THE RELATED STUDIES

Present conveys its meaning in terms of past. There is nothing new except in the context of old. Every new thing is learnt with reference to the old. It is a universally acknowledged fact that effective research cannot be accomplished without critically studying what already exists in relation to it in the form of general literature and specific studies.

According to Good, Barr and Scates (1941), “Survey of related literature helps us to know whether evidence already available solves problems adequately without further investigation and thus may save duplication.” Scot and Wertheimer (1992) pointed out, “review of related literature may serve to avoid unnecessary duplication and may help to make progress towards the solution of new problems emphasizing the importance of survey of related literature”.

Best and Kahn (2006) considered the survey of related literature as an important pre-requisite to actual planning and execution of any research project. It helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation. Citing studies that show substantial agreement and those which seem to present conflicting conclusions helps to sharpen and define understanding of existing knowledge in the problem area and also provides a background for the research project and makes the reader aware of the status of the issue.

The related literature reviewed regarding facilities and different types of curricular and co-curricular activities relevant to the present study has been mentioned as under.

Chandra and Bhan (1970) in a survey to assess the status of physical education in higher secondary schools of Haryana found that

i. There was no provision of playgrounds in government girls (50%) schools and there was no gymnasium except in 6.2% private schools. A major portion of expenditure on physical education was spent on refreshment to teams and payments of TA/DA to players and teachers during tournaments and comparatively much less on sports material.

ii. Health and physical education activities mainly consisted of various games and were organized after school hours in schools (78%). In 90% schools, PT programme was
organized in the morning daily. A majority of girls’ schools did not organize athletics activities. Most of the boys’ schools (93.8%) participated in school tournaments. There was no provision of health and physical examination of children in most of government schools (87.5%).

iii. A very few (government 3.9% and private 12.5%) schools participated in National Physical Efficiency Test. Stress on academic achievement, shortage of funds and equipments, inadequate playgrounds, lack of provision for school dispensary, lack of provision of separate room-cum-stores were the common difficulties in organizing programmes of health and physical education.

iv. Shortage of trained and experienced staff of physical education, no provision of regular refreshment and lack of interest of other staff members were common difficulties in organizing programmes of health and physical education. Indigenous games and yogic exercises, fancy marching, action songs, gymnastics, box work, athletics, scouting, hiking and programmes of play for all were the suggested activities under health and physical education programmes.

v. More funds, films on health and physical education, mid day meals, regular refreshments, in-service/refresher courses, posts of physical education staff, health records and more periods for physical education were the opinions expressed by the secondary schools.

In a study of the supervisory role of the principals of Delhi schools, Mahajan (1970) concluded that diary checking was given an important place in the supervisory role of the principal but the leadership respect of stimulating teachers to improve diary writing was a weak feature.

Dasgupta (1972) studied the effect of guidance services in West Bengal. He found that school guidance services needed more social acceptance. The attitude of heads of institutions, career-masters, other teachers and pupils seemed to be quite satisfactory. Pupils needed to be providing with wider programmes of co-curricular activities. More facilities were needed for dissemination of occupational information.
State Institute of Education (1977) in a NCERT financed study of working holidays in Rajasthan conducted a four-week programme which included a variety of experiences on remedial teaching, enrichment programme, work experience activities, library services, physical education, games and community living. Besides subject teachers, the physical training instructor and the librarian of the school participated. Diagnostic tests were prepared in each of the subjects for use with the students having failed in class IX. The investigation revealed that

i. Remedial teaching got effectively integrated with the working holidays programme. Proper utilization of vacations prevented the pupils from wasting time. Instead it helped increase self-reliance, self-learning and self-confidence to participate effectively in physical, productive and social activities.

ii. The teacher made diagnostic tests meaningfully diagnosed the weak areas of the students’ learning in different subjects. Diagnostic approach to teaching, individualized instruction, intensive oral drilling, written exercises and planned assignments improved the academic achievement of the pupils.

iii. Guided use of library improved the behaviour related to silent reading, referring to books and writing of reviews.

Shukla (1978) studied the factors differentiating high and low academic performance of secondary schools in Rajasthan. It was found that physical facilities in high performance schools in terms of school building, sanitation, equipment, library, admission pattern, fee pattern, individual coaching, co-curricular activities and parental contact were superior to those in low performance schools.

Arunajatai (1979) studied the efficiency of secondary school system in Tamil Nadu. It was observed that

i. 55 percent of the schools had inadequate physical facilities such as buildings, classrooms and furniture whereas 35 percent schools had inadequate facilities for sports and games in respect of equipment and playground space.

ii. 81 percent of the pupils confessed to the practice of learning by heart answers to questions dictated to them or marked in their textbooks.
iii. 46 percent of the pupils felt the moral instruction programmes of their schools supplemented with the training they had at home, was of immense help to them in daily life in respect of inculcating in them faith in and devotion to God, purity in thought, word and deed virtue such as honesty, kindness, service to fellow men, humility, sense of duty and courage to face difficulties.

iv. Features of school life best liked by pupils were good teaching, NCC, good results in the SSLC examination, prizes and shields won by the school in the inter-school and open competitions, promotion of general knowledge and talent through quizzes. SSLC results moderately correlated with physical facilities, school equipments and teacher pupil ratio.

v. Almost all the schools had parents’ or parent-teacher associations. All the pupils of the randomly selected schools favoured homework.

Govinda (1980) investigated the status of school education in Tumkur district of Karnataka. It was reported that many of the classrooms were overcrowded and physical accommodation was adjudged to be quite inadequate. Except for a few cases, there were no playgrounds or sports equipments in any of the schools. Facility in terms of science teaching equipments was at an extremely poor state in most of the schools. The higher primary schools and high schools had library facility. However, the average student-book ratio was 1:4 and 1:6 in higher primary schools and high schools, respectively. Extra-curricular activities were totally unknown to children studying in most of these schools. Even in those few schools where literary and science clubs organized the activities were routine type and lacked novelty.

GCPI (1981) studied the factors responsible for good examination results from the city of Allahabad and its adjoining area. It was reported that

i. A good school building, a good laboratory, good furniture, proper library and reading-room facility, playground and sports, appropriate situation and good environment of the school helped in improving the examination results.

ii. The teaching experience of the principal, capable and experienced staff, good methods of teaching, regular correction of homework, regular evaluation, proper attention of individual difference of the students, proper educational guidance and encouragements to
students, good academic achievement of the students at the time of admission to the school, good socio-economic status of the students, healthy relationship between the principal and the staff, proper co-operation between the teachers and the parents, good management and good discipline were the other factors which were significantly effective in improving examination results.

iii. Discussion with the teachers with respect to various curricular activities to be covered during the session was also a significant factor in improving results.

Further to that GCPI (1981) studied the existing conditions of libraries and reading rooms in of government higher secondary schools in UP. It was reported that

i. The condition of the libraries in government higher secondary schools in UP was not satisfactory. The buildings were insufficient, equipment was inadequate, reading rooms except in double shift schools, there were no full time trained librarians.

ii. Library services were usually not available.

iii. There was no provision for fixed grants to the libraries for the purchase of new books or magazines. Keeping in view the number of students and number of magazines, the reading room was insufficient.

Lahi (1981) critically studied the work experience programme in secondary schools of Kerala. It was concluded that

i. Most of the schools (67 percent) made the work experience programme compulsory, but participation in the programme by the pupils of standard IX was not compulsory. The school subjects were more important than the work experience programme.

ii. Heads of the schools faced difficulties in organizing the work experience programme for want of accommodation, funds, trained teachers and textbooks.

iii. The cleaning and maintenance of school building and beautification of classroom and gardening were found the most common activities in all schools. Many schools assigned group work to pupils in the work experience classes and at the same time individual
attention was given to them. The schools had no programme of evaluating pupils’ attitude for work experience. Parents also had very favourable attitude towards work experience.

Pany (1981) conducted a study to assess the programme of work-education for the schools of Orissa and other States as well as Union Territories of the country. It was observed that

i. The position of school facilities in Orissa was better than in other States and Union Territories.

ii. In majority of the cases, the programme of work-education was somewhat responsive to the local economic needs.

iii. In majority of the urban schools, pot cultivation and in majority of the rural schools agriculture and cleanliness programme in all the schools could be organized as the core programme.

iv. In most schools some kind of work-activities were organized.

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, sports and games did not interfere with the academic achievement among school students. There was a positive relationship between training and development of leadership qualities among school students. On completion of training, students were rated slightly superior to their counterparts in each dimension of leadership by both student and teacher raters.

Pillai and Thangasamy (1981) studied the vocationalization at the higher secondary stage of the 10+2+3 pattern of education in Madurai district. It was reported that the match industry and fireworks, design with plastics, polythene packing materials, distemper, varnishes and paint-making, concrete and cement works, stainless steel utensils, motor cycle and scooter technology, soaps and detergents, spinning, soft drinks and fruit beverages, paper decorations (origami), bricks and tiles were the most need-based vocations.

Golani (1982) analyzed the use of audio-visual aids in the secondary schools of district Thane. It was found that the schools that were situated in urban area and ones which were being
run by rich societies possessed audio-visual aids. Only a few schools used audio-visual aids. Teachers who were trained in the use of audio-visual aids were inadequate in number. At many places audio-visual aids were in a broken down condition and awaited repairs. At many places, the hardware was purchased. However, it was not used as proper software was not available. Audio-visual aids were useful in teaching. Audio-visual aids were not used due to lack of properly trained personnel and lack of accommodation in the schools. The State Institute for Audio-Visual Education could not provide training to personnel and could not supply proper learning materials.

Misra (1982) studied performance-discrepancy of science teachers and its effect upon the achievement of students in science. The study was conducted among urban and rural co-educational higher secondary schools. It was found that

i. The supervisory staff perceived the performances related to the dimensions of teaching, planning and correlation in science, homework, science library and co-curricular activities more favourable, whereas science teachers perceived classroom teaching and laboratory organization more favourable.

ii. The dimensions of science teachers perceived classroom teaching and laboratory, co-curricular activities and science library revealed performance discrepancies between urban and rural science teachers. The discrepancy in all these dimensions was more prominent among rural science teachers than their urban counterparts.

iii. The main causes of performance discrepancy were in the area of unawareness of the performances, lack of time to organize the performances and over-crowding. The related causes within school conditions, lack of science materials, lack of money, non-cooperative attitude of school authorities, improper and inadequate teacher training were equally responsible to make the science teachers non performers.

iv. As the curriculum in science was dominated fully by external examination system, the entire performance of science teachers was identified to be dominated by examination or result syndrome. They had shown least interest in conducting co-curricular activities, investigatory projects and the involvement of students in teaching – learning process.
Basu (1983) analysed the promotion of National integration as prescribed in curricula by the Board of Secondary Education for the high school level. It was observed that various activities going on in the school showed variation. The results showed that the activities were implemented with differing emphasis in schools depending on management. There was no positive correlation between the attitude of teachers, activities being implemented in the schools and the development of integrated feeling amongst the students.

A study by Gupta (1983) analyzed the needs, aims and objectives, content of the curriculum, methods, techniques, teaching material used and strategies of evaluation employed in social studies at school level. It was found that the lecture method or question answer method was frequently used. No creative method such as the project method or achievement method was being applied in teaching social studies. The traditional system of examination dominated the instructional procedure.

Mowji (1983) surveyed the educational and vocational problems of 1800 students of the standard XI and XII of arts, science and commerce faculties of 15 co-educational secondary and higher secondary schools. Science students had no time for any co-curricular activities while arts students had plenty of time at their disposal.

Ponkshe (1983) analyzed the syllabi and methodology of teaching concepts of geography effectively in the secondary schools. Most of the schools had neither adequate teaching aids nor adequate books on geography in their libraries. There was no tradition of organizing field trips to provide direct experiences to understand and retain geography concepts. Films, filmstrips, slides, models, specimen and pictures were not used at all or if used, their use was not systematic. The concept oriented method was found more useful than the traditional method.

Fernandes (1984) studied the effect of counseling on the academic achievement of underachieving preadolescent and adolescent girls. The counseled group showed marked improvement in achievement as compared to non-counseled preadolescent and adolescent girls.

Gupta (1984) found that student’s discipline, staff qualification, school principal and facilities like playgrounds, games, laboratories and teaching methods were significant dimensions constituting institutional environment. A significant difference existed between single sex co-educational schools, between rural and urban, between government and private
schools with regard to facilities available, financial aid, staff qualification, involvement of parents, teachers and students, workload, political influence, job security respectively. It was found that differences in the environment of high / higher secondary schools depended primarily upon nine factors namely school building, classroom, library, laboratory, sports, school functions, communication between the head and the staff and internal noise respectively. The admission procedure discipline, curriculum, examination system, leisure time activities, use of aids and school motto were considered to be ‘core dimensions’ for the formation of institutional environment.

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 and drama were far more widely available to urban boys than to rural boys. There were differences in the development of interest in health, sports and games among urban and rural boys.

Patel (1984) conducted a study to find the position of teaching history in the secondary schools of Gujarat State. In all 650 sample of Gujarat secondary schools, of 250 secondary schools from urban and 400 from rural area, it was found that about 89% of teachers from urban area and 86% from rural area were professionally trained. 76% teachers used books from school library. More than 50% teachers read periodicals, historical drama and novels, prepared teaching aids and visited historical places. Very few teachers prepared assignments or tests and used them in classroom teaching. Lecture, storytelling, questioning and assignment methods, which are teacher-centered methods, were used by almost all teachers. Most of the teachers did not elect to teach through student- centered methods such as project, dramatization and seminar. Most of the schools were poorly equipped with teaching aids in history. This was particularly true of rural schools. Most of the schools gave 20% weightage to internal assessment.

Verma (1984) critically examined the status of physical education in higher secondary schools of Madhya Pradesh It was found that in 63.5 percent of schools, students were being taught with inadequate furniture facilities. Only 9 percent of schools had periods of physical education in their school curriculum. Only 34 percent of the students were found to take part in the physical education programme. Only 40 percent of schools had provisions for annual sports. Major problems which were felt as crucial to physical education by the respondents were mainly
related to over crowdedness in the classes and lack of funds, playground, sports material, facilities, interest on the part of students, proper guidance and co-operation from other teachers.

Dighal (1985) conducted a study on improved methods of teaching biological science in schools of Tripura and West Bengal. It was observed that preparation of charts and models, collection of specimens through local excursions, organization of science exhibitions by students, arrangement of film shows by the school and orientation programme for life science teachers brought better results.

Gupta (1985) carried out a study to evaluate the programmes, infrastructural facilities and perceived effectiveness of guidance services in Delhi schools. The study was confined to government senior secondary schools situated in urban and rural areas. It was found that most of counselors used intelligence tests. Cumulative record cards were not used by majority of them. Most of the counselors judged the effectiveness of counseling services using the criterion that students made realistic subject choices. Most of them tried their best to solve underachievement, adjustment, emotional maladjustment and financial problems of the students. A large number of counselors did not have adequate physical facilities in the schools-such as separate room for counseling, test and displaying materials. No follow-up guidance programme was being implemented because most of the counselors did not receive full co-operation from students and guidance functionaries in the school. Counselors’ felt that overall guidance programme was not only very effective but also very helpful in developing better self-understanding among students. The guidance programme was perceived as more effective by students and parents associated with urban schools than rural schools.

Gupta and Verma (1985) in a study to signify the correlates of J & K high schools showing consistently above and below average results at the board’s examinations for the last five years observed that

i. The institutions showing above average results had facilities like dispensary, library, laboratories, science room, staff room, auditorium, study hall, craft room, notice boards for the students and canteen.

ii. More institutions showing above average results used models, charts and maps during the teaching process than schools showing below average results.
iii. In institutions showing above average results, debates, quiz, music competitions, dances, poetic symposia, painting competitions and science fairs were organized frequently.

iv. Moral education was regularly provided in most of the schools.

Ingole (1985) studied the position of teaching history in secondary schools of Solapur district. It was reported that according to teachers, the objectives of teaching history could rarely be achieved through regular teaching due to inadequacies of curriculum, textbooks and time. The teachers mainly used graphics as their teaching aids. The other aids were used very rarely. Celebration of National days and anniversaries of great men were main co-curricular activities organized in schools.

Panda (1985) in a study of management, organizational climate and teacher’s morale in Orissa schools found that

i. The government schools had better physical facilities in comparison with those of private schools.

ii. Both government and private schools were lacking in library facilities.

iii. The result of secondary class board examination for private schools (51.5%) was better than that of government schools (49.61%).

iv. Around 71% of government schools and 51% of private schools published magazines.

v. NCC was neglected in most of high schools.

vi. Around 76% of schools were poor with regard to teaching aids and equipments.

Singh (1985) in an organizational evaluation study conducted in government schools of Delhi reported that in good running schools the resources were better, the instruction methodology was better rated, examination conducted in a better way. Students were well disciplined. These schools organized more co-curricular activities. In the poorly run schools these traits were observed to be deficient in quantitative way.

Bajracharya (1986) studied science education in secondary schools of Nepal and found that the techniques of teachings science which were practiced in most of the schools were
traditional. The only teaching aid used in the classroom was the blackboard and chalk. Some methods such as discovery and free choice activity were not known to many teachers. Most of the schools did not have a science room or laboratory, adequate material and science teachers. Aids such as aquarium, microscopes, films, slides and tapes were not there.

Teacher’s guides and manuals were not available in most of the schools. Teaching time per day for one class was 40-45 minutes. All science teachers had expressed that this was not enough for demonstration and other activities in the class. There was a need for more time per day. In most of the schools co-curricular activities were non-existent.

Rebellow, Rao and Hasan (1986) carried out a study of the management of education in Andhra Pradesh. The study was carried out in two districts of Andhra Pradesh in private, government, Zila Parished, municipality and missionary management schools. The study concluded that

i. In the municipal high schools, the physical facilities were in a bad shape. Other schools were also bad in facilities except for the missionary schools, where the children were neatly dressed and teachers also followed novel methods of teachings.

ii. The students in schools showed their interests in sports, sketching, sewing, debating and other cultural activities.

iii. There was high degree of dissatisfaction, both among officials and the teachers, regarding the prevailing physical conditions and academic standards.

iv. Regarding the physical conditions of the schools, most of the sample subjects stated that lack of funds was a major constraint.

Singh and Umare (1986) examined the ETV utilization in four districts of Maharashtra under the INSAT for Education Project. Out of 880 ETV sets supplied, it was found that rarely these were used for the children of schools. Most of the direct reception sets (80%) did not function at any given point of time. The percentage of the schools which used TV on all the days in a month varied from 11 to 25. In most cases (55%) TV was used for varying periods from one week to less than three weeks a month. The factors affecting the ETV programme were identified as: inadequacy of facilities for expeditious maintenance of the TV sets, the large size of the
school, lack of separate TV room in schools, lack of motivation of teachers, non-receipt of transmission schedules by TV custodians, lack of linkage between TV programmes and the syllabi and breakdown of electricity during the time of telecasts.

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. Co-curricular activities played an important role in the adjustment of physical, emotional, mental and social aspects of adolescents. Students participating in social as well as co-curricular activities were better adjusted than those who avoided or did not participate in them. Funds allotted for co-curricular activities were very poor. Teacher in-charge of games and sports wholeheartedly supported the co-curricular activities programme.

Narang (1987) in a comparative study of the socio-economic and home factors affecting the academic achievement of boys and girls in the urban and rural areas found that regularity in doing homework helped achievement while copying it from others hindered performance. Whereas the non-academic programme of the school was concerned, participation in co-curricular activities was related to high achievement. However, the type of activities or hobbies pursued or the type of games played did not affect it.

Singh (1987) conducted a study on sports infrastructure in rural and urban areas in boys High / Higher Secondary Schools of Himachal Pradesh. It was brought to light the fact that in majority of schools, the area of play fields per pupil was woefully too small. None of the school in H.P had a gymnasium or a swimming pool. 48 percent of the schools had no equipment even for indigenous sports activities. Lack of facilities and equipment, want of interest in games and above all lack of adequate coaching in athletics and different games and sports were some of the reasons for poor performance in different tournaments.

Anwar (1988) conducted a comparative study to know the problems experienced by secondary school teachers under different managements in Andhra Pradesh and their impact on performance of students. There was marked difference in the infrastructure facilities in the
schools under different managements. Private schools were in a much better condition followed by Zila Parished schools and government schools took third position. Private school teachers were answerable to the management for the performance of the students.

Malhotra (1988) conducted a critical study of the existing facilities of science teaching and construction of evaluation instruments for its supervision in public, government and central secondary schools in Delhi. It was observed that the three types of schools differed significantly in the following cases

i. Existing facilities for science based co-curricular activities.

ii. Existing human facilities.

iii. The supervision of the theory classes.

iv. The supervision of practical classes.

v. The supervision of science-based co-curricular activities.

vi. Supervisory practices of faculty meetings.

vii. Related facilities for the supervisory practices.

viii. Welfare of students.

ix. The public schools scored high uniformly.

Sivadasan (1988) studied the problems of development of scientific process skills, scientific attitude and performance skills through teaching of science in schools and science clubs in Kerala. It was observed that the teaching-learning strategies adopted in schools were not oriented to the development of scientific process. Members and non-members of science club were found having low and non-significant difference under the majority of categories of scientific attitude. The science club members were found significantly better than non-members in composite performance skill.

Despande, Shashikala and Saraswathi (1989) studied the relationship between homework and achievement. It was observed that amount of homework and delay in evaluation of
homework was not significantly related to the achievement of the students. The trend of the relationship between homework and achievement indicated that students given homework performed better than students not given homework.

Kasat (1990) in an evaluation of the physical education programme at the secondary level in the Vidarbha region especially in classes VIII to X reported that

i. Around 61% physical education teachers had organized games and sports events.

ii. Around 65% teachers still were continuing to take part in sports activities.

iii. The majority of schools followed the guidelines of two periods per week for physical education for classes’ eighth to tenth.

iv. About 75% schools had some sort of playground.

v. Around 42% schools maintained the playgrounds properly.

Rao and Gupta (1990) studied the condition of science laboratories in secondary schools in Maharashtra. It was observed that, out of 111 secondary schools, 105 were reported to have science laboratories. Almost all schools (96.7%) in urban areas had science laboratory. Out of 70 higher secondary schools which responded, 59 had science laboratories. In urban areas, 94.7% schools were having science laboratories as against 71.9% schools in the rural areas.

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 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, hobby classes, photography, library, visit to zoo and museum, nature clubs, language appreciation classes, debate, entertainment, music, dancing, drama, Scouting, Girl Guide, social service, flower making and fancy cooking. The list of activities preferred by the student respondents as compared to the list of activities conducted at the schools by the school authorities, the five activities that topped the list were: games and sports, watching TV and listening to the radio, domestic draft, the performing arts, reading and writing. Only one of the
activity, viz., games and sports, which topped the list, was common while the other activities trailed behind. The activities indulged in and the facilities provided for the same did not fit in the concept of leisure as understood by the students.

Singh, Arora and Trehan (1990) conducted an intensive study of teaching aids at middle and secondary stages schools of four states viz., Jammu & Kashmir (J&K), Kerala, Orissa and Uttar Pradesh (U.P). It was concluded that the ten prominent teaching aids (available in more than 50% of secondary and higher secondary schools) were blackboard, roll-up boards, charts, graphs, maps, globes, models, specimens, radio sets and slides. The schools in Orissa were the highest in organizing educational film shows, whereas Kerala stood first in organizing exhibitions. Kerala had the largest number of schools with a room/hall for projections. The Kerala schools made learning more interesting by maximally using teaching aids in the teaching of different middle/secondary stage subjects as compared to the schools of J&K, Orissa and U.P.

Das (1991) studied the methods adopted by selected secondary schools in India for developing of moral and ethical values and measurement of the value judgement of students of class IX of these schools. It was found that seven schools out of the group of selected schools and one out of the seven other schools were found to have a very high mean moral judgement score. The programmes and activities of these eight schools were: (a) one period a week was provided in the school timetable to each class for moral education; (b) brief talks on moral issues were given in the assembly after prayer; (c) yogasanas were taught to students; (d) birthdays of religious and social leaders were observed by discussing their life and work; (e) teachers observed and recorded the behaviour of the students and evaluated their personality in cumulative records.

Kulkarni (1991) carried out a study to find out the use of drama in improving the teaching-learning process. It was observed that all the children responded that they would like to study other subjects in the classroom through drama. Stress was laid on languages and social studies. Only a few students showed desire to study science and mathematics through drama.

Meena (1991) conducted an evaluative study of the teaching of mathematics in elementary and secondary schools in Punjab with special reference to its objectives. It was found that 61.11 percent elementary and 34.25 percent secondary teachers were getting required
equipment for teaching. Approximately 33 percent elementary and 34 percent senior secondary gifted children were getting coaching. Most teachers were giving emphasis on monthly tests. Mathematics clubs existed only in 15.62 percent senior secondary schools. 81.42 percent senior secondary teachers were giving feedback to their students. There was lack of audio-visual aids and co-operation from parents in schools.

Mohapatra (1991) in a comparative study of government and private schools in Cuttack town highlighted the problems of secondary school teachers. The class rooms of both government and private schools were found to be crowded or even overcrowded in spite of there being number of sections in each class. The infrastructural facilities of library, laboratories with equipments, hostel and teachers quarters were found to be better provided in the government schools than in private schools. The performance of students in the final HSC examination was also found to be better in the government schools. A majority of teachers did not bother to keep contact with the guardians.

Satrusalhya (1991) studied the co-curricular activities implemented in the secondary schools of Cuttack district. It was reported that

i. Though sample included subjects from both the sex and sex as a variable of study was not taken, there was difference in interest towards co-curricular activities between boys and girls.

ii. There were some common activities viz., sports and games drama, debate, NSS, NCC, school magazine, cultural activities, parents’ day, library work and first-aid in which both boys and girls were equally interested.

iii. The provision for co-curricular activities available to the children was too significant to fulfill their adolescent needs.

iv. Though there existed provision for various types of co-curricular activities, very few activities were found to be actually implemented.

v. It was not possible on the part of institutions to implement all co-curricular activities due to lack of finance, space, time, experts, staff, equipment and leisure.
vi. The present overcrowding in school was also responsible for meager pupil participation.

vii. Equal adequate financial and technical assistance for implementing all co-curricular activities was not provided.

viii. The provision for activities like gardening, plantation, Red Cross, cycling and first-aid was found to be insignificant.

Palanivelu (1992) studied the development of education in a higher secondary school. It was observed that students, teachers and parents were favourable towards the conduct of examinations, performance of extra-curricular activities, proper utilization of funds and eliciting public co-operation in school.

Pati (1992) studied the administrative and supervisory problems of secondary school headmasters of Cuttack-I circle. It was reported that

i. According to 75% of headmasters, the guardians came and consulted the headmasters about the progress of their children.

ii. 75% headmasters stated that they did not have sufficient funds for organizing co-curricular activities.

iii. Most of the headmasters (87.5%), opined that the school-community relationship was helpful.

iv. In eight (20%) schools, parent-teacher association had been organized, while in seven (17.5%) schools, social service programme had been organized.

Biswa (1993) tried to explore the importance and facts of physical education in fifty schools of five districts of Arunachal Pradesh by using survey method. It was reported that

i. None of the schools had auditorium, sports equipments like volleyball and rubber-ball, air pump, rings, first-aid kits and musical instruments.

ii. Only five schools participated in the tournaments organized by the local clubs or associations or the government. Thirty four schools had indoor game equipments and twenty schools had outdoor game equipments.
iii. Twenty schools arranged outdoor games although they did not have their own play-grounds and only two schools arranged indoor games. Only three schools arranged picnics for their students and only one school had its scout troops.

iv. Most of the schools did not have any provision of first-aid.

v. Out of 50 schools, forty schools had not arranged medical examination of children and only ten schools were maintaining cards for medical check-up provided by the medical department.

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

Pore (1993) studied various issues surrounding school time-table in 38 municipal corporation schools and 37 private management schools of Pune. There was one semester system in municipal corporation schools while in some private schools, two semester system was found. As regards to co-curricular activities, there was rigidity in schools with off periods were created due to the absence of the regular teachers.

Sharma and Kumar (1993) attempted to determine the relative importance of various teaching skills in terms of preferences of practicing teachers in thirty six schools of three districts of Himachal Pradesh. It was observed that

i. Promoting pupils participation had been viewed as the secondary level teaching. This was followed by the skill of using teaching aids, questioning, explaining, evaluating, giving assignment, lesson planning, introducing lesson, classroom management, reinforcement, writing, instructional objectives, stimulus variation, set induction, pacing the lesson and closure.

ii. The teachers viewed three important teaching skills namely, promoting pupils participation, using teaching aids and questioning. The teachers viewed skills as the least important were: set induction, pacing the lesson and closure.
Purushothaman and Stella (1994) studied the effectiveness of teacher control interactive video for group instruction and found that it yielded better academic achievement as compare to the traditional method. The teachers present with video lessons made the most desired impact. The research study concluded that the teacher’s component should not be eliminated.

Raina (1995) attempted to find out the various types of instructional media being used by 239 history teachers teaching in government and private schools drawn from urban, semi-urban and rural area in the state of Rajasthan. It was found that

i. Except few teachers who used blackboard occasionally a majority of the sample used blackboard frequently.

ii. Forty percent of the sample used map frequently and fifty seven percent of the sample used map occasionally.

iii. Only seven percent of the sample made use of source material such as coins, archaeological find, documents and newspapers.

iv. Only twenty percent sample teachers made occasional use of the radio. Comparatively television was being used by greater number of teachers.

v. Teachers used textbooks and other written materials for their teaching.

vi. Frequent use of enriched material for the talented students and remedial material for slow learners had been reported by twenty three percent of the sample.

vii. Single important reason for not making use of instructional media was non- availability of different audio-visual aids/material and almost total lack of financial and other resources for the purchase.

Swain and Koul (1995) studied the functioning of the SUPW programme in 33 government high/senior secondary schools of five districts of Himachal Pradesh. It was reported that

i. Community service was not performed under SUPW in sixty four percent of the schools. All the teachers reported that their schools did not have adequate physical facilities for various SUPW activities.
ii. All the teachers stated that there was no provision of orientation courses and refresher courses for them at the State level.

iii. All the teachers reported that instructional material on SUPW in terms of source books, guide books; doing-learning units, unit plans, resource units and manuals were neither published nor available in the state.

iv. Ninety percent teachers stated that leisure time was not utilized for SUPW in their institutions.

v. All teachers reported that the government had not provided financial assistance for their institutions for the SUPW programme.

vi. Twenty two percent of the teachers reported that the students under the SUPW prepared no articles.

vii. Four percent of teachers reported that the products of SUPW were sold to the local community.

viii. A large majority of teachers reported that the local community/parents were not involved in SUPW programme in their institution.

In an evaluative study of the functioning of parent-teacher association in some schools of Delhi, Aggarwal (1996) found that P.T.A. was functioning vitally in curricular and non-curricular and extra-curricular activities. The decisions taken by P.T.A. had been honoured and implemented. There was a perception difference in the performance of the P.T.A. in government and private schools. Barring the involvement in curricular (academic performance) and related areas, the P.T.A. played a passive role in government schools as compared to the private institutions.

Banu (1996) conducted a critical study of the activities organized by the secondary schools of different managements in Hyderabad and Secunderabad for the development of National integration among students. It was found that

i. In most of the schools, the National song and pledge was not taken by the students in different languages.
ii. Except the birthday of Mahatma Gandhi, Pandit Jawahar Lal Nehru and Dr. Radhakrishnan, other leaders’ birthdays were not at all celebrated in almost all the schools.

iii. Almost all the schools had failed to organize religious festivals.

iv. All the schools celebrated different days such as Children’s day, Teacher’s day and UNO day.

v. Activities such as NCC and NSS were not organized in most of the schools. Leisure time activities were neglected in most of the schools.

Fuller and Clarke (1996) studied the optimum levels of instructional inputs and universally effective teaching practices which boost students’ achievement. The study was conducted in government, semi-private and municipal schools in the city of Madras. The study revealed that

i. Commonalities and variations were found in classrooms and pedagogical practices among different types of schools.

ii. All the schools were found using lecture, textbook and question paper method for teaching.

iii. Private schools were paying greater attention to individual students. They were also better equipped in terms of physical facilities as compare to semi-private and municipal schools. Private schools had greater teacher-student interaction as compared to government/municipal schools.

Rao (1996) attempted to find out the effectiveness of drama-activity as a tool in teaching-learning process in three schools of Bombay. It was reported that

i. Teaching through drama activity increased pupil’s imagination, creativity, co-operative activity, concentration, self expression, communication, knowledge of organization and disciplined behaviour.

ii. Pupils’ capacity improved in listening attentively, fluency and precision of speech, developing a new kind of teacher-pupil relationship, gaining confidence in editing and their
eagerness to learn more. This method of teaching helped students in making their concepts clearer.

Singh (1996) studied the existing conditions of games and sports for the promotion of health programme in the senior secondary schools from eight districts of Haryana. It was found that a majority of the recognized physical education activities were part of academic work. Schools did not organize annual sports and prize distribution function due to insufficient budget and the physical education teachers were not satisfied with their position in schools. The study also revealed that schools neither made annual calendar for sports nor had sports activities during holidays.

Nanda (1997) conducted a study on contemporary approaches to value education and their effectiveness in promoting human values. The study comprised of twelve principals of senior secondary schools run by the important religious/contemporary philosophical schools in India. It was observed that common features of these schools were prayers, celebration of festivals and co-curricular activities. Distinctive features of these schools were strict vegetarianism, non-use of leather articles, touching the feet of their teachers daily, visit to deprived sections of the society, hospital, ‘save oil’, collection of funds, keeping fasts, bird feeding, counseling period, meditation, culture classes, concentrating on natural surroundings, etiquette, discipline and free education. Lack of involvement of teachers and school management, the gap between the preaching and practicing their values contributed to the failure of value transmission in some schools. It was suggested that education in human values should be included as an important element in all the subjects and not to be taught as a separate compulsory or optional subject in the school curriculum.

Dhanda (1998) advocated internet as a powerful communication tool and has found learning through it to be dynamic, interactive and empowering. The use of video technology as compared to conventional teaching also led to higher achievement and retention in case of low achieving class twelfth students.

Davalos, Chavez and Guardiola (1999) examined extracurricular activity, perception of school, ethnic identification and the association of these variables with school retention rates among Mexican Americans and White non-Hispanics. It was found that students reporting
participation in extracurricular activity were 2.3 times more likely to be enrolled in schools than were those not participating in extracurricular activity.

Joshi (1999) suggested community extension work, community based projects useful for inculcating values where students go to the people, discuss with them and examine the reality of life. These methods were found to be useful in developing instructive awareness and consciousness.

Khanna and Singh (2000) studied leisure time utilization by students in Delhi. It was found that most common leisure time activities of the students either in school or at home were reading, listening radio, watching television, cooking, music, games and sports. Students showed interest in reading short stories and comics, science, games and sports but not books relating to religion and adventure.

Meera (2000) conducted a study to find the relative effectiveness among different modes of computer-based instruction in relation to students’ personality traits. It was found that different modes of computer based instruction viz., drill, practice and simulation were more effective than conventional lecture method in realizing the instructional objectives in biology at class XI. There was significant difference among the different modes of CBI (computer-based instruction) viz., tutorial, drill, practice and simulation in terms of their effectiveness in enhancing the retention of cognition as revealed by the learner’s performance in the retention test. There was significant difference among the different modes of computer-based instruction in enhancing retention of what have already learnt.

Tripathy and Satapathy (2000) evaluated adolescent education activities organized in project schools of Orissa. It was suggested that, for successful implementation of adolescent education programme, the question box method, group discussion, debate, quiz contest and essay competitions may be adopted which may yield more effective results.

Bhatnagar (2003) conducted a study of curricular aspects and transactional modes of Hindi language teaching in government/government aided or recognized high/senior secondary schools in Punjab. It was found that majority of teachers (56.70%) were employing text book method, followed by 42 percent teachers who were employing text book cum question answer method. Similarly other popular methods followed by teachers were discussion method, example
cum dictation method and lecture method. Nearly 80 percent teachers took the help of audio-visual aids, 42 percent teachers were employing book reading and dictation and 33 percent teachers were employing correction work (writing paragraph) whereas 17.85 percent teachers were employing group-discussion, question answer strategies. 51.45 percent teachers used charts and pictures; 32.55 percent teachers took the help of black-board and/or newspaper. As per the impression of 41 percent teachers, schools had adequate equipment and audio-visual aids for teaching of Hindi language. Rest of 59 percent teachers felt that these aids and equipments were inadequate. Although teachers were employing grading system (25% teachers) and home assignment (10.50% teachers) yet monthly tests (37.80% teachers) were the main evaluative techniques with the teachers for evaluating the achievement of students.

Das (2003) assessed the attitude of students and teachers towards computer education and infrastructural facilities in government and private schools of Assam. The study revealed revamping of the traditional mode of teaching by introducing computers in teaching, for making education more exciting and interesting. In spite of funding and all other infrastructural facilities provided by the North Eastern Council in a collaborative venture with the Board of Secondary Education, Assam, nothing fruitful or lasting evolved from the course of computer education imparted to the students of government schools.

John (2003) studied the influence of intervening variables (socio-economic status, language and reasoning ability, exposure to mass media, science programmes, study habits and interest in co-curricular activities) on achievements and retention of cognitive skills in genetics among the students of control group and experimental group. It was found that

i. The control group and experimental groups were able to retain significant amount of knowledge in genetics due to conventional method of teaching

ii. The intervening variables such as socio-economic status, language and reasoning ability, exposure to mass media, study habits, science programmes and co-curricular activities did not influence retention in cognitive skills in genetics among the students of control group and experimental group.

Swaminathan (2003) assessed the problems and functioning of the parent teacher associations of the higher secondary schools in Thanjavur district. It was reported that Executive
Committee meeting was not regularly conducted as per the norms in many schools. The parents of this district did not have sufficient knowledge about the rules of the PTA. There was significant relationship between the locality and explanation of PTA from every teacher.

Trehan (2005) in a comparative study of urban and rural school teachers in Punjab found that most of the rural teachers were getting more facilities in terms of teaching aids, infrastructure facilities such as well-equipped classrooms, well-built science laboratories and well-maintained playgrounds than urban teachers.

According to Dange and Praveen (2007) there was a positive and significant correlation between the academic achievements of the secondary students with their use of library facilities at schools. Academic achievement of students of aided schools was more than un-aided school students. Aided schools had better library facilities than un-aided schools. There was no significant difference between the academic achievement of students of aided and government schools. Government schools had better library facilities than aided schools. Academic achievement of girls was better than boys. The library facilities had direct effect on academic achievement of different schools.

Behera and Mishra (2008) conducted a case study to examine the curricular and co-curricular activities undertaken by the Sundhiguda U.P. School in Jeypore block of Koraput district (Orissa). Regarding curricular activities, it was found that unit tests were regularly conducted in every class. Mathematics quiz and mathematics fun activities were also conducted by the teachers. The teachers used child-centered activity-based approach in the teaching-learning process. Dictation, writing and copying the paragraphs of the text was in practice. The headmaster and the teachers had keen interest in this regard because of which all the students were accustomed to the process. Peer-assisted learning and cooperative learning techniques were practiced in the school.

Regarding co-curricular activities, it was observed that the students belonging to ST and SC categories took active part in the games and sports. They had won prizes securing commendable positions in competitions like science exhibition, one minute show, song competitions (antakshari), folk dance, exhibition etc. The girls belonging to ST and SC category were also found to be very active and sporting which was proved in the Meena Mela competition.
(the Mela exclusively for girls, where they exhibited good performance in various competitions like memory test, one minute show and fancy dress).

Imran (2008) conducted a comparative study on quality of education in public and private secondary schools of Punjab (Pakistan). It was concluded that private sector schools had actually less number of students and teachers at secondary level as compared to public sector schools. The results of 10th class students in boards’ examinations of private schools were better than government schools. While with respect to ownership of building, almost 98% public sector schools had their own buildings and majority of private schools was running in rented buildings. In public sector schools student-teacher ratio was higher than private schools. Teachers of public secondary schools were more qualified academically as well as professionally having command over teaching methodology as compared to the teachers of private secondary schools Behaviour of teachers of private schools was motivating and they encouraged questioning and enhanced creativity among students, whereas public schools were lacking these factors. Availability of A.V. aids was excessive in public secondary schools as compared to private secondary schools but their use was more in private public secondary schools. Position of physical facilities was better in public secondary schools than in private secondary schools with respect to buildings, libraries, play grounds and furniture. While position of private sector secondary schools was better in availability of computer laboratories. Respondents of both the systems were of the view that curriculum of both type of systems was not up-to-date, fulfilling emerging needs of neither society nor it was being revised regularly.

Nath (2008) in a study on stress management in the rural/urban, govt. aided and unaided schools of Kannur and Kasaragod districts of Kerala reported that the number of text books and note books in unaided schools were more in number than government and aided schools. Almost all government and aided institutions had a good playground but in many unaided schools running pre- primary and primary sections had no playground.

Zaidi (2008) analyzed the facilities in primary and upper primary schools in India. The analysis of data revealed that many schools in the country were still not equipped with many basic facilities. The schools were expected to promote health awareness among students and for that the schools needed to organize regular medical checkups of the children. But it was a matter
of concern that about 65 percent upper primary schools had not arranged any such medical checkup.

As this investigator proceeded to minutely peruse the studies remotely or closely relating to her problem of research, she found that the issues and the problems relating to the teaching and learning of the contents of different subjects of study at the school level have not attracted the necessary attention of the investigators almost down to this day. So far as curricular and co-curricular activities are concerned, these have not been entirely ignored by the Indian investigators. Some of the studies relating to these activities have been duly quoted in this chapter in the form of their findings and conclusions. However, only a few of the quoted studies embraced within their scope the curricular activities which in recent times have come to be considered as of vital importance in the education of school children. Only a few of studies stood crystallized in the form of comparative studies. Again only a few of them were found focusing on any kind of venture for discovering the difference in the implementations of these activities on schools under different managements. Nevertheless, the findings of these investigations have an importance, which cannot be minimized or understated. These studies inspired more and more investigators to come forward to explore scientifically the positive effects resulting from proper implementation of the said category of activities in our schools.

Coming to the co-curricular activities, we find that even educational philosophers, right from the Greek times down to the present times have been speaking about their great importance in the field of education. So far as the research pertaining to them is concerned, we find that foreign and Indian investigators have been taking keen interest in their exploration almost since the middle of the 20th century. Studies conducted by them have been quoted in this chapter. But the task of quoting them have remained confined to the description of their findings only. However studies of the comparative nature among them have been just a few in numbers. Even from these, the investigator has failed to find any study, the findings of which could be considered as having direct bearing on the present problem of research, however the lines of research adopted by their investigators have been of clear use to this investigator in the formation of the problem of her study and in carrying out the investigation to its logical end.