-school competitions in Outdoor games.
24. The State Government and Private aided schools are better than the Private unaided and Central Government schools in conducting Field and Track events, but type of school does not make any difference so far as participation in inter-school Athletics meet is concerned.
25. As far as organising visits to Civic Institutions and organisations of Social / Social welfare activities are concerned, the Private aided schools are better than the other three types of schools.
26. The State government schools lag far behind the other three types of schools as far as having provisions for different school Clubs is concerned.

27. The Private unaided and the Central Government schools do not encourage their students to develop various Hobbies.
28. The State Government and Central Government schools give more importance to Gardening in the school time-table compared to the other two types of schools is concerned.
29. Rural schools are better than the Urban schools in organising many of the co-curricular activities. On the other hand, the Urban schools are better than the Rural schools in organising a few of the activities.
30. The Location of the school does not make any difference as far as the frequency of conducting different Literary and Academic activities is concerned.
31. The Urban schools conduct more number of times Art and Craft activities compared to the Rural schools.
32. The Rural schools conduct Dance classes more number of times than the Urban schools.
33. Urban schools are better than the Rural schools in conducting different activities in the Morning assembly.
34. Location of school does not make much difference so far as making Mass Drill / Parade compulsory for students is concerned.
35. Urban schools are better than the Rural schools in organising various activities in the days of National Importance.
36. The Rural schools conduct Yoga classes more number of times than the Urban schools.

37. Urban schools are better than the Rural schools so far as the organisation of different Indoor games is concerned, but the two types of schools do not differ so far as making students' participation compulsory in Indoor games and taking part in inter-school competitions is concerned.
38. Outdoor games such as Cricket, Football, Basketball, Handball and Throwball are conducted more in Urban than Rural schools. Whereas, games like Kho-kho, Kabaddi and Volleyball are conducted more in Rural schools than Urban schools. The Rural schools are better than Urban schools in making Outdoor games compulsory for all students and in taking part in inter-school competitions.
39. Field and Track Events (Athletics) are equally conducted in both Urban and Rural schools.
40. Urban schools are better than Rural schools in organising visits to Civic Institutions.
41. Rural schools are better than the Urban schools so far as organisation of Social / Social welfare activities is concerned.
42. Urban and Rural schools do not differ in having provisions for different kinds of Hobbies.
43. Compared to Rural schools the Urban schools have better provisions for School Clubs.
44. The Rural schools have better provisions for Gardening work in the school time-table compared to the Urban schools.
45. Most of the Secondary schools are poorly equipped to conduct various co-curricular activities effectively.

46. Central Government and Private unaided schools are better equipped than Private aided and State Government schools for conducting Mass drill/ parade.
47. Private unaided and the Central government schools have better Indoor hall and Outdoor playground facilities than the Private aided and State government schools.
48. The Private schools (aided and unaided) are better equipped than the State and Central government schools to train their students in Music.
49. Compared to the other three categories of schools, Private unaided schools are better equipped to conduct Indoor games.
50. The Private unaided and aided schools are better equipped compared to Government schools to conduct more number of Outdoor games.
51. All types of schools are equally equipped as far as elevated Stage and Sound system is concerned.
52. The Central government schools have better facilities for school Garden.
53. School located in Urban than Rural areas are better equipped to conduct Mass drill / parade.
54. Both Urban and Rural schools are equally equipped to conduct various Track and Field events.
55. Urban schools are better equipped (having equipment) than Rural schools for conducting different Indoor and Outdoor games.
56. Urban schools have better Indoor hall facilities, whereas the Rural schools have better Outdoor playground facilities.

57. Rural schools are better equipped with Indian Musical instruments, whereas the Urban schools are better equipped with Western Musical instruments.
58. Rural schools compared to Urban schools have better facilities for School Garden.
59. Except in Physical Education, Yoga and Fine art, most of the schools do not have teachers trained in the other co-curricular activities, such as Singing, Guides, Scouts, Red cross, Music, School band, Embroidery, Dance, Tailoring, Needle work, Spinning and Weaving.
60. Types of schools makes a difference so far as availability of trained teachers for various activities is concerned. One type of school is better than other types of schools in having trained teachers in one or the other activity.
61. Urban schools are better than the Rural schools in having teachers trained in many types of activities / works.
62. The percentage of students' participation in different Indoor and Outdoor games is very low.
63. Very negligible percentage of students take part in various school Clubs and Hobbies.
64. Students' participation in Athletics (Track and Field events) is better than any other co-curricular activity.
65. Participation of students in different Indoor games is better in Private unaided and Central Government schools compared to the Private aided and State Government schools.

66. The participation of students in one Outdoor game or the other is better in one type of school than the other type of schools. Types of schools makes a difference so far as students' participation in different Outdoor games is concerned.
67. Students participation in Athletic events in State Government and Private unaided schools is better than the Private aided and Central Government schools.
68. Private unaided and Central Government schools do not encourage students to participate in any of the Hobbies like Picture, Stamps and Coins collection.
69. Students' participation in certain Indoor games is better in Urban than Rural schools.
70. Location of the schools makes a difference so far as students participation in some of the Outdoor games is concerned.
71. Participation of Rural school students in Athletics is better than the Urban school students.
72. The extent of students' participation in most of the co-curricular activities is low.
73. The extent of participation in co-curricular activities of Private unaided school students is better than both Private aided and State Government schools and the extent of students' participation in Private aided schools is better than that of State Government schools.
74. The extent of participation of Urban school students is far better than the Rural schools students in many activities. But in few of the activities the

participation of Rural schools students is better than Urban school students.

75. Gender is a factor associated with extent of students' participation in co-curricular activities. In certain activities the extent of participation of boys is higher than girls, while in other activities the participation of girls is higher than boys.
76. Place of residence of students, economic status of the family, Parents' educational qualifications, Parental encouragement, Encouragement by teachers/ schools and Attitude towards co-curricular activities of students are the factors associated with extent of participation of students in co-curricular activities.
77. Dearth of funds; lack of interest and indifferent attitude of Management, Principals and Teachers; improper scheduling of co-curricular activities in school time-table, shortage of trained teachers in co-curricular activities, lack of adequate infrastructure and equipment / materials and lack of incentives and rewards for participation in co-curricular activities are the causes affecting proper implementation of co-curricular activities in Secondary schools in Goa.
78. The Secondary school students have positive attitude towards co-curricular activities. Girls, the students coming from Urban areas and the students studying in Private unaided schools possess higher attitude towards co-curricular activities than Boys, students coming from Rural areas and students studying in Private aided as well as Government schools respectively.
79. Participation in co-curricular activities by the students contribute for better academic achievement.

80. A school excels in academic achievement as well conducts many co-curricular activities when there exists good rapport between the Management, Principal and Staff, the Principal is allowed a free hand by the school Management in taking decisions for the betterment of the school, the school has good infrastructure facilities, the Principal is an efficient administrator monitoring the performance of both teacher as well as students, teachers are dedicated and committed to the betterment of the institution, Physical education teachers are energetic and enthusiastic, non-teaching staff extends a helping hand in conducting various co-curricular activities, students come from middle and upper socio-economic backgrounds, students are willing to come even after school hours, P.T.A. is active and parents willingly help in school activities.

5.3 Recommendations

Keeping in mind the findings of the study, the following action points have been suggested for implementation.

5.3.1 Action Needed to be Taken by the Government of Goa (Directorate of Sports & Youth Affairs, Directorate of Art & Culture and Directorate of Education)

1. The Government should work out the modalities to increase the school hours to make full day school i.e. from 9.30 a.m. to 4.00 p.m., so that adequate time will be available for conducting co-curricular activities.
2. Since most of the school teachers are not trained to conduct many of the co-curricular activities / do not have proper knowledge about various co-curricular activities, it is necessary that the State Government should conduct training programmes for the teachers to develop in them the necessary knowledge and skills in different co-curricular activities.
3. The Directorate of Sports & Youth affairs and Directorate of Art & Culture should organize ample inter-school competitions in co-curricular activities beside Sports and Games.

4. Directorate of Education should give opportunities for inter-school exchange programs for both students as well as teachers of the various schools to gain knowledge of other activities conducted by different schools and thereafter to implement these new activities in their own respective schools.
5. Physical education being a compulsory subject, the appointment of a physical education teacher is a must, however, the Government must give due importance to the subject and not only to the P.E. teacher.
6. Most of the schools do not know about the various schemes offered by the Government towards the development of Sports facilities and Cultural activities. The Government should make these schools aware of the various schemes through proper dissemination of information.
7. The scheme for giving grants of upto 20 lacs by the Directorate of Sports to non-government schools for development of playground or multipurpose Indoor halls, should be extended to all schools.
8. The grants for Rural schools for the purpose of Sports equipment and development of playgrounds provided by the Directorate of Sports should be increased substantially and the same should be extended to all schools.
9. The existing scheme for providing grants to schools towards purchase of Cultural equipment by the Directorate of Art and Culture should be extended to all the secondary schools of Goa.
10. Grants given by the Directorate of Education for different activities should be increased substantially.

5.3.2 Action Needed to be Taken by School Authorities

1. All the secondary schools should conduct as many of the 79 different types of co-curricular activities considered in the study. The schools

should ensure that activities under all the nine areas are conducted properly. The Private unaided and the Central Government schools must increase the number of co-curricular activities they conduct at present.

2. All schools should conduct activities such as Newspaper reading, Thought for the Day, singing of Patriotic songs, talks on Values and Prayers in the Morning assembly every day. The other activities considered in the study should be conducted on some of the days on a rotation basis. The Private unaided, State Government and Central Government schools should pay more attention to this aspect.
3. On all the days of National importance, all schools should organise activities such as singing of Patriotic songs, delivery of Speeches, G.K. competition/ Debates and Prabhat pheri. Other activities should be conducted on some of the days depending on the occasion concerned. The Private unaided and State Government schools need to pay more attention to this aspect.
4. Indoor games such as Badminton, Chess, Carrom and Table-tennis must be conducted by all schools. The Private aided schools need to improve their position as far as organisation of different Indoor games is concerned.
5. All the schools should conduct all the 12 outdoor games so that the students will get the scope of choosing one of their own choice. The Private unaided, Central and State Government schools need to conduct many of the Outdoor games which they do not conduct at present.
6. All the four types of schools must conduct running events, throws (Shotput, Discus, Javelin) and jumps (High and Long). The schools should ensure the maximum participation of students in these events.
7. At least once in a year the schools should organise visits to the various Civic institutions such as Gram panchayat, Municipality, Legislative

assembly, Court of law, Post office and Commercial banks. All students should take part in such visits. The State Government and Central Government schools need to do a lot in this respect.

8. The Social / Social welfare activities such as Camps, Plastic collections, Cleaning of roads, wells, etc. Growing of trees, Village survey, Health survey and First aid workshop should be conducted by all the schools. The schools located in Urban areas should grow trees and conduct Village survey besides the above activities.
9. All the schools should make provision for at least a Science club, Nature club and Music club. The schools should ensure the participation of maximum number of students in these clubs.
10. All the schools should guide their students in developing different kinds of Hobbies. It should ensure that the students should develop at least one Hobby.
11. The schools not having Indoor hall must build the same. All the Private aided schools and State Government schools should avail the scheme of the Government of Goa to build Indoor hall.
12. It is necessary on the part of all the schools to have spacious playground. The schools not having the same should try to have their own playground.
13. The schools should purchase equipment for different Indoor and Outdoor games, Track and Field events and less expensive Musical instruments. They should avail the Government grants available for this purpose. Wherever Government grants are not sufficient they should raise their own funds to buy various equipment. The school authorities should realise that without adequate and proper equipment / materials / apparatus, no activities can be conducted properly.

14. All schools should make provision for Display board facilities which are not at all inexpensive.
15. All the Rural schools should develop School Garden since space is not a constraint for schools located in Rural areas.
16. All the schools must provide training to their teachers to conduct various co-curricular activities effectively. The schools should work in collaboration with other schools, the Directorate of Education and State Institute of Education for this purpose.
17. The schools should ensure the participation of all students in some or the other activities. Since the percentage of students participating in different activities is very low the schools need to do the following to increase the participation of students in different activities.
 - Allot adequate number of periods for co-curricular activities in the time-table.
 - Orient the students about the importance of participating in different activities in schools.
 - Provide proper facilities for different activities.
 - Provide different incentives to the students for their participation in co-curricular activities.
18. The school authorities should take steps to enhance the extent of participation in different co-curricular activities. Particularly, the State Government and the Private aided schools should take steps to enhance the extent of participation in different co-curricular activities. Since the extent of participation of Rural school students in most of the activities is lower than the Urban school students, it is necessary on the part of the Rural schools to take the steps in enhancing the participation of their students in the various co-curricular activities

19. The school authorities should collect information about the home background and attitude towards co-curricular activities of the students since the same affects their participation in various co-curricular activities. Such knowledge would be useful for the school to take steps to enhance the participation of students in co-curricular activities.
20. The Private aided schools should avail the different schemes of the Government which have been introduced in recent years for the promotion of co-curricular activities in schools. The State Government schools should make maximum and proper utilisation of the Government schemes to create adequate infrastructure / facilities for conducting various co-curricular activities effectively.
21. The schools should generate adequate funds from various sources to reduce overdependence on the Government funds to create their own facilities to conduct various co-curricular activities properly.
22. The schools should strengthen the P.T.A. by organising talks, the parents should be made aware of the importance of their wards participating in co-curricular activities. The schools should motivate the parents and to enlist their co-operation in to raise funds and organising different activities in school.

5.3.3 Action Needed to be Taken by Teachers

1. Teachers should provide whole-heartedly extra academic help / coaching to those students who participate in co-curricular activities and miss classes due to their participation in co-curricular activities.
2. Teachers should ensure that all the students take part in various programmes / activities as this will give all the students opportunities to develop their talents and channelize their energies in the right direction.

3. Teachers must encourage and motivate students to participate in various co-curricular activities by verbally appreciating their participation and by giving rewards, prizes and certificates for their participation in co-curricular activities.
4. Teachers should attend seminars and workshops conducted by the Directorate of Sports / Cultural affairs / Youth affairs to update their knowledge about various co-curricular activities.
5. Teachers need to acquire the necessary knowledge and skills to conduct various activities.
6. Teachers should organise and participate in various activities with dedication.

5.3.4 Action Needed to be Taken by Parents

1. Parents should come forward to make the Parents-Teachers Association active, increase their involvement in the school programmes and take active part in fund raising activities.
2. Parents need to encourage their children to participate in co-curricular activities by buying equipment / materials, acknowledge their wards' performance verbally as well as celebrating their achievement and participation in various co-curricular activities.

5.4 Suggestions for Further Research

1. Studies may be undertaken on co-curricular activities conducted in Primary schools in Goa.
2. Co-curricular activities conducted in Higher Secondary schools in Goa may be undertaken.

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APPENDICES

APPENDIX - A

CHECKLIST ON CO-CURRICULAR ACTIVITIES FOR PRINCIPALS

Name & Address of the School: _____

Given below is a list of co-curricular activities which can be organized in the secondary schools of Goa. Kindly put a tick mark (✓) in the box provided against those activities which are conducted in your school.

I. Activities for Physical Development:

- | | | | |
|---------------------------|--------------------------|-----------------|--------------------------|
| 1. Mass Parade/Mass Drill | <input type="checkbox"/> | 6. Yogic Asanas | <input type="checkbox"/> |
| 2. Outdoor Games | <input type="checkbox"/> | 7. Athletics | <input type="checkbox"/> |
| 3. Indoor Games | <input type="checkbox"/> | 8. Bicycling | <input type="checkbox"/> |
| 4. Gardening | <input type="checkbox"/> | 9. Swimming | <input type="checkbox"/> |
| 5. N.C.C. | <input type="checkbox"/> | | |

II. Activities for Literary and Academic Development

- | | | | |
|----------------------------------|--------------------------|------------------------------|--------------------------|
| 1. Debate and discussion | <input type="checkbox"/> | 7. Symposium | <input type="checkbox"/> |
| 2. Organizing Extension Lectures | <input type="checkbox"/> | 8. Story-writing Competition | <input type="checkbox"/> |
| 3. Essay-writing Competition | <input type="checkbox"/> | 9. Newspaper Reading | <input type="checkbox"/> |
| 4. Library Work | <input type="checkbox"/> | 10. Poem Recitation | <input type="checkbox"/> |
| 5. Dramatics | <input type="checkbox"/> | 11. Organizing Literary Club | <input type="checkbox"/> |
| 6. Wall Magazine | <input type="checkbox"/> | 12. School Magazine | <input type="checkbox"/> |

III. Activities for Aesthetic and Cultural Development

- | | | | |
|---------------------------------|--------------------------|---------------------|--------------------------|
| 1. Music | <input type="checkbox"/> | 7. Folk-Songs | <input type="checkbox"/> |
| 2. Folk-Dance | <input type="checkbox"/> | 8. School Band | <input type="checkbox"/> |
| 3. Drawing/Painting/Craft | <input type="checkbox"/> | 9. Class Decoration | <input type="checkbox"/> |
| 4. Organising Exhibitions | <input type="checkbox"/> | 10. Sculpture | <input type="checkbox"/> |
| 5. Fancy Dress | <input type="checkbox"/> | 11. Flower Festival | <input type="checkbox"/> |
| 6. Preparation of Charts/Models | <input type="checkbox"/> | | |

IV. Activities for Leisure (Hobbies)

- | | | | |
|--|--------------------------|------------------------|--------------------------|
| 1. Collection of Stamps | <input type="checkbox"/> | 4. Collection of Coins | <input type="checkbox"/> |
| 2. Collection of Pictures, Stones, Match Boxes, Curious etc. | | | <input type="checkbox"/> |
| 3. Making of Albums | <input type="checkbox"/> | 5. Photography | <input type="checkbox"/> |

V. Activities for Motor Development (Craft Activities)

- | | | | |
|-----------------|--------------------------|-----------------------|--------------------------|
| 1. Spinning | <input type="checkbox"/> | 8. Toy Making | <input type="checkbox"/> |
| 2. Dyeing | <input type="checkbox"/> | 9. Soap Making | <input type="checkbox"/> |
| 3. Tailoring | <input type="checkbox"/> | 10. Basket Making | <input type="checkbox"/> |
| 4. Weaving | <input type="checkbox"/> | 11. Clay-Modelling | <input type="checkbox"/> |
| 5. Embroidery | <input type="checkbox"/> | 12. Flower Gardening | <input type="checkbox"/> |
| 6. Knitting | <input type="checkbox"/> | 13. House System | <input type="checkbox"/> |
| 7. Book-Binding | <input type="checkbox"/> | 14. Kitchen Gardening | <input type="checkbox"/> |

VI. Excursion Activities

- | | | | |
|---|--------------------------|----------|--------------------------|
| 1. Picnics | <input type="checkbox"/> | 2. Hikes | <input type="checkbox"/> |
| 3. Visits to Museum, Exhibition, Zoo, Fair etc. | | | <input type="checkbox"/> |
| 4. Trips to places of Geographical, Historical or Cultural Interest | | | <input type="checkbox"/> |
| 5. Pilgrimage to Religious Places | | | <input type="checkbox"/> |

VII. Activities for Civic Development

- | | | | |
|---|--------------------------|--------------------|--------------------------|
| 1. Visits to Civic institutions like the Gram Panchayat, Zilla Parishad, Municipality Office, Legislative Assembly, High Court etc. | | | <input type="checkbox"/> |
| 2. Celebrating social festivals like Diwali, Holi, etc. | | | <input type="checkbox"/> |
| 3. Celebrating religious festivals like Ram Navami, Janmashtami, Id, Buddha Jayanti, Mahavir Jayanti, Christmas, etc. | | | <input type="checkbox"/> |
| 4. Celebrating National days i.e., Independence Day | | | <input type="checkbox"/> |
| 5. Organising School Panchayat | <input type="checkbox"/> | 7. Mock Court | <input type="checkbox"/> |
| 6. Student's Self-Government | <input type="checkbox"/> | 8. Mock Parliament | <input type="checkbox"/> |
| 9. Celebrating school days like Prize distribution, Parent's day | | | <input type="checkbox"/> |

VIII. Social Welfare Activities

- | | | | |
|--|--------------------------|---------------------|--------------------------|
| 1. Mass Prayer/Morning Assembly | <input type="checkbox"/> | 5. Prabhat Pheri | <input type="checkbox"/> |
| 2. Scouting or Girl Guiding | <input type="checkbox"/> | 6. Cleanliness Week | <input type="checkbox"/> |
| 3. Social Service in the neighbourhood | <input type="checkbox"/> | | |
| 4. First Aid | <input type="checkbox"/> | 7. Red Cross | <input type="checkbox"/> |

IX. Multipurpose Activities (Projects)

- | | |
|--|--------------------------|
| 1. Beautifying the School | <input type="checkbox"/> |
| 2. Village survey/ City survey | <input type="checkbox"/> |
| 3. Running a dispensary in the School or in the Village | <input type="checkbox"/> |
| 4. Running a Post Office | <input type="checkbox"/> |
| 5. Running a Co-operative Bank (Sanchayika) or a Canteen | <input type="checkbox"/> |
| 6. Organising annual celebrations, etc. | <input type="checkbox"/> |
| 7. Activities concerning environment | <input type="checkbox"/> |

X. Any other activity conducted not mentioned above: (Please write below)

APPENDIX - B

QUESTIONNAIRE ON CO-CURRICULAR ACTIVITIES FOR PRINCIPALS

Name and Address of the School: _____

- Total number of students in Classes VIII, IX and X in your school _____

Given below are questions pertaining to the different types of Co-curricular Activities conducted in your school. Kindly answer the questions either by putting a tick mark (✓) in the box or by writing the answer in the space provided. If any question/item is not applicable to you kindly put an 'X' in it.

I. Activities for Literary and Academic Development

- A. 1. In the box provided, mention how many times the activity is conducted in an academic year.
- i. Debates & Discussions
- ii. Extension lectures/talks
- iii. Essay writing competitions
- iv. Library work (per week)
- v. Symposium
- vi. Story writing competitions
- vii. Poem Recitation competitions
2. Are there separate co-curricular periods allotted to train students in co-curricular activities? Yes No
3. Are different teachers allotted the responsibilities to train the students in co-curricular activities. Yes No
4. Do all the students get equal opportunities to get exposure/ training in co-curricular activities? Yes No

B. Clubs: Kindly give the necessary information about each club as follows:

Clubs	Activities carried out by the club	No. of meetings in a month	No. of students
Science Club			
Maths Club			
Eco Club/Nature Club			
Literary Club			
Music Club			
Any other Club			
(Please specify)			

II. Activities for Aesthetic and Cultural Development

1. In which of the following do you have trained teachers ?

Music Dance Singing School band Fine Art

2. How many times are each of the following activities are conducted in a month ?

i) Music _____ ii) Dance _____ iii) Singing _____

iv) Any other (please specify) _____

3. Which of the following musical instruments are taught to the students ?

i) Guitar ii) Tabla/Percussions iii) Flute

iv) Organ v) Harmonium vi) Violin

vii) Any other (Please specify) _____

4. How many times are competitions organised in an academic year ?

i) Drawing _____ ii) Painting _____

iii) Craft _____ iv) Wealth out of Waste _____

v) Any other (Please specify) _____

- Has the school ever participated in the inter-school competitions ?

Yes No

- If yes, kindly give the following information for the last five years.

Year	Name of the Items	Position Secured
1995	_____	_____
1996	_____	_____
1997	_____	_____
1998	_____	_____
1999	_____	_____

5. Mention the activities carried out in the morning assembly ?

- | | |
|------------|------------|
| i) _____ | ii) _____ |
| iii) _____ | iv) _____ |
| v) _____ | vi) _____ |
| vii) _____ | vii) _____ |

6. a) Does the school have a public address (Sound) system ?

Yes No

b) Is the sound system used for the morning assembly ?

Yes No

7. Does the school have a stage to conduct the morning assembly ?

Yes No

III. Activities for Leisure

Collection of Stamps/Coins/ Pictures/ Stones/ Match boxes etc.

1. Are the students given guidance on how to categorize different types of stamps/ Coins/ Pictures etc. ? Yes No

2. Approximately how many children are involved in each of the following:

i) Stamp collection _____

ii) Coin collection _____

iii) Picture collection _____

iv) Any other (Please specify)

IV. Activities for Motor Development

1. How many students are trained in each of the following trades ?

- i) Tailoring _____
 ii) Embroidery _____
 iii) Knitting _____
 iv) Needle work _____
 v) Spinning & weaving _____
 vi) Any other (Please specify) _____

2. In which of the following trades do you have trained teachers ?

- i) Tailoring ii) Embroidery
 iii) Knitting iv) Needle Work
 v) Spinning vi) Weaving

3. Do the students bring their own materials for these trades ?

Yes No

4. Does the school conduct an exhibition of the items ? (Mentioned in Item No. 2 above)

Yes No

V. Activities for Civic Development

1. To which of the following Civic Institutions are visits arranged by the School ?

- i) Gram Panchayat
 ii) Municipality
 iii) Legislative Assembly
 iv) Court of Law
 v) Post Office
 vi) Commercial Bank
 vii) Any Other (Please specify) _____

2. What are the different activities conducted to celebrate National Days ?
 (Separate sheet may be attached)

3. Does the School have inter-religious prayer meetings ?

Yes No

If Yes, who conducts the prayer meetings ?

VI. Social Welfare Activities

1. Does the school have:
 - i. a trained Scouts master
 - ii. Girl guide teacher
 - iii. Red Cross teacher
2. What kind of activities are conducted as part of social service in the neighbourhood ?
3. Does the School organize a workshop on First Aid for the students ?
Yes No

VII. Multipurpose Activities (Projects)

1. a. Does the School conduct Village/City surveys every year ?
Yes No
- b. Mention the type of Village/City survey is carried out by the School.
- c. Is it compulsory for all the students to participate in Village/City surveys ?
Yes No

APPENDIX - C

**QUESTIONNAIRE ON CO-CURRICULAR ACTIVITIES FOR
PHYSICAL EDUCATION TEACHERS**

Name and Address of the School: _____ Date: _____

Given below are questions pertaining to the different types of Co-curricular Activities conducted in your school (Kindly answer the questions either by putting a tick mark in the box (✓) or by writing the answer in the space provided). If any question/item is not applicable to you kindly put an 'X' on it.

I. Activities for Physical Development.

A. Mass Parade/Mass Drill

1. How many times a week it is conducted ? _____
2. Is it compulsory for all the students ? Yes No
If No, then for which classes is it compulsory ? _____
3. Does the School have a playground ? Yes No
 - a) If yes, whether within the School premises or outside the School premises
 - b) What is the size of the school playground ? _____ x _____ mts
4. Which of the following equipment do you have for drill exercises

i) Dumbbells <input type="checkbox"/>	ii) Lezium apparatus <input type="checkbox"/>
iii) Clubs <input type="checkbox"/>	iv) Wand/Sticks <input type="checkbox"/>
v) Hoops <input type="checkbox"/>	vi) Any other (Please specify) _____

B. Indoor Games

1. Kindly fill in the following table regarding Indoor games. (Additional paper may be attached if required).

Sr. No.	Name of the Indoor games	Equipment available in the school	Equipment brought by the students to play the game	Approx. No. of Students participating

2. Is it compulsory for all the students to take part in Indoor games ?
 Yes No

3. Does the school conduct intra-school indoor competitions ?
 Yes No

If yes, mention the games.

4. Does the school participate in the inter-school tournaments ?
 Yes No

If yes, kindly give the following information for the last five years.

Year	Name of the Indoor Games	Taluka/State level	Position Secured
1995	_____	_____	_____
1996	_____	_____	_____
1997	_____	_____	_____
1998	_____	_____	_____
1999	_____	_____	_____

C. Outdoor Games

1. Kindly fill in the following table regarding outdoor games. (Additional paper may be attached if required).

Sr. No.	Name of the Outdoor games	Equipment available in the school	Equipment brought by the students to play the game	Approx. No. of Students participating

2. Is it compulsory for all the students to take part in outdoor games ?
 Yes No

3. Does the school conduct intra-school outdoor competitions ?
 Yes No

If Yes, mention the games.

4. Does the School participate in the inter-school tournaments ?
 Yes No

If Yes, kindly give the following information for the last 5 years.

Year	Name of the Outdoor Games	Taluka/State level	Position Secured
1995	_____	_____	_____
1996	_____	_____	_____
1997	_____	_____	_____
1998	_____	_____	_____
1999	_____	_____	_____

D. Athletics: Track & field events

1. Kindly fill in the following table regarding Athletics.

Sr. No.	Track & Field Event	Conducted (Yes / No)	Approx. No. of Students Participating in Athletics (Total)
1.	Sprints (100 / 200 mts)	Yes <input type="checkbox"/> No <input type="checkbox"/>
2.	Middle distance – 400 / 800 mts	Yes <input type="checkbox"/> No <input type="checkbox"/>
3.	Shot-put Throw	Yes <input type="checkbox"/> No <input type="checkbox"/>
4.	Discus Throw	Yes <input type="checkbox"/> No <input type="checkbox"/>
5.	Javelin Throw	Yes <input type="checkbox"/> No <input type="checkbox"/>
6.	High Jump	Yes <input type="checkbox"/> No <input type="checkbox"/>
7.	Long Jump	Yes <input type="checkbox"/> No <input type="checkbox"/>
8.	Any other (Specify)	

2. Kindly put a tick mark (✓) in the box against the appropriate Field & Track equipment available in your school.

Sr. No.	Equipment	Yes	No
1.	Shot-put	<input type="checkbox"/>	<input type="checkbox"/>
2.	Discus	<input type="checkbox"/>	<input type="checkbox"/>
3.	Javelin	<input type="checkbox"/>	<input type="checkbox"/>
4.	High Jump	<input type="checkbox"/>	<input type="checkbox"/>
5.	Long Jump	<input type="checkbox"/>	<input type="checkbox"/>
6.	Measuring Tapes	<input type="checkbox"/>	<input type="checkbox"/>

3. Are the students encouraged to participate in track & field events ?

Yes No

4. Does the School participate in the inter-school events ?

Yes No

- If Yes, kindly give the following information for the last 5 years.

Year	Name of the Indoor Games	Taluka/State level	Position Secured
1995	_____	_____	_____
1996	_____	_____	_____
1997	_____	_____	_____
1998	_____	_____	_____
1999	_____	_____	_____

E. Gardening

1. Are the students encouraged to take part in gardening ?

Yes No

2. Which of the following types of gardening do you have?

Decorative gardening Kitchen gardening

3. In the table given below name the different plants that are grown in your school:

Flowering	Non-Flowering	Fruit-bearing	Vegetables

4. During which term is gardening taken up? Ist Term IInd Term
5. Do you have a school garden? Yes No
6. Is gardening a part of the work experience period in your school?
Yes No
7. How many periods are allotted in the timetable for gardening? _____
8. Does the school have garden taps for watering the plants?
Yes No

If No, from where does the school get water for gardening?

9. Are fertilizers/manure used for gardening? Yes No
If Yes, name the different types of fertilizers/manures used.

F. Yoga Asanas

1. Is there a trained teacher in Yoga? Yes No
2. How many times in a week is Yoga conducted? _____
Is Yoga conducted: Before Interval After Interval
3. Does the school have an Indoor hall to accommodate the students during the monsoon season? Yes No
If Yes, what is the size of the hall? _____ x _____ mts.
4. How many students can be accomodated in the hall? _____

APPENDIX - D

**STUDENTS' ATTITUDE TOWARDS CO-CURRICULAR
ACTIVITIES - A SCALE**

Your Name: _____ School: _____

Gender: _____ Class: _____ Division / Section _____

Below is a list of items, each indicating the feelings of a person towards co-curricular activities (CCA). Each statement is followed by five responses viz., SA (Strongly Agree), A (Agree), U (Undecided), and SD (Strongly Disagree). Encircle the one which describes your feeling most appropriately.

1. Co-curricular activities (CCA) makes a person disciplined. SA A U D SD
2. CCA are extra burden for the students. U SA D SD A
3. People who participate in CCA are benefited in the long run. D A U SA SD
4. Participation in CCA makes a person think with reason. SD SA A U D
5. A student who participates in CCA does not fare well at the examination. SA A U D SD
6. CCA helps in promoting co-operation among students. A SA SD D U
7. CCA helps a person to deal with life's situations successfully. U SA A D SD
8. CCA are meant only for clever students. D SA A U SD
9. CCA helps a person earn extra money. SA A U D SD
10. CCA are meant for only those students who are weak in studies. SD SA A D U
11. CCA helps build a healthy body. SA A U D SD
12. CCA helps in the all round development of a person. U SA SD D A
13. Taking part in CCA is a waste of time. D A U SA SD
14. CCA are important in the school curriculum. SA A U D SD
15. CCA helps an individual to spend leisure time productively. SD A U D SA

- | | | | | | |
|---|----|----|----|----|----|
| 16. One period a week is sufficient for CCA. | D | U | SA | A | SD |
| 17. CCA are as important as academic subjects. | U | A | SA | D | SD |
| 18. CCA encourages disunity among students. | SA | A | U | D | SD |
| 19. CCA helps an individual to get to know his/her abilities. | SD | U | SA | A | D |
| 20. CCA helps in building the character of an individual. | SA | A | U | D | SD |
| 21. CCA makes a person lazy. | SA | U | D | SD | A |
| 22. CCA are boring. | A | SD | SA | U | D |
| 23. Participation in CCA is an enjoyable experience. | U | SA | SD | A | D |
| 24. Every student benefits from CCA. | SA | A | U | D | SD |
| 25. It is better to utilize the CCA periods for doing homework. | D | U | SA | A | SD |

APPENDIX - E

QUESTIONNAIRE FOR STUDENTS

Date: _____

Dear Students,

The purpose of this questionnaire is to get some information about you. All the information provided by you will be kept confidential and used for research purposes only. Your co-operation will be appreciated. Read carefully the following instructions:

1. Write the answer in the blank space provided.
2. Kindly put a tick mark {✓} in the appropriate box for those questions having a box.
3. Kindly ask for clarifications if the question is not clear to you.

Name: _____ Class: _____ Roll No. _____

School: _____ Boy Girl

1. Name of your village/town where you have been residing during the last two years _____.
2. What is the distance between your place of residence and the school?
About 1 Km Between 1 km to 3 km More than 3 km
3. Mode of transport from home to school & back
Foot Rickshaw Bicycle Bus Car
Any other (please specify) _____
4. Educational qualification of your parents.
a) Father _____ b) Mother _____
5. Occupation of your Parents:
If in service, then mention the specific post he/she occupies
a) Father _____ b) Mother _____
If in business, then mention the specific business he/she does
a) Father _____ b) Mother _____
If in agriculture then mention which type of farmer he/she is :
Big Medium Small
a) Father _____ b) Mother _____

If other than the above, then mention the occupation of:

a) Father _____ b) Mother _____

6. Given below are the range of monthly income. Select one each for your father and mother by putting a tick (✓) in the box. (Incase parents are not with you then mention the same about your guardians)

	Father	Mother
a) Above Rs. 15,000/-	<input type="checkbox"/>	<input type="checkbox"/>
b) Between Rs. 10,000/- and Rs. 15,000/-	<input type="checkbox"/>	<input type="checkbox"/>
c) Between Rs. 7,000/- and Rs. 10,000/-	<input type="checkbox"/>	<input type="checkbox"/>
d) Between Rs. 4,000/- and Rs. 7,000/-	<input type="checkbox"/>	<input type="checkbox"/>
e) Between Rs. 1000/- and Rs. 4,000/-	<input type="checkbox"/>	<input type="checkbox"/>
f) Less than Rs. 1,000/-	<input type="checkbox"/>	<input type="checkbox"/>
g) Not at all	<input type="checkbox"/>	<input type="checkbox"/>

7. Assets (property/material wealth)

A. Given below is a list of items. Kindly select the ones which your family possesses by putting tick mark (✓).

- | | | |
|---|------------------------------|-----------------------------|
| 1. Fridge | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2. Cooking Gas | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 3. a. T.V (colour) | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| b. T.V (B/W) | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 4. Telephone | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 5. Music System | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 6. Computer | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 7. Mobile Phone | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 8. Scooter | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 9. Motorcycle | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 10. a. Four Wheeler | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| b. Mention the type/model of the four wheeler | _____ | |

- B. 1. In which of the following does your family live in.: (put a tick mark '✓')
- a. Own flat/house
- b. Rented flat/house
2. How many rooms are there in your house/flat ? _____
3. Do you have an Air-conditioner (A/C) in the house/flat ?
Yes No
4. How many servants work in your house/flat ? _____
5. Which type of land do you have ? a) Agricultural land
b) Non-agricultural land
6. What is the approximate annual income from agricultural land?
Rs. _____
7. What is the approximate monthly expenditure of your family? Rs.

8. Do your parents /guardians ask you to take part in co-curricular activities ?
Yes No
9. When you are called after school hours to practice for co-curricular Activities do your parent/guardians willingly send you for practice ?
Yes No
10. Do your parents/ guardians allow you to play with your friends during free time ?
Yes No
11. Do your parents/ guardians willingly buy material, equipment etc. which enable you to participate in co-curricular activities?
Yes No
12. Have you received any award/ prize for your participation in co-curricular activities?
Yes No
- If Yes:
- a. Do your parents/guardians verbally acknowledge this achievement ?
Yes No
- b. Do any of the teacher(s) verbally appreciate your achievement ?
Yes No

c. Do your parents/guardians celebrate your achievement?

Yes No

13. In case you miss the class because of participation in co-curricular activities does your teacher willingly explain the topic to you afterwards if required ?

Yes No

14. Do any of your teacher(s) ask you to take part in co-curricular activities ?

Yes No

APPENDIX - F

**STUDENTS' EXTENT OF PARTICIPATION IN CO-CURRICULAR
ACTIVITIES – A RATING SCALE**

Name of School: _____

Date: _____

Class: _____

Gender: Boy Girl

To what extent do you participate in each of the following co-curricular activities?

Put (✓) in the box.

	Types of Co-curricular Activities	Frequently	Occasionally	Never
1.	Badminton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Chess	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Carrom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Table Tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Cricket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Kho-Kho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Kabaddi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Volleyball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Football	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Tennekoit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Basketball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Gardening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Yoga Asanas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	G.K. Quiz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Library Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Dramatics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Newspaper Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Music (Singing/ Instruments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Folk Dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Drawing / Painting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	Fancy Dress Competitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	Collection of Stamps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	Picnics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Types of Co-curricular Activities		Frequently	Occasionally	Never
24.	Essay Writing competitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	Poem Recitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	Spelling Bee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	Scouts / Guides / Red Cross	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	Rangoli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	Cycling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Any other (Please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX - G
SELF-CONCEPT QUESTIONNAIRE (SCQ)

Name of School: _____

Date: _____

Class: _____

Gender: Boy Girl

1. Do your friends come to you for advice?

Always Usually Sometimes Usually Not Never
() () () () ()

2. What do you think about your appearance?

Very Beautiful Beautiful Satisfactory Not-Satisfactory Ugly
() () () () ()

3. How do you find your-self in doing physical work?

Very Strong Strong Average Delicate Very Delicate
() () () () ()

4. How do you find your temperament?

Always Cheerful Cheerful Normal Sometimes Unhappy
() () () ()
Always Unhappy
()

5. How do you like school studies?

Very Good Good Average Not good Not good at all
() () () () ()

6. Do you believe in religious customs and traditions?

Very much Unusually Normally Sometimes Never
() () () () ()

7. Do you participate in criticising others?

Always Mostly Generally Not usually Never
() () () () ()

8. Do you express your ideas frankly in the presence of others?

Always Mostly Generally Not usually Never
 () () () () ()

9. How do you like your complexion?

Very beautiful Beautiful Satisfactory Not-satisfactory Ugly
 () () () () ()

10. Do you think yourself one of the cheerful persons?

Always Mostly Sometimes Seldom Never
 () () () () ()

11. Do you behave abnormally also?

Always Mostly Sometimes Seldom Never
 () () () () ()

12. Do you think yourself as an experienced person?

Highly Usually Average Less experience Without any experience
 () () () () ()

13. Do you think about your teachers?

Always Mostly Normally Usually Not Never
 () () () () ()

14. Do you think yourself to be a cool-tempered person ?

Very much Usually Average Some disturbed Much disturbed
 () () () () ()

15. Are you regular in doing your homework/assignments?

Always Mostly Normally Sometimes Never
 () () () () ()

16. Do you insult others?

Never Not often Usually Mostly Always
 () () () () ()

17. Do you have difficulty in understanding something when the teacher explains in the class?
- | | | | | |
|-------|---------|-----------|-----------------------|-------------------------|
| Never | Usually | Generally | Often feel difficulty | Usually feel difficulty |
| () | () | () | () | () |
18. Do you think if you get an opportunity you can discover something new ?
- | | | | | |
|------------|---------------|----------|----------|------------|
| Definitely | Most probably | Probably | Doubtful | Not at all |
| () | () | () | () | () |
19. Do you feel irritated if somebody finds fault with your work ?
- | | | | | |
|-------|-------------|-----------|---------|--------|
| Never | Usually not | Sometimes | Usually | Always |
| () | () | () | () | () |
20. How do you find your personality?
- | | | | | |
|-----------------|------------|--------|--------------|----------------------|
| Most attractive | Attractive | Normal | Unattractive | Totally unattractive |
| () | () | () | () | () |
21. How do you like the company of others?
- | | | | | |
|-------------|-------------|--------------|----------------|------------|
| Always good | Mostly good | Usually good | Sometimes good | Never like |
| () | () | () | () | () |
22. How much are you satisfied with your weight ?
- | | | | | |
|-----------------|-----------|-------------------|------------------|-------------|
| Fully satisfied | Satisfied | Usually satisfied | Not so satisfied | Unsatisfied |
| () | () | () | () | () |
23. Do you feel irritated while you face petty difficulties ?
- | | | | | |
|-------|------------|-----------|-----------|--------|
| Never | Mostly not | Generally | Sometimes | Always |
| () | () | () | () | () |
24. Are you a coward by nature ?
- | | | | | |
|-------|------------|-----------|-----------|--------|
| Never | Mostly not | Generally | Sometimes | Always |
| () | () | () | () | () |
25. How much are you satisfied with the present position of your studies in class ?
- | | | | | |
|----------------------|--------------------|---------|-----------------------|----------------------|
| Completely satisfied | Somewhat satisfied | Average | Somewhat dissatisfied | Totally dissatisfied |
| () | () | () | () | () |

26. How do you like school examination ?
 Like very much Mostly like Generally like Seldom like Never like
 () () () () ()
27. How is your voice ?
 Very good Good Normal Not good Unsatisfactory
 () () () () ()
28. Are you curious to know the end while reading a novel or seeing a movie?
 Always Usually Normally No Not at all
 () () () () ()
29. How do you find your health?
 Very good Good Average Weak Feeble
 () () () () ()
30. How is your attendance in the class?
 Always present Usually present Average Generally present Usually absent
 () () () () ()
31. How much are you satisfied with your height?
 Fully satisfied Satisfied Normal Somewhat dissatisfied Fully dissatisfied
 () () () () ()
32. Do you try to get first position in the tests given in the class ?
 Always Usually Generally Often Not Never
 () () () () ()
33. Do you take care of the merits and demerits of a work before doing it?
 Always Usually Generally Often Not Never
 () () () () ()
34. Where do you place yourself while speaking the truth ?
 Always speak Usually speak Usually hesitate Generally Always have to
 truth truth in speaking truth speak truth resort to
 () () () () falsehood
 ()

35. Where do you place yourself in obeying public rules e.g. rules pertaining to public places like a road, a park, a railway station etc.

Always obey rules ()	Usually obey rules ()	Generally obey rules ()	Usually do not obey rules ()	Never care for rules ()
-----------------------------	------------------------------	--------------------------------	-------------------------------------	--------------------------------

36. Are you more intelligent than your colleagues/peers?

Certainly more ()	Usually ()	Generally ()	Less ()	Not at all ()
-----------------------	----------------	------------------	-------------	-------------------

37. Do you take part in organising a picnic when your classmates go for it ?

Always ()	Usually ()	Generally ()	Usually not ()	Never ()
---------------	----------------	------------------	--------------------	--------------

38. Do you solve yourself the difficulties and problems of your studies?

Always solve ()	Usually solve ()	Generally solve ()	Usually cannot solve ()	Always help to others ()
---------------------	----------------------	------------------------	--------------------------------	---------------------------------

39. How much do you attend to the artistic aspects of the photograph while seeing or making it?

Give very much attention ()	Give much attention ()	Give average attention ()	Give some attention ()	Do not give any attention ()
------------------------------------	-------------------------------	----------------------------------	-------------------------------	-------------------------------------

40. What will you do if you are doing some important work and your friends ask you to accompany them for a walk?

- Will start immediately	()
- Will go after thinking for sometime	()
- Will keep silent	()
- Will not go after thinking for sometime	()
- Will refuse at once	()

41. While taking the examination you are not able to answer some questions and a book of the same subject is lying near you, will you take help of the book?

- Will never do such thing	()
----------------------------	-----

- Do not have the courage to do inspite of will ()
 - Generally do not do this ()
 - Will use the book if get an opportunity ()
 - Will immediately use the book ()
42. If get an opportunity to drink water in the house of so called low caste persons, what will you do?
- Shall take water ()
 - Will take water after some consideration ()
 - Will care for cleanliness ()
 - Will take water but would tell nobody ()
 - Will not take water ()
43. Do you hesitate in mixing with persons of opposite sex?
- Do not hesitate at all ()
 - Sometimes hesitate ()
 - Generally do not hesitate ()
 - Usually hesitate ()
 - Always hesitate ()
44. You are standing in the bus queue for a long time when bus comes, the conductor takes some passengers and stops at your turn because there is no space in the bus, what will you do in these circumstances?
- Will wait for the next bus ()
 - Will request the conductor ()
 - Will run and try to board the bus ()
 - Will push the other passengers and try to board the bus ()
 - Will make a noise ()
45. What will you do if you come to know of immoral character of your friend?
- Will completely break the friendship ()
 - Will lessen the friendship ()
 - Will continue the friendship but will try to make him understand ()

- Will continue the friendship as it was ()
 - Will strengthen the friendship ()
46. You have to do four tasks (a) you have to call a doctor to show your sick brother (b) you have to do the preparation for going out the next day (c) you have to read novel (d) the friend is going away, you have to see him. What will you do in the first place?
- Will call the doctor to show the sick brother ()
 - Will prepare for going out ()
 - Will read novel ()
 - Will go to see the friend ()
 - Will not do any of the above mentioned work ()
47. Your friend gives you one thousand rupees to keep and when you count they are eleven hundred, what will you do?
- Will return one hundred rupees to the friend at once ()
 - Will tell the friend at once ()
 - Will return the 1100 rupees while returning them ()
 - If the friend does not come to know, will take out one hundred rupees if possible ()
 - Shall take out one hundred rupees ()
48. Do you like to do the work keeping in mind the desire of other ?
- Always do the work keeping in mind the desire of other ()
 - Usually do the work keeping in mind the desire of other ()
 - Generally do the work keeping in mind the desire of other ()
 - Sometimes do not care for the liking of other ()
 - Always do according to one's own will ()

APPENDIX - H
SOCIAL-EMOTIONAL ADJUSTMENT INVENTORY FOR
SCHOOL CHILDREN (SEAI)

Name of the School : _____

Class : _____

Div. : _____

Roll No.: _____

Gender (Boy/Girl) : _____

Dear Students,

Everyone is interested in knowing more and more about his/her personality. Are you also interested? If yes, give your response honestly and thoughtfully to all the statements given on the following pages. It will help you to obtain a better understanding of yourself.

Each statement is followed by two responses, viz: Agree & Disagree. If you agree with a statement then put a 'X' in the box given under **AGREE**. On the contrary, if you disagree with a statement then put a 'X' in the square box given under **DISAGREE**. This is to assure you all the information provided by you will be kept confidential.

There is no time limit but work as fast as you can. Give your response to all the statements.

	AGREE	DISAGREE
1. I get scared when I think about earthquakes, fire, lightning, etc.	<input type="checkbox"/>	<input type="checkbox"/>
2. I am scared of staying in a dark room alone	<input type="checkbox"/>	<input type="checkbox"/>
3. I get disturbed when there is a complaint against me	<input type="checkbox"/>	<input type="checkbox"/>
4. I remain sad often	<input type="checkbox"/>	<input type="checkbox"/>
5. Sometimes I get such thoughts in my mind due to which I cannot sleep	<input type="checkbox"/>	<input type="checkbox"/>
6. I get disturbed easily	<input type="checkbox"/>	<input type="checkbox"/>
7. Sometimes I do things against my wishes under other's influence	<input type="checkbox"/>	<input type="checkbox"/>
8. Sometimes I feel lonely even in a group	<input type="checkbox"/>	<input type="checkbox"/>
9. I become tearful very easily	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | |
|-----|---|--------------------------|--------------------------|
| 10. | Sometimes unnecessary thought come to my mind and I get upset about the same | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | I get depressed if I score low marks in an examination | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | I get excited often | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | I loose my courage easily | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | I feel shy easily | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | I get angry easily | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | I get anxious about possible dangers | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. | Sometimes I feel sad and sometimes happy even without any reason | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. | Sometimes I feel upset without any reason | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. | I feel jealous of people who look happy | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. | I get angry when I am not provided wth the thing I want | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. | I cannot tolerate it if anybody criticises me | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. | Sometimes I do feel that people around me are spying on me | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. | I feel shy to talk to strangers | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. | I often get worried | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. | I often get into argument with people | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. | I often live in a world of my imagination | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. | I feel afraid when people quarrel among themselves | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. | I often feel just miserable | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. | I day dream frequently | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. | I feel very upset when things go wrong for no fault of mine | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. | Sometimes I have the difficulty in getting to sleep even when there are no noises to disturb me | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. | I get disturbed when someone criticizes me | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. | I get frightened when I have to see a doctor about some illness | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. | I cannot speak in front of my class (class-mates) | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. | I like to see people fighting among themselves | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. | I feel uncomfortable while talking in a group | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | |
|-----|--|--------------------------|--------------------------|
| 37. | I hesitate to give an answer in the class inspite of knowing the same | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. | I get nervous if a teacher suddenly calls me | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. | I would hesitate to enter a room when some people are talking | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. | I do not like to become the leader of a group | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. | I do not take interest in attending social functions | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. | I would feel comfortable to talk to a person newly introduced to me | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. | I would never like to introduce people in social functions | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. | I would not enjoy participating in the school plays | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. | I never deliver speech in the school assembly if asked to do so | <input type="checkbox"/> | <input type="checkbox"/> |
| 46. | I find it difficult to speak in public | <input type="checkbox"/> | <input type="checkbox"/> |
| 47. | I feel embarrassed when I have to enter the school assembly after everyone else is assembled | <input type="checkbox"/> | <input type="checkbox"/> |
| 48. | I hesitate to participate in group activities | <input type="checkbox"/> | <input type="checkbox"/> |
| 49. | I cannot talk to a stranger | <input type="checkbox"/> | <input type="checkbox"/> |
| 50. | I would feel proud of myself when I talk in the class on any topic | <input type="checkbox"/> | <input type="checkbox"/> |
| 51. | I would not like to undertake social work | <input type="checkbox"/> | <input type="checkbox"/> |
| 52. | I prefer making friends with a selected few rather than with many people | <input type="checkbox"/> | <input type="checkbox"/> |
| 53. | I make friendship hurriedly without studying the person | <input type="checkbox"/> | <input type="checkbox"/> |
| 54. | I avoid talking to people known to me infront of others | <input type="checkbox"/> | <input type="checkbox"/> |
| 55. | I avoid taking active part in community festivals | <input type="checkbox"/> | <input type="checkbox"/> |
| 56. | I never take the lead in social functions | <input type="checkbox"/> | <input type="checkbox"/> |
| 57. | I hesitate to talk to people in public places | <input type="checkbox"/> | <input type="checkbox"/> |
| 58. | I feel hesitant to mix with others though I have the desire to do so | <input type="checkbox"/> | <input type="checkbox"/> |
| 59. | Others do not like me to mix with them | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | |
|-----|--|--------------------------|--------------------------|
| 60. | I feel nervous when I have to speak out before the class | <input type="checkbox"/> | <input type="checkbox"/> |
| 61. | I find it difficult to make friendly contacts with the members of opposite sex | <input type="checkbox"/> | <input type="checkbox"/> |
| 62. | If I come late to a meeting I would prefer a back seat or leave the place than taking a front seat | <input type="checkbox"/> | <input type="checkbox"/> |
| 63. | I would feel embarrassed if I have to ask for permission to leave a group of people | <input type="checkbox"/> | <input type="checkbox"/> |
| 64. | I hesitate to volunteer in a class recitation activities | <input type="checkbox"/> | <input type="checkbox"/> |
| 65. | I find it difficult to talk to strangers | <input type="checkbox"/> | <input type="checkbox"/> |

APPENDIX I

INTERVIEW GUIDE FOR DIFFERENT CATEGORIES OF RESPONDENTS

Since the interview conducted with different categories of respondents was informal conversational, no questions were prepared in advance. Instead only certain points were prepared in advance. Questions were prepared on the spot depending upon the situation and responses of the respondents.

a. *Members of School Management*

- Knowledge about the co-curricular activities conducted in schools.
- Co-operation given to Principals and Teachers to conduct co-curricular activities.
- Difficulties faced in conducting co-curricular activities in school.
- Financial position of the Management.

b. *Principal*

- Knowledge about co-curricular activities.
- Interest in co-curricular activities.
- Co-operation of the Management for organising co-curricular activities.
- Co-operation of parents in conducting / organising co-curricular activities.
- Co-operation of the teachers for conducting / organising co-curricular activities.
- Difficulties faced in conducting / organising co-curricular activities.
- Interest of students in co-curricular activities.
- Reasons for low participation of students in co-curricular activities.
- Reasons for not conducting many activities (wherever applicable).
- Place of co-curricular activities in school time-table.
- Activities in the Morning assembly and on days of National importance.
- School clubs.
- Utilisation of various Government schemes.
- Facilities / equipment / materials.

- Influence of students' participation in co-curricular activities on Academic achievement.

c. *Teachers*

- Reasons for not conducting / organising more co-curricular activities in the school.
- Interest in co-curricular activities.
- Activities conducted during the monsoon season / Ist Term.
- Few students participation in most of the co-curricular activities.
- Activities in the Morning assembly and on days of National importance.
- Interest taken by the Principal.
- Co-operation of Management, Principal and P.T.A.
- Programmes of shorter duration on days of National importance.
- Difficulties involved in conducting different types of co-curricular activities.
- Steps / measures taken to motivate students to participate in various co-curricular activities.
- Students interest and attitude.
- Time spent during free periods.
- Playgrounds, indoor hall, materials and equipment.
- Effect of students' participation in co-curricular activities on the Academic Achievement.

d. *Physical Education Teachers*

- Facilities for Track and Field events.
- Interest of students in Games and Sports etc.
- Co-operation of the Principal and Teachers.
- Participation of students in different Games and Sports.

e. *Librarian*

- Availability of books.
- Space in the Library.
- Utilisation of the Library by students.

f. Students

- Encouragement by Teachers / Schools.
- Encouragement by Parents / Family.
- Reasons for non-participation / low participation in co-curricular activities.
- Difficulties faced in participation in co-curricular activities.
- Interference of participation in co-curricular activities on Academic Achievement.

APPENDIX J

INTERVIEW GUIDE FOR DIFFERENT CATEGORIES OF RESPONDENTS OF THE TWO SCHOOLS

Since the interview conducted with different categories of respondents was informal conversational, no questions were prepared in advance. Instead only certain points were prepared in advance. Questions were prepared on the spot depending upon the situation and responses of the respondents.

a. *Members of the School Management*

- Knowledge of co-curricular activities.
- Importance given to co-curricular activities.
- Financial position of the school.
- Management, Principals relationship.
- About the co-operation of Principals and Teachers.

b. *Principals*

- Knowledge of co-curricular activities.
- Importance given to co-curricular activities.
- Financial position of the school.
- Relationship between Management, Principals and Teachers.
- Involvement / co-operation of parents.
- Background of students.
- Interest and Attitude of students.
- Students participation in co-curricular activities.
- Facilities for co-curricular activities.
- Problems, if any, found in conducting different co-curricular activities.

c. *Teachers*

- Principal and Teacher's relationship.
- Involvement/ co-operation of Principal in co-curricular activities.
- Background of students.
- Interest and Attitude of students.

- Participation of students in co-curricular activities.
- Facilities for co-curricular activities.
- Problems / difficulties in organising co-curricular activities.

d. Parents

- Knowledge of co-curricular activities.
- Importance given to co-curricular activities
- Interest and attitude about the school.
- Facilities available.
- Encouragement to their wards.
- Role of P.T.A.

e. Students

- Facilities for co-curricular activities in school.
- Encouragement by Teachers and Parents for participation in co-curricular activities.
- Problems / difficulties faced in participating in co-curricular activities.
- Importance given to co-curricular activities.

APPENDIX K

OBSERVATION GUIDE

The following aspects were considered for observation.

1. Location of the School
2. School Building (Planning and Maintenance)
 - Principals Cabin (location and size)
 - Office (location and size)
 - Staff-room (size and maintenance)
 - Classrooms (size, ventilation and lighting)
 - Toilets (number, maintenance)
 - Laboratory (size, equipment and apparatus)
 - Intercom facility (speakers, amplifier and mikes)
 - Instructional material (quantity, quality and maintenance)
 - Indoor hall (size, ventilation, lighting maintenance)
 - Playgrounds (size and maintenance)
3. Principal – Teachers – Students interaction.
4. Availability of Equipment for various co-curricular activities, maintenance and storage facility of the same.
5. Students' participation in co-curricular activities.
6. Role / Interest / Enthusiasm of Principal, Teachers and non-teaching staff in organising various academic and co-academic activities.

