FINDINGS AND CONCLUSIONS

5.1 GENERAL INFORMATION

1. The mean number of students in secondary classes was significantly more in non-government schools whereas there was no significant difference between government and non-government schools with respect to mean number of students in senior secondary classes. Average pass percentage and first division of board classes (X and XII) was significantly higher in non-government schools. The average number of teachers teaching secondary and senior secondary classes was significantly more in non-government schools. Non-government schools were having significantly more covered area than government schools. There was no significant difference between the two types of schools with respect to playground area in the school.

2. The mean number of students in secondary and senior secondary classes was significantly more in schools located in urban area as compared to schools of rural area. There was no significant difference between urban and rural area schools with respect to average pass percentage of board classes (X and XII). For class tenth, no significant difference was found for average first division between the two types of schools whereas urban schools had significantly higher average first division for class XII. The average number of teachers teaching secondary and senior secondary classes was significantly more in schools of urban area. Significantly more rural schools were having playground than urban schools. There was no significant difference between the two types of schools with respect to covered area in the school.

3. The mean number of students in secondary classes was significantly more in CBSE schools whereas there was no significant difference between PSEB and CBSE schools with respect to mean number of students in senior secondary classes. Average pass percentage and first division of board classes (X and XII) was significantly higher in CBSE schools. The average number of teachers teaching secondary and senior secondary classes was significantly more in schools of central board. CBSE schools were having significantly more covered area than PSEB schools.
5.2 COMPARISON BETWEEN GOVERNMENT AND NON-GOVERNMENT SECONDARY SCHOOLS WITH RESPECT TO CURRICULAR ACTIVITIES IN THE URBAN AREA OF LUDHIANA DISTRICT

1. Educational, vocational, moral, character building guidance was being provided by all government and non-government schools in urban area. All urban government and fairly good number of urban non-government schools were providing health guidance. Equal and a good number of urban government and non-government schools were providing social and civic guidance. There was no significant difference between urban government schools and urban non-government schools with respect to personal guidance, leisure time guidance, economic guidance, leadership guidance, regular guidance provider and separate room for guidance services Provision of funds for guidance services and availability of test/tools were there in fewer, but only in non-government schools.

2. Only urban non-government schools had counselor. All urban government and fairly good number of urban non-government schools had subject teacher acting as guidance provider. Divinity/religion teacher in significantly more non-government schools whereas guidance bureau in significantly more urban government schools acted as guidance provider. There was no significant difference between urban government schools and urban non-government schools with respect to psychologist, career master, health specialist and physical education teacher acting as guidance provider.

3. There was no significant difference between urban government schools and urban non-government schools with respect to use of lecture, demonstration, assignment, project, historical and discussion method of teaching. A good and equal number of both government and non-government schools of urban area were following unit method.

4. Fewer in number, but with no significant difference, more non-government schools were using radio as media of instruction. Significantly more non-government schools were using television and web/satellite/internet/online education. All urban government and a fairly good number of urban non-government schools were using computers with special software. About one third of both types of school were using LCD/projectors.
5. There was no significant difference between urban government schools and urban non-government schools with respect to science, mathematics and home science laboratory. Language laboratory was there only in urban non-government schools whereas general workshop was in all urban government schools having vocational group, however, none of the urban non-government schools had vocational group and hence, general workshop. Auditorium, library, art & craft and music/dance room was there in significantly more urban non-government schools. All urban government and fairly good number of urban non-government schools were having computer laboratory.

6. There was no significant difference between urban government schools and urban non-government schools with respect to providing extra coaching to academically weak, brilliant as well as to all the students.

7. For library and allied facilities, significantly more number of urban non-government schools had library period in the time table, issuing books to students and teachers, had librarian, magazine, journals, text books, reference books, charts and dictionaries in the library. However, newspaper was found in all the libraries of urban government and majority of urban non-government schools.

8. There was no significant difference between urban government schools and urban non-government schools with respect to allocation of practical periods of science and computer in time table. Practical periods of mathematics and languages were allocated only in non-government schools. Work experience and music/dance practical periods were significantly in more urban non-government schools.

9. Maintenance of diary by students and checking of student’s diary by teachers was there with no significant difference between urban government and urban non-government schools. Significantly more number of teachers of urban government schools were maintaining diary daily whereas significantly more number of teachers of non-government schools were maintaining diary weekly and only a few non-government school teachers were maintaining diary once a month. Teachers’ diary was being checked daily by principal in significantly more number of government schools, significantly more number of principals of non-government schools checking it weekly.
and only in a few non-government schools, checking of teachers dairy once a month was in practice.

10. Significantly more urban non-government schools were publishing school prospectus and magazine. Student’s diary, teacher’s dairy, syllabus for each class and academic calendar were being published by only urban non-government schools. However, annual report was being published by both urban government schools and non-government schools with no significant difference.

11. Visual aids viz. chalk board, charts, models and diagrams were being used by all urban government and non-government schools. Urban non-government schools were using flannel board with no significant difference and bulletin board with significant difference from urban government schools. A good and equal number of both government and non-government schools of urban area were using picture as a visual aid. Magnetic board was being used by urban non-government schools only.

12. Fewer in number but with no significant difference urban government and non-government schools were using radio. Significantly higher numbers of non-government schools were using tape recorder, television, film and internet. All urban government schools and a fairly good number of urban non-government schools were using computers.

13. All urban government and non-government schools were conducting terminal/half yearly tests and practical work / skill test. There was no significant difference between urban government schools and urban non-government schools in conducting weekly test and unit test. However, equal and good numbers of both types of schools were conducting pre board test for the classes tenth and twelfth.

14. Significantly more number of urban non-government schools had provision for appearing in additional subjects for class 10th and with no significant difference for class 12th.

15. All urban government schools were following only marks system for the classes 6th to 12th. More than one half of sampled urban non-government schools were following only marks system and about another one third of non-government schools were following
both systems i.e. marks as well as grade as the method of evaluation for the classes’ 6th to 12th.

16. All urban government and non-government schools were maintaining cumulative progress report on report card, showing it to parents, discussing students’ progress report with parents and holding parents teachers meet. Only annual examination was basis for promoting the students of non board classes in all urban government and more than half of sampled urban non-government schools where as about one third of non-government schools had fixed whole year progress as criteria for promoting students of non board classes. Daily checking of notes books by teachers was being practiced in significantly more number of government schools and weekly checking of notes books by teachers in significantly more number of non-government schools of urban area. Random/surprise checking of note books by the principal was there with no significant difference between urban government and non- government schools.

17. A little more than one third of urban non-government schools had provision for internal assessment for classes VI, VII, IX and XI. Contrary to it, none of urban government schools had such provision. All government and non-government schools of urban area had provision for internal assessment for class VIII and none of government and non-government schools of urban area had provision for internal assessment for classes X and XII.

18. Significantly more urban non-government schools had day to day class work performance as basis of internal assessment. There was no significant difference between urban government and non-government schools with respect to laboratory and practical work performance and outstanding performance in co-curricular activities as basis of internal assessment. All government and non-government schools of urban area considered achievement in the terminal tests for internal assessment.

19. Significantly more urban non-government schools had provision of compartment in non board classes.
Conclusions: This research has identified that although all government and non-government schools of urban area were following by and large all dimensions of curricular activities yet some of the dimensions and facilities for curricular activities viz. funds, tools and counselor for providing guidance services, language laboratory, practical periods of mathematics and languages, publication of students diary, teachers diary, syllabus for each class and academic calendar, use of magnetic board, system of internal assessment for classes VI, VII, IX, XI, XII had not even opened its account in government schools of urban area. Urban non-government schools were in better position from their counterparts with regard to radio and television as media used for instruction, facilities in schools viz. auditorium, library, art and craft room, music room and dance room as well as in most of library and allied facilities. However urban government schools were in much comfortable position with respect to maintenance of diary by teachers and teacher’s diary being checked by principal.

5.3 COMPARISON BETWEEN GOVERNMENT AND NON-GOVERNMENT SECONDARY SCHOOLS WITH RESPECT TO CO-CURRICULAR ACTIVITIES IN THE URBAN AREA OF LUDHIANA DISTRICT

1. Literary activity of debate, recitation, dramatics, declamation and quiz were being organized in both urban government and non-government schools with no 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.

2. All urban government and urban non-government schools of urban area were conducting 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 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 mehandi.

3. The leisure time activities of album making, photography, collection of stamps, coins and currency were being performed in significantly more 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.

4. 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 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.

5. 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.

6. 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 also 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.
7. All urban government and non-government schools were performing mass prayer and morning assembly. There was no significant difference between urban government schools and urban non-government schools in following the activities of scouting/girl guiding, NSS, social surveys, 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.

8. Miscellaneous activities of summer camps, student council and alumni meet was being followed in significantly more urban non-government schools as compare to their counterparts. House system was there in a fairly good number of both types of schools with no significant difference.

9. Significantly more urban non-government schools had medical room and First aid facility. Only non-government schools had permanent medical staff and health club. Significantly more number of urban government schools were conducting health check up of students and maintaining their health cards. There was no significant difference between urban government schools and urban non-government schools in organizing health related talks, gym and providing yoga training to students.

10. All urban government and non-government schools had physical education period in school time table. All urban non-government and a good number of urban government schools had physical education teachers. Significantly more number of non-government schools in urban area had playgrounds/fields, physical education room, coach, organization of indoor and outdoor games, sports day, coaching/training camps for students, provision of refreshment for sportspersons and providing sports items to students as compare to urban government schools.

**Conclusions:** The research has identified too that a majority of government and non-government schools of urban area were following almost all types of co-curricular activities. Even then, among different dimensions of co-curricular activities and facilities for carrying out these activities, the study concludes that only a few government schools
of urban area were organizing the activities of wall magazine, subject wise clubs, extempore speech, sculpture making, school band, collection of stamps, coins and currency, visit to melas/fairs and civic institution, participation in religious Nagar kirtans, NCC, community cooking service, book bank, organization of fete/fairs, summer camp, alumni meet, had gym and coach in school, celebration of sports day and provision of refreshment for sports persons. However none of urban government schools was undertaking activity of symposium and had permanent medical staff in school. Not much of both types of schools were following activities of collection of stones, spinning, weaving and leather work.

5.4 COMPARISON BETWEEN GOVERNMENT AND NON-GOVERNMENT SECONDARY SCHOOLS WITH RESPECT TO THE CURRICULAR ACTIVITIES IN THE RURAL AREA OF LUDHIANA DISTRICT.

1. All government and non-government schools of rural area were providing educational, vocational, moral and character building guidance. In rural area, all government schools were providing heath guidance. All rural non-government and a good number of rural government schools were providing personal guidance. There was no significant difference between government schools and non-government schools of rural area in providing social, civic, economic, leadership guidance as well as for separate room for providing guidance services. A little less than one fifth of the sampled schools of both types had allocated time in time table for imparting guidance services. Significantly more non-government schools in rural area were providing leisure time guidance. Significantly more number of rural government schools had regular guidance provider. A few in number, but with no significant difference, there was provision of funds and test/tools available for imparting guidance services in both types of schools.

2. A good and equal number of both the types of schools, subject teacher was acting as guidance provider. Psychologist and divinity/religion teacher acted as guidance provider in significantly more number of rural non-government schools. Physical education teacher acted as guidance provider in significantly more number of rural government schools. There was no significant difference with regard to counselor, career master and
health specialist acting as guidance provider in government and non-government schools of rural area.

3. Significantly more rural non-government schools were following assignment and unit method and significantly more rural government schools were following discussion method of teaching. There was no significant difference between government and non-government schools of rural area with regard to following of lecture method, demonstration method, project method and historical method of teaching.

4. Significantly more rural non-government schools were using television. There was no significant difference between urban and rural government schools in using web/satellite/internet. All government schools and majority of non-government schools were using computers with special software. Almost one forth of sampled schools of both types was using LCD/projectors.

5. There was no significant difference between rural government schools and rural non-government schools with respect to facility of science laboratory, mathematics laboratory, library and home science laboratory. A few in number but only rural non-government schools had language laboratory whereas general workshop was there in all rural government schools which had vocational group. Computer laboratory was there in all rural government schools. Auditorium, art & craft room and music/dance room was there in significantly more rural non-government schools.

6. Significantly more rural government schools were providing extra coaching to academically weak students. Extra coaching was also being provided to brilliant as well as to all the students of rural government and rural non-government schools with no significant difference.

7. Significantly more number of rural non-government schools had library period in time table, librarian in school and journals in library. Other library and allied facilities of issuing books to students and teachers, magazine, charts, text books, reference books and dictionaries in library was there in both types of schools with no significant difference. All government and majority of non-government schools had newspaper in their library.
8. Significantly more rural government schools had allocated practical periods of science and significantly more rural non-government schools had allocated practical periods of work experience in their time table. There was no significant difference between rural government schools and rural non-government schools with respect to allocation of practical periods of computers in time table. Approximately half of the sampled non-government schools had music/dance practical periods whereas none of the rural government schools had music/dance practical periods. Language and mathematics practical periods in time table was there only in single rural non-government schools.

9. Maintenance of students’ diary was significantly more in non-government schools than government schools of rural area. Maintenance and checking of teacher’s diary was there in all rural government schools whereas in two third of rural non-government schools, teachers were maintaining diary and a little more than one half of rural non-government schools, principals were checking teachers’ diary. In significantly more number of rural government schools, teachers’ diary was being maintained daily and significantly in more rural non-government schools teachers’ diary was being maintained weekly, teachers’ diary was being maintained once a month only in rural non-government schools. Daily checking of teachers’ diary was there only in rural government schools. With no significant difference weekly checking of teachers’ diary was there in both types of schools, however, practice of checking of teacher’s diary once a month was only in non-government schools.

10. Significantly more rural non-government schools were publishing school prospectus and magazine. With no significant difference both type of schools were publishing the annual report. Student’s diary, teacher’s diary, syllabus for each class and academic calendar was being published by rural non-government schools only.

11. Visual aids viz. chalk board, charts and diagrams were being used by all rural government and rural non-government schools. There was no significant difference between rural government schools and rural non-government schools in using models, flannel board and pictures. Significantly more number of rural government schools were using bulletin board. Equal, but only a few schools of both types were using magnetic board.
12. Fewer in number but with no significant difference rural government and non-government schools were using radio. Significantly more non-government schools were using tape recorder, television and film. All rural government and majority of rural non-government schools were using computers. There was no significant difference between rural government schools and rural non-government schools in using internet.

13. Significantly more number of rural government schools were conducting weekly test and contrary to it, significantly more number of rural non-government schools were conducting unit test. All rural government and rural non-government schools were conducting terminal/half yearly test and practical / skill work test. Two third of both types of schools were conducting pre board test for the classes 10th and 12th.

14. Significantly more number of rural non-government schools had provision for appearing in additional subjects for class 10th and with no significant difference for class 12th.

15. All rural government schools were following only marks system for evaluation for the classes 6th to 12th in rural area. Majority of sampled rural non-government schools were following only marks system and less than one third of sampled rural non-government schools were following marks as well as grade system as the method of evaluation.

16. All rural government and non-government schools were maintaining cumulative progress report on report card, showing it to parents, discussing students’ progress report with parents and holding parents teachers meet. Only annual examination was basis for promoting the students of non board classes in all rural government and majority of rural non-government schools where as about one forth of rural non-government schools had whole year progress as criteria for promoting students of non board classes. Daily checking of notes books by teachers was being practiced in significantly more number of rural government schools and weekly checking of notes books by teachers in more number of rural non-government schools. Random/surprise checking of note books by the principal was there in both types of schools with no significant difference.

17. None of rural government schools had system of internal assessment for classes sixth to seventh and ninth to twelfth. From sampled rural non-government schools, about one forth schools had provision for internal assessment for classes sixth, seventh, ninth and
eleventh. All rural government and non-government schools had provision for internal assessment for class eighth but none of the schools for classes tenth and twelfth.

18. Significantly more rural government schools had laboratory and practical work, outstanding performance in co-curricular activities as the basis of internal assessment. All government and non-government schools of rural area were considering achievement in terminal tests as basis of internal assessment. There was no significant difference between rural government schools and rural non-government schools with respect to day to day class work performance as criteria for internal assessment.

19. There was no significant difference between government schools and non-government schools of rural area for provision of compartment in non board classes.

**Conclusions:** It can be concluded that by and large curricular activities were being followed in both government and non-government schools in rural area. Some of schools of both types were not undertaking a few particular types of activities and had not facilities for under taking these activities. Only a few government and non-government schools in rural area had allocated time in time table, funds, test/tools, counselor and psychologist for providing guidance services, auditorium, home science laboratory, magnetic board and radio. Only a few rural government schools were having library period in timetable, librarian, music/dance room and television as compare to rural non-government schools where as not much of rural non-government schools were following historical method of teaching and taking outstanding performance in co-curricular activities as basis of internal assessment as compare to rural government schools. None of rural government schools had language laboratory, mathematics, language and music/dance practical period, publication of students diary, teachers diary, syllabus for each class and academic calendar, system of internal assessment for classes VI, VII, IX, XI and XII.
5.5 COMPARISON BETWEEN GOVERNMENT AND NON-GOVERNMENT SECONDARY SCHOOLS WITH RESPECT TO THE CO-CURRICULAR ACTIVITIES IN THE RURAL AREA OF LUDHIANA DISTRICT

1. There was no significant difference between government schools and non-government schools of rural area for performing debate, symposium, newspaper reading, recitation, wall magazine, declamation, mental aptitude test, subject wise clubs and extempore speech. All government and non-government schools of rural area were organizing story and essay writing as an activity. Significantly more rural non-government schools were organizing library work, quiz and puzzle. Significantly more rural government schools were organizing dramatics.

2. All government and non-government schools of rural area were following the dance, drawing and painting activities. All rural non-government schools were organizing activities of music, folk songs, preparation of charts and flower arrangement, however majority of rural government schools were also organizing activities of music, folk songs and preparation of charts. Significantly more non-government schools of rural area were organizing exhibitions, activity of fancy dress, variety show, interior decoration, rangoli and had school band. There was no significant difference between government schools and non-government schools of rural area with regard to activities of model preparation, sculpture making and mehandi.

3. There was no significant difference between rural government schools and rural non-government schools with regard to leisure time activities of collection of stamps, coins, stones and currency. The leisure time activities of album making, photography, collection of pictures and seed collection were being performed in significantly higher number of rural non-government schools. Collection of leaves and flowers were being carried out in all non-government schools of rural area and almost three forth of sampled non-government schools.

4. Fewer, but equal number of both government and non-government schools of rural area were performing spinning activity. There was no significant difference between rural government schools and rural non-government schools with regard to activities of dyeing,
weaving, tailoring, soap making, book binding and leather work. Significantly higher number of rural non-government schools were performing activities of embroidery, kitchen gardening, toy making, clay modeling, greeting card making, candle making, basket making, flower making and envelope making.

5. Significantly more government schools in rural area were taking their students to visit to places of historical and religious interest as well as to zoo whereas significantly more rural non-government schools were taking their students to visit to places of industrial interest as well as to exhibition. However, there was no significant difference between rural government schools and rural non-government schools with regard to melas/fairs, places of geographical, scientific, agricultural and cultural interest. One tenth of both types of sampled schools were taking their students to civic institutions too.

6. With no significant difference, government and non-government schools of rural area were celebrating social festivals, Van Mahotsav and participation in religious Nagar kirtans. All rural government and majority of rural non-government schools were celebrating National days. Significantly more non-government schools were celebrating religious festivals.

7. All government and non-government schools of rural area were conducting mass prayer and morning assembly. Significantly more number of rural government schools had scouting/girl guiding and Red Cross in their schools. Significantly more non-government schools of rural area were involved in social service in neighbourhood and organization of fete and fairs. There was no significant difference between government schools and non-government schools of rural area with respect to NCC, NSS, first aid, social survey and participation in awareness creating rallies. A little more than one fifth of both types of sampled schools were organizing community cooking service and a little less than one fifth of both types of sampled schools were having book bank in their premises.

8. Significantly more rural non-government schools were organizing summer camps, had student council and house system. None of schools of both types were organizing alumni meet.
9. Significantly more rural non-government schools had medical room. Significantly more number of rural government schools had First aid facility, doing health check up as well as maintaining of health cards of students. Regarding health related talks, yoga training, health club and gym in school was there with no significant difference between two types of schools.

10. Equal and majority of both types of schools had playgrounds/fields. Both types of all the sampled schools had physical education period in time table. There was no significant difference between government schools and non-government schools of rural area with respect to physical education teacher, organization of outdoor games, coaching training camps for students, celebration of sports day and provision of refreshment for sportspersons and providing sports materials/items to students. Significantly more number of non-government schools had physical education room, organization of indoor games and appointed coach in their schools.

**Conclusions:** It is concluded that a majority of government and non-government schools in rural area were following most of co-curricular activities. A very few government schools were undertaking the activities of wall magazine, puzzle, dyeing, tailoring, toy making, candle making, basket making, organization of fete/fairs, summer camps, student council and had coach as compare to non-government schools of rural area. Only a few schools of both types were organizing activities of symposium, subject wise clubs, extempore speech, sculpture making collection of stamps, coins, stones and currency, spinning, weaving, leather work, visit to civic institutions, NCC, NSS, conducting social survey, book bank and had health club and gym in school. None of government and non-government schools in rural area organized alumni meet. None of rural government schools had permanent medical staff.

5.6 **COMPARISON BETWEEN THE CURRICULAR ACTIVITIES BEING FOLLOWED IN GOVERNMENT SECONDARY SCHOOLS IN THE URBAN AND RURAL AREA OF LUDHIANA DISTRICT**

1. All urban and rural government schools were providing educational, vocational, moral, health and character building guidance. With no significant difference, government schools
of urban and rural area were providing social, leisure time, civic and economic guidance along with having regular guidance provider and allocation of time in time table for guidance services. Significantly more urban government schools were providing leadership guidance. Provision of funds and availability of test/tools for guidance services were there only in a few rural government schools. Equal number but a majority of both urban and rural government schools were imparting personal guidance to the students.

2. Counselor acted as guidance provider only in a very few of rural government schools. Subject teacher acted as guidance provider in all urban and fairly good number of rural government schools. There was no significant difference between urban and rural government schools with regard to psychologist, physical education teacher and divinity/religion teacher providing guidance in school. Almost in one third of sampled schools of both types, career master was providing guidance. Significantly more urban government schools had health specialist and guidance bureau.

3. Lecture, demonstration, historical and discussion method was being used in urban and rural government schools with no significant difference. Significantly more urban government schools were following assignment, project and unit method of teaching.

4. Although the number of both types of schools using radio and television was quite low, but with no significant difference, both types of schools were using it. All government urban and rural schools were using computers with special software. LCD/projectors as media of instruction were being used with no significant difference in both types of schools. Significantly more rural government schools were using web/satellite/internet.

5. There was no significant difference between urban and rural government schools with respect to facility of science laboratory, mathematics laboratory, auditorium, art & craft room, music/dance room and home science laboratory. None of urban and rural government schools had language laboratory. Computer laboratory was there in all urban and rural government schools. All schools with vocational group had general workshop. Significantly more rural government schools had library.

6. There was no significant difference between urban and rural government schools in providing extra coaching to academically weak, brilliant as well as to all the students.
7. In library and allied facilities, there was no significant difference between urban and rural government schools with respect to library period in time table, issuing books to students and teachers, magazine, text books, reference books, journals and charts. A little less than one fifth of both types of sampled schools had librarian. All government schools of urban and rural area had newspaper in library. Almost three forth of both types of schools had dictionaries in their libraries.

8. There was no significant difference between urban and rural government schools in allocation of practical periods of science, computers and work experience. None of schools of both types had allocated mathematics and language practical periods in their timetable. Music/dance practical periods was there only in very few number of government schools of urban area.

9. There was no significant difference between urban and rural government schools with respect to maintenance and checking of students’ diary. Maintenance and checking of teacher’s diary was there in all rural and majority of urban government schools. Teachers’ diary was being maintained and checked by principal daily and weekly with no significant difference. Monthly maintenance and checking of teachers’ diary was not in practice in any government schools of urban and rural area.

10. There was no significant difference between urban and rural government schools with respect to schools publishing prospectus and annual report. None of urban and rural government schools were publishing students’ diary, teachers’ diary, syllabus for each class and academic calendar. A very few but equal number of urban and rural government schools were publishing school magazine.

11. Visual aids viz. chalk board, charts and diagrams were being used by all urban and rural government schools. There was no significant difference between urban and rural government schools with respect to use of flannel board, bulletin board and pictures. Models were being used by all urban and good number of rural government schools. A very few number of rural government schools and none of urban government schools were using magnetic board.
12. Though the number of both types of schools using radio, television and film was quite low yet these were used with no significant difference between urban and rural government schools. Tape recorder and film was being used with no significant difference between two types of schools. All government schools of urban and rural area were using computers. Internet was being used in more rural government schools with significant difference from their urban counterparts.

13. Weekly tests, unit tests as well as pre board test for the classes tenth and twelfth was being conducted with no significant difference between urban and rural government schools. All government schools of urban and rural area were conducting terminal/half yearly tests and practical / skill work tests.

14. There was no significant difference between urban and rural government schools with respect to the provision of appearing in additional subjects for class tenth. Significantly more number of urban government schools had provision for appearing in additional subjects for class 12th.

15. All government schools of rural and urban area were following only marks system as the method of evaluation for sixth to twelfth classes.

16. All urban and rural government schools were maintaining cumulative progress report on report card, showing it to parents, discussing students’ progress report with parents and holding parents teachers meet. Only annual examination was basis for promoting the students of non board classes in both types of schools. Daily checking of notes books by teachers was being in practice in exactly one half of the sampled rural schools and slightly more of it in urban schools whereas weekly checking of notes books was being there in exactly one half of the sampled rural schools and slightly less of it in urban schools with no significant difference. Random/surprise checking of note books by principal was being practiced in three forth of sampled rural schools and slightly less of it in urban government schools.

17. There was no provision for internal assessment from classes’ sixth to twelfth except for class eighth in urban and rural government schools.

18. Day to day class work performance and participation in co-curricular activities was basis of internal assessment with no significant difference between urban and rural area government
schools. All government schools of urban and rural area considered achievement in terminal
tests for internal assessment. Significantly more rural government schools considered
laboratory and practical work as basis of internal assessment.

19. There was no significant difference between urban and rural area government schools for
provision of compartment in non board classes.

**Conclusions:** It is further concluded that by and large most of curricular activities were being
followed in government secondary schools in the urban and rural area. Only a few schools of
both types had psychologist, auditorium, music/dance room, home science laboratory,
librarian in school, publication of school magazine, radio, television and film as audio and
visual aids. None of urban and rural government schools had language laboratory,
mathematics and language practical periods, publication of students’ diary, teachers diary,
syllabus for each class and academic calendar, system of internal assessment for classes VI,
VII, IX, XI, XII. None of the urban government schools and a very few rural government
schools had funds, test/tools and counselor for providing guidance. None of rural government
schools and a very few urban government schools had allocated music/dance practical periods
in timetable.

5.7 **COMPARISON BETWEEN THE CO-CURRICULAR ACTIVITIES BEING
FOLLOWED IN GOVERNMENT SECONDARY SCHOOLS IN THE URBAN
AND RURAL AREA OF LUDHIANA DISTRICT**

1. There was no significant difference between urban and rural government schools with respect
to following literary activities of debate, recitation, dramatics, wall magazine, puzzle, mental
aptitude test and extempore speech. Symposium was being organized in only single rural
government schools. All urban and rural government schools were organizing story and
essay writing activity. All urban and fairly good number of rural government schools were
organizing newspaper reading activity. Significantly more urban government schools were
organizing declamation and quiz. Although number of both types of schools having subject
wise clubs was quite low yet it was there in equal number of schools.

2. In all schools of both types, dance, drawing and painting activity was being performed.
Aesthetic and cultural activities of folk songs were being performed in all urban and fairly
good number of rural government schools. There was no significant difference between urban and rural government schools in conducting activities of music, sculpture making, exhibitions, school band, variety show, interior decoration and flower arrangement. Significantly more urban government schools were following activities of fancy dress, mehandi and rangoli. Charts and models were being prepared in a good and equal number of both types of schools.

3. The leisure time activities of collection of stamps, leaves, flowers and currency as well as photography were being performed with no significant difference between urban government and rural government schools. Significantly more urban government schools were following activities of album making, collection of pictures and collection of seeds. A little more than one tenth of sampled schools of both types were following activity of collection of coins.

4. Although number of both types of schools performing spinning activity was quite low, but equal number of both types of schools were performing it. Significantly more urban government schools were following activities of tailoring, embroidery, toy making, greeting card making, candle making and envelope making. With no significant difference, activities of dyeing, weaving, soap making, kitchen gardening, book binding, leather work, basket making, clay modeling and flower making were being followed in both types of schools.

5. There was no significant difference between urban and rural government schools in taking their students to the places of historical interest, geographical interest, agricultural interest, cultural interest, melas/fairs, exhibitions and civic institutions. Significantly more urban government schools were taking their students to places of industrial interest and significantly more rural government schools were taking their students to religious places and zoo. A good and equal number of both types of schools were taking their students to visit places of scientific interest.

6. There was no significant difference between two types of schools in celebration of social festivals, religious festivals and Van Mahotsav. All government schools of urban and rural area were celebrating National days. Significantly more rural government schools were participating in religious Nagar kirtans.
7. All government schools of urban and rural area were conducting mass prayer and morning assembly. With no significant difference, both types of schools had scouting/girl guiding, NCC, NSS, Red Cross, First aid, social survey, community cooking service, social service in neighborhood, book bank as well as organization of fete and fairs. Significantly more urban government schools were participating in awareness creating rallies.

8. There was no significant difference between urban and rural government schools in conducting summer camps and student council. Significantly more urban government schools were having house system in their schools. None of rural government schools and a very few urban government schools were organizing alumni meet.

9. There was no significant difference between urban and rural government schools with respect to the medical room, First aid facility, maintaining health cards of students, conducting health related talk, yoga training and gym in school. None of urban and rural government schools had permanent medical staff in school. About three forth of both types of schools were conducting health check up of students. Health club was there only in single rural government school.

10. Significantly more rural government schools were having playgrounds/fields, organization of outdoor games, coaching/training camps for students, celebration of sports day and providing sports items to students. All schools of both types had physical education period in school time table. About one seventh of both types of sampled schools had appointed coach in schools. With no significant difference, both types of schools were having physical education teacher, physical education room, organization of indoor games and provision of refreshment for sportspersons.

Conclusions: It is concluded that almost all types of co-curricular activities were being followed in urban and rural government schools except for a few activities and facilities for undertaking these activities. None of urban government schools were undertaking the activity of symposium where as none of rural government schools were organizing alumni meet. None of the schools of both types had permanent medical staff. Only a few schools of both types had subject wise clubs, school band, book bank, gym and coach in school and were carrying out activities of wall magazine, extempore speech, sculpture making, collection of stamps,
coins, stones and currency, spinning, weaving, leather work, visit to civic institution, NCC, NSS, social surveys, organization of fete/fairs and summer camps. Only a few rural government schools had student council and were undertaking activities of dyeing, candle making, basket making. Only a few urban government schools had taken their students to visit melas/fairs, participation in religious Nagar kirtans, celebration of sports day and provision of refreshment for sports persons.

5.8 COMPARISON BETWEEN THE CURRICULAR ACTIVITIES BEING FOLLOWED IN NON-GOVERNMENT SECONDARY SCHOOLS IN THE URBAN AND RURAL AREA OF LUDHIANA DISTRICT

1. All non-government schools in urban and rural area were providing educational, vocational, moral and character building guidance. All rural and majority of urban non-government schools were providing personal guidance. Fairly good and equal numbers of both types of schools were providing social guidance. There was no significant difference between non-government schools in urban and rural area with respect to health, leisure time, civic, economic and leadership guidance, allocation of time in time table and availability of test/tools for imparting guidance services as well as separate guidance room. Significantly more urban non-government schools had regular guidance provider as compare to rural non-government schools.

2. Significantly more urban non-government schools had counselor and physical education teacher as guidance provider. There was no significant difference between non-government schools in urban and rural area with respect to subject teacher, health specialist, career master and divinity/religion teacher as guidance provider as well as guidance bureau in school. Psychologist was providing guidance services in a little less than one fifth of both types of schools.

3. With no significant difference between the two types of schools, lecture, demonstration, assignment, historical, project, unit and discussion method of teaching was being used as method of teaching.

4. Few but equal number of both types of schools were using radio. Significantly more urban non-government schools were using television as media of instruction. Computers
with special software’s, LCD/projectors and web/satellite/internet were being used in both types of schools with no significant difference.

5. There was no significant difference between non-government schools in urban and rural area with respect to facility of science laboratory, mathematics laboratory, language laboratory, computer laboratory, auditorium, library and art and craft room. Significantly more urban non-government schools were having music/dance room and home science laboratory. None of urban and rural non-government schools had vocational group and hence general workshop.

6. Significantly more urban non-government schools were providing extra coaching to academically weak, brilliant as well as to all students of school as compare to rural non-government schools.

7. Regarding library and allied facilities, significantly more urban non-government schools were issuing books to teachers and had librarian in school. There was no significant difference between non-government schools in urban and rural area with respect to library period in time table, issuing books to students, had magazine, journals, text books, reference books and dictionaries in library. Equal and majority of both types of schools had newspaper whereas about three forth of both types of schools had charts in their libraries.

8. Significantly more urban non-government schools had allocated science and music/dance practical periods in their time table. Practical periods of languages were allocated by a very few schools of both types with no significant difference. Mathematics, work experience and computer practical periods in time table were being also allocated by both types of schools with no significant difference.

9. Maintenance and checking of students diary was being carried out with no significant difference between both types of schools. Although, significantly in more urban non-government schools, teachers were maintaining their diary and principals were checking it but there was no significant difference between urban and rural non-government schools with respect to daily, weekly and monthly maintenance of teacher’s diary and
weekly and monthly checking of it. However, only in a very few urban non-government schools, teachers’ diary was being checked daily by principal.

10. There was no significant difference between urban and rural non-government schools with respect to publication of school prospectus, school magazine, student’s diary, academic calendar and annual report. Significantly more number of urban non-government schools were publishing teacher’s diary. All urban and majority of rural non-government schools were publishing syllabus for each class.

11. Visual aids of chalk board, charts and diagrams were being used by all urban and rural non-government schools. Models were being used by all urban and majority of rural non-government schools. Urban non-government schools were leading significantly in using flannel board and bulletin board whereas there was no significant difference between two types of schools with regard to use of pictures and magnetic board.

12. Few but equal in number of both types of schools were using radio. Significantly more urban non-government schools were using television and film. Computer, internet and tape recorder was being used by both types of schools with no significant difference.

13. Significantly more urban non-government schools were conducting weekly tests. Unit tests and pre board tests for classes tenth and twelfth were being conducted with no significant difference. All non-government schools of urban and rural area were conducting terminal/half yearly tests and practical / skill work tests.

14. There was no significant difference between urban and rural non-government schools for provision of appearing in additional subjects for the class tenth whereas significantly more urban non-government schools had provision for appearing in additional subjects for class twelfth.

15. In urban and rural non-government schools marks system was mainly popular method of evaluation of students of classes’ sixth to twelfth, however, marks as well as grade system was also being followed in some schools of both types.

16. All rural and urban non-government schools were maintaining cumulative progress report on report card, showing it to parents, discussing students’ progress report with
parents and holding parents teachers meet. Whole year progress was criteria for
promoting students of non board classes in a little more than one third urban and about
one forth of rural non-government schools whereas annual examination was criteria for a
little less than two third urban and about three forth of rural non-government schools with
no significant difference. Daily and weekly checking of notes books of students by
teachers as well as random/surprise checking of note books by the principal was being
practiced in both types of schools with no significant difference.

17. There was no significant difference between urban and rural non-government schools for
system of internal assessment for classes sixth, seventh, ninth and eleventh. All non-
government schools of urban and rural area had provision for internal assessment for
class eighth and none of them had provision for internal assessment for classes tenth and
twelfth.

18. Significantly more urban non-government schools had day to day class work
performance and laboratory practical work as basis of internal assessment. There was no
significant difference between urban and rural non-government schools for outstanding
performance in co-curricular activities as basis of internal assessment. All urban and rural
non-government schools were considering achievement in terminal tests for internal
assessment.

19. There was no significant difference between urban and rural non-government schools for
provision of compartment in non board classes.

**Conclusions:** It is concluded that a majority of curricular activities were being followed in
urban and rural non-government schools except for a few activities and facilities for
undertaking these activities. Only a few schools of both types had tests/tools, psychologist
for guidance service, radio, language and home science laboratory, magnetic board and
considering outstanding performance in co-curricular activities as basis of internal
assessment. Only a few rural non-government schools had regular guidance provider,
funds, allocated time for guidance in time table, counselor and guidance bureau for
guidance services, using historical method of teaching, providing extra coaching to all
students and mentioning mathematics and language practical periods in time table.
5.9 COMPARISON BETWEEN THE CO-CURRICULAR ACTIVITIES BEING FOLLOWED IN NON-GOVERNMENT SECONDARY SCHOOLS IN THE URBAN AND RURAL AREA OF LUDHIANA DISTRICT

1. Significantly more urban non-government schools were carrying out activities of debate, symposium, recitation, dramatics, declamation and subject wise clubs. There was no significant difference between urban and rural non-government schools with regard to carrying out activities of wall magazine, library work, quiz, puzzle, mental aptitude test and extempore speech. All urban and rural non-government schools were organizing story and essay writing activity. All urban and majority of rural non-government schools were carrying out activity of newspaper reading.

2. All non-government schools of urban and rural area were following activities of dance, music, folk songs, drawing, painting and preparation of charts. All urban and majority of rural non-government schools were performing fancy dress activity whereas all rural and majority of urban non-government schools were performing activity of flower arrangement. There was no significant difference between urban and rural non-government schools in carrying out activities viz. preparation of models, interior decoration, rangoli, school band, organizing exhibition and variety show. Significantly more of urban non-government schools were carrying out activities of sculpture making and mehandi.

3. The leisure time activities of collection of stamps, coins and currency were being performed significantly in more urban non-government schools. Collections of leaves and flowers in all rural and a large majority of urban non-government schools were being carried out. With no significant difference between both types of schools leisure time activities of album making, collection of pictures, collection of stones, seed collection and photography were being performed.

4. Fewer but equal urban and rural non-government schools were carrying out spinning activity. There was no significant difference between both types of schools in performing craft activities of dyeing, weaving, embroidery, soap making, kitchen gardening, toy making, clay modeling, leather work, basket making and envelope making. Significantly
more urban non-government schools were carrying out tailoring and candle making activities.

5. Significantly more urban non-government schools were taking their students to visit zoo, civic institutions and places of historical, industrial, religious and cultural interest. With no significant difference, both types of schools were taking their students to places of geographical, scientific and agricultural interest, exhibition and melas/ fairs.

6. There was no significant difference between urban and rural non-government schools in celebrating social and religious festivals as well as participating in religious Nagar kirtans. Fairly good and equal numbers of both types of schools were celebrating National days and Van Mahotsav.

7. All non-government schools of urban and rural area were conducting mass prayer and morning assembly. Significantly more number of urban non-government schools were having scouting/girl guiding, NCC, Red Cross, First aid and book bank, conducting social survey, participating in awareness rallies and organizing fete and fairs. There was no significant difference for the activities of NSS, community cooking service and social service in the neighbourhood.

8. Significantly more urban non-government schools were organizing summer camp and had student council. Majority and equal number of both types of schools had house system whereas alumni meet was only being organized in urban non-government schools.

9. There was no significant difference between urban and rural non-government schools with regard to medical room, permanent medical staff, health checkup and maintenance of health cards of students, health related talk, health club, yoga training and gym in schools. Significantly more urban non-government schools had first aid facility.

10. All schools of both types had physical education period in the time table. All urban and majority of rural non-government schools had physical education teacher. There was no significant difference between urban and rural non-government schools with regard to playgrounds/fields, physical education room, organization of outdoor and indoor games, organization of coaching/training camps for students, appointed coach in school,
provision of refreshment to sports persons and providing sports materials/items to students. Significantly more number of urban non-government schools had celebrated sports day.

**Conclusions:** It is concluded that a majority of co-curricular activities were being followed in non-government secondary schools in urban and rural area except for a very few activities and facilities required to conduct these activities. Only a few rural non-government schools were organizing symposium, extempore speech, sculpture making, collection of stamps, coins and currency, visit to zoo and civic institutions and had book bank, scouting/girl guiding, NCC, NSS, Red Cross and social surveys. Only a few schools of both types had health club and gym and undertaking activities of collection of stones spinning, weaving and leather work. Alumni meet was being organized by a few urban non-government schools and none of rural non-government schools.

5.10 COMPARISON BETWEEN THE CURRICULAR ACTIVITIES BEING FOLLOWED IN STATE AND CENTRAL BOARD SECONDARY SCHOOLS OF LUDHIANA DISTRICT

1. All schools of State Board of Secondary Education and Central Board of Secondary Education were providing educational, vocational, moral and character building guidance. All CBSE schools and a majority of PSEB schools were providing social, health and leadership guidance. There was no significant difference between PSEB and CBSE schools for providing personal guidance, leisure time and civic guidance. Significantly more CBSE schools were providing economic guidance, had regular guidance provider, allocated time in time table and provision of funds as well as availability of test/tools for imparting guidance services. With no significant difference, both types of schools had separate room for guidance services.

2. CBSE schools were leading significantly with respect to counselor, psychologist, career master, health specialist and divinity/religion teacher as guidance provider. In all CBSE and fairly good number of PSEB schools, subject teacher acted as guidance provider. Guidance bureau and physical education teacher as guidance provider were there in both two types of schools with no significant difference.
3. Lecture and historical method of teaching was used in both types of schools with no significant difference. Assignment, project, unit and discussion method of teaching was used in significantly more number of CBSE schools. All central board and also good number of state board schools were using demonstration method of teaching.

4. With no significant difference, a few schools of both types were using radio as a media of instruction. Significantly more CBSE schools were using television, LCD/projectors and web/satellite/internet. All CBSE and majority of PSEB schools were using computers with special software.

5. The facility of library, science and computer laboratory was there in all CBSE schools, whereas science and computer laboratory was also there in a good number of PSEB schools. Significantly more CBSE schools had mathematics laboratory, language laboratory, auditorium, art & craft and music/dance room. All schools of PSEB with vocational stream had general workshop. Only a few CBSE and PSEB schools had home science laboratory and difference was found to be non significant.

6. Significantly more central board schools were providing extra coaching to academically weak as well as brilliant students. Extra coaching was being provided to all students of school with no significant difference between PSEB and CBSE schools.

7. All CBSE schools were mentioning library period in time table, issuing books to students and teachers, had librarian, newspaper, magazine, text books, reference books and dictionaries in library whereas PSEB schools were lagging behind considerably in all library facilities except for newspaper and reference books in library. Charts and journals were also significantly in more central board schools.

8. Significantly more central board schools were allocating practical periods of work experience and music/dance. All CBSE and majority of PSEB schools were allocating computers practical periods in time table. With no significant difference from PSEB schools more CBSE schools were mentioning practical periods of science in time table. Only a few schools of both types were mentioning practical periods of mathematics and languages with no significant difference.
9. In all central board and a good number of state board schools, diary was being maintained by students and checked by teachers. Daily maintenance of teachers’ diary was there in significantly more PSEB schools whereas weekly and monthly maintenance of teachers’ diary was there in significantly more CBSE schools. Daily checking of teachers dairy was being done in almost half of PSEB schools and none of the CBSE schools. Weekly as well as monthly checking of teachers diary by principal was in practice in significantly more CBSE schools.

10. Significantly more CBSE schools were publishing school prospectus, magazine and teachers dairy. All schools of central board were publishing students’ dairy, syllabus for each class and academic calendar whereas a little more than one third state board schools were publishing students’ dairy, syllabus for each class and almost one third were publishing academic calendar. There was no significant difference between CBSE and PSEB schools for publishing annual report.

11. Visual aids viz. chalk board, charts and diagrams were being used by all PSEB and CBSE schools. All schools of central board and good number of state board schools were using models. Significantly more CBSE schools were using flannel, magnetic and bulletin board.

12. There was no significant difference between two types of schools for using radio. Significantly more CBSE schools were using tape recorder, television, film and internet. All schools of central board and majority of state board schools were using computers.

13. All schools of central board and state board were conducting terminal/half yearly tests and practical / skill work test. Weekly test was being conducted with no significant difference between two types of schools. Significantly more CBSE schools were conducting unit tests. All CBSE and about two third PSEB schools were conducting pre board test for classes tenth and twelfth.

14. CBSE schools were leading significantly with regard to provision of appearing in additional subjects for class tenth. All CBSE schools and a little less than two third of PSEB schools had provision for appearing in additional subjects for class twelfth.
15. All CBSE schools were following marks as well as grade system as the method of evaluation from classes’ sixth to twelfth. A large majority of PSEB schools were following only marks system and very few PSEB schools were following marks as well as grade system for classes sixth, seventh and ninth. All PSEB schools were following only marks system as method of evaluation for classes eighth, tenth, eleventh and twelfth.

16. All PSEB and CBSE schools were maintaining cumulative progress report on report card, showing it to parents, discussing students’ progress report with parents and holding parents teachers meet. Only annual examinations for promoting the students of non board classes was basis in a large majority of PSEB and none of CBSE schools whereas all CBSE schools and very nominal PSEB schools had criteria of whole year progress for promoting the students of non board classes to the next class. Daily and weekly checking of notes books by teachers was almost equal in both types of schools. Random/surprise checking of note books by principal was being done significantly more in schools of central board.

17. In all PSEB schools, there was no provision of internal assessment for any class from sixth to twelfth except for class eighth whereas in all CBSE schools, there was provision of internal assessment for classes sixth to ninth and eleventh but not for classes tenth and twelfth.

18. Significantly more CBSE schools had fixed criteria of day to day class work and laboratory and practical work performance for internal assessment. All PSEB and CBSE schools were considering achievement in terminal tests for internal assessment. Outstanding performance in co-curricular activities was basis of internal assessment with no significant difference.

19. There was no significant difference between CBSE and PSEB schools in provision of compartment in non board classes.

**Conclusions:** This research has identified that although almost all types of curricular activities were being followed in most of state board schools (PSEB) and central board schools (CBSE), still there were some activities and facilities being missed by some of the schools of PSEB and CBSE. Test/tools for providing guidance services, radio,
magnetic board, practical periods of mathematics and language in time table were not much common among both types of schools. Only a few state board schools (PSEB) had funds, counselor and psychologist for providing guidance services, language laboratory and auditorium. Only a few central board schools (CBSE) were considering outstanding performance in co-curricular activities as basis of internal assessment. All CBSE schools had provision of internal assessment for classes’ sixth to ninth and class eleventh. At the same time none of the PSEB schools had such type of provision except for class eighth. There was no provision of internal assessment in both state and central board schools for classes tenth and twelfth.

5.11 COMPARISON BETWEEN THE CO-CURRICULAR ACTIVITIES BEING FOLLOWED IN STATE AND CENTRAL BOARD SECONDARY SCHOOLS OF LUDHIANA DISTRICT.

1. Literary activities of symposium, recitation, dramatics, wall magazine, library work, puzzle, mental aptitude test, subject wise clubs and extempore speech were being carried out in significantly more CBSE schools. All schools of central and state board were organizing story and essay writing activity. Newspaper reading was there in all CBSE and majority of PSEB schools. All CBSE schools were organizing activities of declamation and quiz whereas slightly more than three forth of PSEB schools were organizing declamation and slightly less than three forth of PSEB schools were organizing quiz activity. There was no significant difference between CBSE and PSEB schools in conducting debate activity.

2. All central and majority of state board schools were organizing activities of music, folk songs, preparation of charts and models. All CBSE and PSEB schools were organizing dance, drawing and painting activity. Significantly more CBSE schools were carrying out sculpture making, fancy dress, variety show, exhibitions and had school band. There was no significant difference between PSEB and CBSE schools in conducting activities of interior decoration, flower arrangement and mehandi and rangoli.

3. Leisure activities of collection of stamps, coins, stones and currency as well as album making and photography were being conducted in significantly more CBSE schools. All
schools of central board and good percentage of state board schools were following activities of collections of leaves and flowers. With no significant difference, collection of pictures and seeds were being done in both types of schools.

4. Significantly more CBSE schools were performing activities of dyeing, tailoring, embroidery, soap making, kitchen gardening, clay modeling, leather work, toy making, candle making, basket making and envelope making. Spinning, weaving, book binding greeting card making and flower making were the activities being performed in both types of schools with no significant difference.

5. Significantly more CBSE schools were taking their students to exhibitions, civic institutions and places of historical, geographical, industrial, agricultural and cultural interest. With no significant difference students were taken to zoo, religious places and melas/fairs. All schools of central board and good percentage of state board were taking their students to places of scientific interest.

6. With no significant difference, both PSEB and CBSE schools were celebrating social and religious festivals, participating in religious Nagar kirtans and celebrating Van Mahotsav. All central and majority of state board schools were celebrating National days.

7. All central and state board schools were conducting mass prayer and morning assembly. Significantly more CBSE schools were having NCC, book bank, conducting social survey, social service in neighborhood, participating in awareness rallies, organizing fete and fairs. Significantly more PSEB schools were having Red Cross. Scouting/girl guiding, NSS, First aid and community cooking service were being organized with no significant difference in both types of schools.

8. Significantly more CBSE schools were organizing summer camps, alumni meet and had student council. All central board and good percentage of state board schools were having house system.

9. Significantly more CBSE schools had medical room, permanent medical staff, conducting health check up of students, health related talk, health club, yoga training and gym. All CBSE and good percentage of PSEB schools were having First aid facility in school.
There was no significant difference between PSEB and CBSE schools in maintaining health cards of students.

10. All central and state board schools were having physical education period in school time table. All CBSE and majority of PSEB schools had physical education teacher. All CBSE schools had playgrounds/fields, organized outdoor games and provided sports items to students whereas a little more than three forth of PSEB schools had playgrounds/fields and organized outdoor games and a little less than three forth of PSEB schools were providing sports items to students. Significantly more CBSE schools were having physical education room, organization of indoor games, coaching/training camps for students, appointed coach, celebration of sports day and provision of refreshment for sportspersons.

Conclusions: It is further concluded that a majority of co-curricular activities were being followed in most of schools of state board and central board. Only a few state board schools (PSEB) had subject wise clubs, book bank, permanent medical staff, health club and gym and were organizing activities of symposium, extempore speech, wall magazine, collection of stamps, coins, stones and currency, leather work, visit to civic institutions and NCC.