

COMPARISON OF CO-CURRICULAR ACTIVITIES BEING FOLLOWED IN URBAN GOVERNMENT AND NON-GOVERNMENT SECONDARY SCHOOLS OF LUDHIANA

Ms. ANJU SONI*
Dr. SHANGARA SINGH SRA**

ABSTRACT

The present study was conducted to compare the co curricular activities being followed in urban government and non government schools of Ludhiana. A sample of 100 schools comprising 50 each government and non government schools were randomly selected from the list procured from the district education office of Ludhiana. A self designed tool was used for the collection of data pertaining to different co curricular activities being followed in these selected schools. The findings revealed significant difference between government and non government schools in respect of organization of literary activities – symposium, wall magazine, library work, puzzle, mental aptitude test, subject wise club and extempore speech; aesthetic and cultural activities – sculpture, exhibition, fancy dress, school band and variety show. Similarly, significant difference has been observed in some other co curricular activities.

Key Words: *Government schools, non government schools, co curricular activities*

INTRODUCTION

Education is the foundation stone of every nation's intellectual power that shapes its power profile. Being an integral part of human life, it is the touch stone of the civilization and culture. It is as old as human existence and continues to function as a beacon light to the civilization. It is through education that man develops his thinking and reasoning, problem solving and creativity, intelligence and aptitude, sentiments and skills, values and attitudes. Education discovers, stimulates, develops, widens and capitalizes human curiosities and potentialities. According to Swami Vivekananda, *we need that education by which character is formed, strength of mind is increased, the*

* Lecturer, GGSSS, Ludhiana ** Principal, Om Parkash Memorial Institute of Education, Dayalpur, Kaputhala

intellect is expanded and by which one can stand on one's feet and result in manifestation of the perfection already in men. (Kaur and Verma, 2009)

Aim of education is intellectual, physical, mental, ethical, social, aesthetic, emotional and cultural development. The curricular and co-curricular activities are necessary, both as a media of self-expression of the individual, and as an agency of personality growth. It is not possible to 'draw out the best in the child and the man, body, mind and spirit, unless the opportunities for drawing out are there. Moreover the urge for self activity in the child himself is so great that no sound educational system can afford to exclude these activities from its purview.

The school curriculum is supposed as the totality of learning experience that the school provides for the pupils through all the manifold activities in the school or outside, that are carried on under its supervision. There are, however certain activities such as hobbies of different kinds, debates, dramas which have more of the quality of play than of work and which give greater opportunities for creative self expression.

Co-curricular activities are now considered to be the intrinsic part of the educational endeavor in a school. Till lately these were called extra-curricular activities but now these have been recognized a part of regular curricula for the complete education of the child and hence these are now considered as co-curricular. In fact, curricular and co-curricular activities are now considered complementary to each other, both deserving equal weightage and emphasis in the total program of the school. (Safaya & Shaida, 1964)

The attitude towards co-curricular activities has been changing during the last a few decades. Once called extra-curricular, these activities are now called co-curricular. These now form an essential part of the curriculum.

Sinha (1981) studied the impact of physical education in the development of leadership qualities and academic pursuit among school students. It was remarked that training of NCC, NFC, sports and games did not interfere with the academic achievement among school students.

Jain (1984) conducted a study of the development of interests among the school students of Delhi in relation to certain variables. It was observed that the opportunities to appreciate art, poetry, music, dance, painting, drama, etc. were far more widely available to urban boys than to rural boys.

Vasantha (1985) in an analysis of music education with its implication for improved music education in India reported that the materials for different components like listening, singing reading, creativity, rhythm and movement, and voice culture were all carefully planned and presented to children for their practice, experience and discovering those phases to which they respond most readily and which might become their own happiest self-expression.

Bhagabati (1987) conducted a study to find out the co-curricular activities organized in the secondary schools of Assam, and its relevance on physical, social, emotional aspects of adolescent girls and boys. It was found that the prevailing conditions of co-curricular activities in secondary schools of Assam were very disappointing. The existing number of co-curricular activities in secondary schools was not sufficient.

Vora (1990) in a study on leisure activities in urban secondary schools from four zones of Bombay found that few respondents (26% of the total sample) followed an activity / activities regularly in a planned and organized fashion. The regularity in pursuing activities was more on the part of female respondents than male respondents. Forty-seven schools of the sample offered a variety of leisure time activities - the sports, games and athletics, swimming, drawing, painting, handicraft and hobby classes, photography, library, visits to zoo and museum, nature clubs, language appreciation classes, debates, entertainments, music dancing and drama, scouting, girl guides, social service, elocution, flower making, fancy cooking, etc.

Kaur and Kohli (1993) studied the effectiveness of guidance programs and practices in higher secondary schools of Punjab. It was found that lack of administrative and financial support in forty schools having guidance services in Punjab and lack of awareness of these services on the part of students and parents.

The review of related literature shows that a few studies have been conducted to assess the individual co curricular activities being held at schools like health and physical education program, leisure time and social welfare activities etc. Different authors have also studied the importance of individual co-curricular activities in relation to academic achievement.

Some studies were carried out in private schools where as some were confined to government schools only. However no attempt has been made to assess

and compare the co-curricular activities being followed in urban government and non-government secondary schools.

On the basis of the above discussion and keeping in view the values of co-curricular activities for children, schools, parents and communities as a whole, the present study has been undertaken by the investigator to study the different types of co-curricular activities being followed in urban government and non-government secondary schools and then to compare these carried out activities in government and non-government secondary schools in the urban area of Ludhiana district in the state of Punjab.

HYPOTHESIS

There is no significant difference between government and non-government secondary schools with respect to co-curricular activities in the urban area of Ludhiana district.

METHODOLOGY

The present study was carried out in Ludhiana district. All government and non-government secondary schools of Ludhiana district were identified from the list which was procured from District Education Office, Ludhiana. A sample of 100 schools comprising 50 government and 50 non-government secondary schools from urban area of Ludhiana district was taken. The schools were randomly selected from the list taken from District Education Office, Ludhiana. To collect data pertaining to co-curricular activities being followed in the selected schools, the investigator prepared a questionnaire herself. The validation of the proforma was done by consulting the experts in the field of education. On the basis of the judgment, opinion and suggestions of the experts, the proforma was finalized. Co-curricular activities viz. literary activities, aesthetic and cultural activities, activities of leisure, craft activities, excursion activities, civic development activities, social welfare activities were included in the proforma. The investigator contacted the head of the school and relevant information was collected on this self-designed questionnaire. The data collected in respect of different co-curricular activities were tabulated and analyzed by using various statistical techniques. Chi square test was used to compare the two groups.

ANALYSIS AND INTERPRETATION

The results pertaining to the hypothesis with the application of Chi Square test are presented as under:

The different literary activities being followed in the urban government and non government schools are presented in Table 1. Debate was being conducted in 76% government and 90% non government schools, the difference being non significant ($p=0.110$). It was seen that 28% of the non government schools were organizing symposium, however none of the government school was found to organize it. Story writing and news paper reading as an activity was being practiced in all the government and non government schools. Recitation was being performed in 78% government and 82% non government schools ($p=0.617$), dramatics in 32% government and 48% non government schools ($p=0.102$), the difference between government and non government schools in both of these activities was observed to be non significant. The literary activity of wall magazine was observed in 32% non government schools as compared to only 8% government schools, the difference being statistically significant ($p=0.006$). Declamation was being held in 90% government and 98% of non government schools, the difference being statistically non significant ($p=0.206$). It was found that students were doing work in library in significantly more ($p=0.000$) non government schools (88%) as compare to government schools (56%). All government and non government schools were conducting essay writing activity. Quiz activity was being conducted in 80% government schools as compared to 86% of non government schools, the difference being non significant ($p=0.424$). Puzzle event was being conducted in 26% and 56% of the government and non government schools, the difference was observed to be significant ($p=0.002$).

Mental aptitude test and subject wise clubs were being more there in non government schools than government schools, the difference between the government and non government schools in relation to these two activities were observed to be statistically highly significant ($p=0.000$). Extempore speech was found to be conducted in 8% government schools and 28% non government schools with significant difference ($p=0.019$).

Table 1

Comparison of literary activities being followed in government and non government schools of urban area

S No	Literary activities	Type of school		Chi square value	P value
		Govt (n=50)	Non govt (n=50)		
I	Debates	38(76.0)	45(90.0)	2.551	0.110 ^{NS}
li	Symposium	00(00.0)	14(28.0)	14.037	0.000*
lii	Story writing	50(100.0)	50(100.0)	0.000	1.000 ^{NS}
lv	News paper reading	50(100.0)	50(100.0)	0.000	1.000 ^{NS}
V	Recitation	39(78.0)	41(82.0)	0.250	0.617 ^{NS}
Vi	Dramatics	16(32.0)	24(48.0)	2.667	0.102 ^{NS}
Vii	Wall magazine	04(08.0)	16(32.0)	7.562	0.006*
Viii	Declamation	45(90.0)	49(98.0)	1.596	0.206 ^{NS}
Ix	Library work	28(56.0)	44(88.0)	12.698	0.000*
X	Essay writing	50(100.0)	50(100.0)	0.000	1.000 ^{NS}
Xi	Quiz	40(80.0)	43(86.0)	0.638	0.424 ^{NS}
Xii	Puzzle	13(26.0)	28(56.0)	9.301	0.002*
Xiii	Mental aptitude test	10(20.0)	27(54.0)	12.398	0.000*
Xiv	Subject wise clubs	02(04.0)	21(42.0)	18.295	0.000*
Xv	Extempore speech	04(08.0)	14(28.0)	5.488	0.019*

Figures in parentheses indicate percentage

** Significant NS- Non significant*

Table 2

Comparison of aesthetic and cultural activities being followed in government and non government schools of urban area

S No	Aesthetic and Cultural activities	Type of school		Chi square value	P value
		Govt (n=50)	Non govt (n=50)		
I	Dancing	50(100.0)	50(100.0)	0.000	1.000 NS
li	Music	49(98.0)	50(100.0)	1.010	0.315 NS
lii	Drawing and Painting	50(100.0)	50(100.0)	0.000	1.000 NS
lv	Preparation of Charts	49(98.0)	50(100.0)	1.010	0.315 NS
V	Preparation of Models	45(90.0)	49(98.0)	1.596	0.206NS
Vi	Sculpture	05(10.0)	18(36.0)	8.131	0.004*
Vii	Exhibition	27(54.0)	45(90.0)	14.335	0.000*
Viii	Fancy dress	33(66.0)	50(100.0)	18.143	0.000*
ix	School band	06(12.0)	37(74.0)	39.208	0.000*
X	Variety show	23(46.0)	39(78.0)	10.886	0.001*
Xi	Interior decoration	41(82.0)	45(90.0)	0.748	0.387NS
Xii	Folk songs	50(100.0)	50(100.0)	0.000	1.000 NS
Xiii	Flower arrangement	42(84.0)	48(96.0)	2.778	0.096NS
Xiv	Mehandi	32(69.6)+	25(59.5)**	0.970	0.325NS
Xv	Rangoli	34(68.0)	41(82.0)	2.613	0.106NS

Figures in parentheses indicate percentage

* Significant NS- Non significant + n=46 ++n=42

Table 2 depicts the different aesthetic and cultural activities being conducted in government and non government schools of urban area. The activities of dance, folk song, drawing and painting were being carried out in all government and non government schools. Preparation of charts by students was found in 98% of government schools and in all non government schools. Preparation of models was being practiced in 90% government and 98% non government schools with no significant difference ($p=0.206$). Sculpture making was there in only five government (10%) and eighteen non government schools (36%), the difference was observed to be non significant ($p=0.004$). Exhibition was being organized in significantly more ($p=0.000$) number of non government schools (90%) than the government schools (54%). Fancy dress activity was being conducted in 66% government schools where as 100% non government schools were found to conduct this event. School band was there in significantly more ($p=0.000$) number of non government schools (74%) as compared to government schools (12%). The activity of variety show was being conducted in 46% government school and 78% non government schools, the difference being statistically highly significant ($p=0.001$). The students were performing interior decoration in 82% government and 90% non government schools ($p=0.387$), flower arrangement in 84% government schools and 96% non government schools ($p=0.096$) the difference being not significant. Out of 46 government schools where girl students were studying, thirty two government schools (69.6%) were performing mehendi as an activity whereas out of 42 non government schools where girl students were studying, twenty five non government schools (32%) were conducting the mehendi activity ($p=0.325$), rangoli as an activity was being conducted in 68% of the government and 82% non government schools ($p=0.106$) the difference being non significant.

Table 3 shows the activities of leisure (hobbies) being carried out in the government and non government schools. Significantly higher ($p=0.000$) number of non government schools (46%) were performing stamp collection activity as compare to government schools (12%). Album making was more prevalent in non government schools (72%) than in government schools (48%) ($p=0.014$), collection of coins by students in 38% non government schools than 12% government schools ($p=0.003$), the difference was found to be significant in both the cases. Collection of pictures ($p=0.356$), collection of leaves and

flowers ($p=0.124$), collection of stones ($p=0.234$) and seed collection activity ($p=0.074$) was more common in non government schools than government schools, however, the difference for all these collection activities was observed to be non significant.

Collection of currency ($p=0.011$) was found in non government schools (36%) and government schools (14%) and photography ($p=0.001$) in 84% non government schools and 54% government schools, the difference being significant in both cases.

Table 3

Comparison of activities of leisure being followed in government and non government schools of urban area

S No	Activities of Leisure	Type of school		Chi square value	P value
		Govt (n=50)	Non govt (n=50)		
I	Stamp collection	06(12.0)	23(46.0)	14.036	0.000*
li	Album making	24(48.0)	36(72.0)	6.000	0.014*
lii	Collection of coins	06(12.0)	19(38.0)	9.013	0.003*
Iv	Collection of pictures	42(84.0)	46(92.0)	0.852	0.356 ^{NS}
V	Collection of leaves	41(82.0)	47(94.0)	2.367	0.124 ^{NS}
Vi	Collection of flowers	41(82.0)	47(94.0)	2.367	0.124 ^{NS}
Vii	Collection of stones	04(08.0)	09(18.0)	1.415	0.234 ^{NS}
Viii	Collection of currency	07(14.0)	18(36.0)	6.453	0.011*
Ix	Seed collection	40(80.0)	47(94.0)	3.183	0.074 ^{NS}
X	Photography	27(54.0)	42(84.0)	10.519	0.001*

Figures in parentheses indicate percentage

** Significant NS- Non significant*

The different craft activities being carried out in government and non government schools are depicted in Table 4. Spinning activity was found to be performed in two government and non government schools (4%) each. Dyeing activity was being carried out in 40% non government and 26% government schools ($p=0.137$), weaving in 12% government and 8% non government schools ($p=0.738$) the difference was found to be non significant in both cases.

Table 4

Comparison of craft activities in government and non government schools of urban area

S No	Craft activities	Type of school		Chi square value	P value
		Govt (n=50)	Non govt (n=50)		
I	Spinning	02(04.0)	02(04.0)	0.000	1.000 ^{NS}
li	Dyeing	13(26.0)	20(40.0)	2.216	0.137 ^{NS}
lii	Weaving	06(12.0)	04(08.0)	0.111	0.738 ^{NS}
lv	Tailoring	18(36.0)	28(56.0)	4.026	0.045*
V	Embroidery	30(60.0)	30(60.0)	0.000	1.000 ^{NS}
Vi	Soap making	20(40.0)	26(52.0)	1.449	0.229 ^{NS}
Vii	Kitchen gardening	32(64.0)	37(74.0)	1.169	0.280 ^{NS}
Viii	Toy making	22(44.0)	32(64.0)	4.026	0.045*
Ix	Book binding	34(68.0)	36(72.0)	0.190	0.662 ^{NS}
X	Clay modeling	28(56.0)	48(96.0)	19.792	0.000*
Xi	Greeting card making	42(84.0)	46(92.0)	0.852	0.356 ^{NS}
Xii	Leather work	02(04.0)	09(18.0)	3.677	0.055*
Xiii	Candle making	14(28.0)	29(58.0)	9.180	0.002*
Xiv	Basket making	11(22.0)	23(46.0)	6.417	0.011*
Xv	Flower making	39(78.0)	49(98.0)	7.670	0.006*
Xvi	Envelop making	38(76.0)	44(88.0)	2.439	0.118 ^{NS}

Figures in parentheses indicate percentage

* Significant NS- Non significant

The activity of tailoring was seen in 56% non government schools as compared to 36% government schools, the difference was found to be significant ($p=0.045$). It was observed that craft activity of embroidery was being done by the students of thirty government and non government schools (60%) each. Soap making activity was being carried out in 52% non government and 40% government schools ($p=0.229$), kitchen gardening in 74% non government as compared to 64% government schools ($p=0.280$), the difference in both cases was found to be non significant. Toy making was significantly ($p=0.045$) more prevalent in non government schools (64%) than the government schools (44%). Book binding activity was seen in 72% non government schools as compared to 68% government schools with no significant difference ($p=0.663$). A highly significant ($p=0.000$) difference was observed between government and non government schools with respect of clay modeling activity, 56% and 96% of the government and non government schools respectively were performing the clay modeling activity.

Greeting card making was seen in 84% government and 92% non government schools, the difference being non significant ($p=0.356$). Leather work activity was observed in 18% non government schools as compared to 4% government schools with no significant difference ($p=0.055$). Candle making activity was observed in 58% non government schools as compared to 28% government schools ($p=0.002$), basket making in 46% of non government schools as compared to 22% government schools ($p=0.011$) and flower making in 98% non government as compared to 78% government schools ($p=0.006$), the difference in all these three cases was found to be significant. Envelop making was observed in 88% non government and 76% government schools, the difference being non significant ($p=0.118$).

Table 5 shows the different excursion activities being carried out in government and non government schools. Visit to historical places was found in 88% non government schools as compared to 60% government schools ($p=0.001$), geographical places by 62% non government schools than 34% government schools ($p=0.005$), scientific places by 98% non

government schools as compared to 84% government schools ($p=0.036$), industrial places by 72% non government schools in comparison to 52% government schools ($p=0.039$), zoo by 40% non government and 20% government schools ($p=0.029$), exhibitions by 90% and 70% non government and government schools, respectively ($p=0.024$), places of cultural interest by 62% non government and 30% government schools ($p=0.001$), civic institutions by 28% non government and only two (4%) government schools ($p=0.003$). The difference between government and non government schools with respect to the above cited four excursion activities was observed to be statistically significant.

Table 5

Comparison of excursion activities being followed in government and non government schools of urban area

S no	Visit to/ visit to places of	Type of school		Chi square value	P value
		Govt (n=50)	Non govt (n=50)		
I	Historical interest	30(60.0)	44(88.0)	10.187	0.001*
li	Geographical interest	17(34.0)	31(62.0)	7.853	0.005*
lii	Scientific interest	42(84.0)	49(98.0)	4.396	0.036*
lv	Industrial interest	26(52.0)	36(72.0)	4.244	0.039*
V	Pilgrimage to religious places	11(22.0)	20(40.0)	3.787	0.052 ^{NS}
Vi	Zoo	10(20.0)	20(40.0)	4.762	0.029*
Vii	Exhibitions	35(70.0)	45(90.0)	5.063	0.024*
Viii	Melas/Fairs	08(16.0)	16(32.0)	3.509	0.061 ^{NS}
lx	Agricultural interest	13(26.0)	19(38.0)	1.654	0.198 ^{NS}
X	Cultural interest	15(30.0)	31(62.0)	10.306	0.001*
Xi	Civic institutions	02(04.0)	14(28.0)	9.003	0.003*

Figures in parentheses indicate percentage

* Significant NS- Non significant

The visit to religious places was being carried out by 40% non government and 22% government schools ($p=0.052$), melas/fairs by 32% non government and 16% government schools ($p=0.061$), agricultural places by 38% non government and 26% government schools ($p=0.198$) the difference between government and non government schools with respect to these excursion activities was found to be non significant.

Table 6
Comparison of civic development activities being followed in government and non government schools of urban area

S No	Civic development activities	Type of school		Chi square value	P value
		Govt (n=50)	Non govt (n=50)		
i	Celebrating social festivals	49(98.0)	48(96.0)	0.344	0.558 ^{NS}
ii	Celebrating religious festivals	37(74.0)	49(98.0)	10.050	0.001*
iii	Celebrating National days	50(100.0)	49(98.0)	1.010	0.315 ^{NS}
iv	Participation in religious Nagar Kirtans	09(18.0)	29(58.0)	16.978	0.000*
v	Celebrating Van Mahotsav	48(96.0)	48(96.0)	0.000	1.000 ^{NS}

Figures in parentheses indicate percentage

** Significant NS- Non significant*

Table 6 depicts the performance of civic development activities by the students in government and non government schools. The study reveals that 98% government and 96% non government schools were celebrating social festivals like holi, lohri etc. with no significant difference ($p=0.558$). The non government schools dominated in the celebration of the religious festivals like Ram Navmi, Janamashtami, Id, Guru Purab, Christmas etc being 98% as compared to 74% of government schools, the difference was found to be significant ($p=0.001$).

All government schools (100%) were celebrating the National days i.e. Independence day, Republic day, Children day, Teacher's day etc. There were 98% non government schools which were celebrating these National days. Significantly more ($p=0.000$) number of non government schools (58%) were participating in the religious Nagar kirtans etc in comparison to 18% government schools. Van Mahotsav was being celebrated in 96% each of government and non government schools.

Table 7 shows the various social welfare activities being carried out in government and non government schools. All government and non government schools were holding mass prayer and morning assembly.

Table 7

Comparison of social welfare activities being followed in government and non government schools of urban area

S no	Social welfare activities	Type of school		Chi square value	P value
		Govt (n=50)	Non govt (n=50)		
i	Mass prayer and morning assembly	50(100.0)	50(100.0)	0.000	1.000 ^{NS}
ii	Scouting/Girl guiding	29(58.0)	24(48.0)	1.004	0.316 ^{NS}
iii	NCC	06(12.0)	14(28.0)	4.000	0.046*
iv	NSS	10(20.0)	11(22.0)	0.060	0.806 ^{NS}
v	Red cross	17(34.0)	10(20.0)	2.486	0.115 ^{NS}
vi	First aid	38(76.0)	47(94.0)	5.020	0.025*
vii	Social surveys	11(22.0)	17(34.0)	1.786	0.181 ^{NS}
viii	Community cooking service	07(14.0)	19(38.0)	7.484	0.006*
ix	Social service in neighborhood	22(44.0)	38(76.0)	10.667	0.001*
x	Participation in awareness creating rallies	33(66.0)	30(60.0)	0.386	0.534 ^{NS}
xi	Book Bank	10(20.0)	22(44.0)	6.618	0.010*
xii	Organisation of fete & fairs	08(16.0)	33(66.0)	25.837	0.000*

Figures in parentheses indicate percentage

* Significant NS- Non significant

With no significant difference, scouting / girl guiding was seen in 58% and 48% of government and non government schools, respectively ($p=0.316$), NCC in 12% government schools as compared to 28% non government schools ($p=0.046$), NSS in 22% non government and 20% government schools ($p=0.806$), Red cross in 34% government and 20% non government schools ($p=0.115$).

First aid as social welfare activity was found in 94% non government schools as compared to 76% government schools and the difference was observed to be significant ($p=0.025$). Social surveys was being conducted in 34% non government and 22% government schools, the difference was found to be non significant ($p=0.181$).

Community cooking service (Langar) ($p=0.006$) and social service in the neighborhood was seen significantly ($p=0.001$) more prevalent in non government schools as compared to government schools. Participation in awareness creating rallies was observed in 66% and 60% of government and non government schools, respectively with no significant difference ($p=0.534$). Book bank was found in 44% non government schools as compared to 20% government schools the difference was observed to be significant ($p=0.010$). Organization of fete and fair was seen in 66% of the non government schools as compared to 16% government schools ($p=0.000$) the difference was observed to be highly significant.

CONCLUSIONS

Literary activity of debate, recitation, dramatics, declamation and quiz were being organized in both urban government schools and urban non government schools with non significant difference. All government and non government schools of the urban area were carrying out activities of news paper reading, story and essay writing. Symposium was being organized by only non government schools. Significantly more number of urban non government schools were organizing the activity of wall magazine, library work, puzzle, mental aptitude test, subject wise clubs and extempore speech as compare to urban government schools.

All urban government and urban non government schools of urban area were having the activities of dance, drawing, painting and folk songs. All non government schools were carrying out activities of music, preparation of charts

and fancy dress. A good number of government schools were also carrying out activities of music and preparation of charts. Significantly more number of urban non government schools were carrying out activity of sculpture making, exhibition, school band and variety show. There was no significant difference between government schools and non government schools of urban area in organizing activities of preparation of models, interior decoration, flower arrangement, rangoli and mehendi.

The leisure time activities of album making; photography; collection of stamps, coins and currency were being performed in significantly higher number of non government schools of urban area. The collection of pictures, leaves, flowers, stones and seeds were also being performed with no significant difference between government schools and non government schools of urban area.

Fewer but equal number of both urban government and urban non government schools were carrying out spinning activity. Equal number of both urban government and non government schools were carrying out embroidery activity. Activities of dyeing, weaving, kitchen gardening, book binding, soap making, greeting card making, leather work and envelope making were being followed with no significant difference between government schools and non government schools of urban area. Significantly more number of urban non government schools were following the activities of tailoring, clay modeling toy making, candle making, basket making and flower making as compare to urban government schools.

Significantly more number of urban non government schools were taking their students to visit zoo, exhibition, civic institutions and to places of historical, geographical, scientific, industrial and cultural interest as compare to urban government schools. Visit to religious places, melas/fairs and places of agricultural interest were carried out with no significant difference between government schools and non government schools of urban area.

With no significant difference, government schools and non government schools of urban area were celebrating social festivals. Significantly more number of non government schools were celebrating religious festivals and participating in religious Nagar kirtans. All government and majority of non government schools were celebrating National days. However a good and equal number of both urban government and non government schools were celebrating Van Mahotsav.

Mass prayer and morning assembly was being performed in all urban government and non government schools. There was no significant difference between urban government schools and urban non government schools in following the activities of scouting/girl guiding, NSS, social survey, Red Cross and participation in awareness rallies. Significantly more number of urban non government schools had NCC, first aid facility, book bank and were performing the activities of community cooking service, social service in the neighborhood and organization of fete and fairs as compare to urban government schools.

RECOMMENDATIONS

Based on the findings of the study the following recommendations are offered.

Organization of co-curricular activities should be made compulsory in all types of schools.

Schools should prepare annual and monthly schedule for conducting co-curricular activities.

Evaluation and feedback mechanism should be established at the district and state level to monitor co-curricular activities being followed in the schools.

Enough and separate budget should be set-aside to promote co-curricular activities in schools.

Special workshop/orientation courses should be organized as a part of in-service teachers training to inculcate deep interest towards co-curricular activities.

REFERENCES

Jain KK. Study of the development of interests among the school students of Delhi in relation to certain variables(Ph.D.Edu). Delhi University;1984. Fourth Survey of Educational Research (II). 1983-1988:533.

Kaur S and Kohli T. Effectiveness of guidance programmes and practices in higher secondary schools of Punjab. Punjab University Research Bulletin (Arts). 1993; Vol. 24 (2) : 13-21. Sixth Survey of Educational Research (I); 1993-2000: 234.

Kaur K and Verma AK. Socioeconomic conditions of rural school children – A case study of primary schools of district Faridkot. *Edutracks*. September 2009; Vol.9 (11) : 31-36.

Safaya R and Shaida BD. *School administration and organization*. Jallundhar-Delhi : Dhanpat Rai & Sons; 1964 : 307-309.

Sinha SK. Impact of Physical Education in the development of leadership qualities and academic pursuit among school students(D.Litt. Edu.). Ran. Univ.; 1981. Fourth Survey of Educational Research (I); 1983-1988: 608-609.

Vasanthi LA. A comparative analysis of music education with its implication for improved music education in India(Ph.D. Edu.) Kerela Univ; 1985. Fourth Survey of Educational Research (I); 1983-1988: 609-610.

Vora DP. A study on leisure as understood by school-going children in an urban setting- An independent study. Indian Council of Social Science Research. Fifth Survey of Educational Research (II); 1988-1992 : 1028-1029.