

CHAPTER - IV
ANALYSIS
AND INTERPRETATION OF DATA

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In every society and in every era; education has been considered the most important tool of social reformation and the best weapon of development in any field. So education itself is oriented for this. Only bookish education is not sufficient; other activities are also important which are called or termed as co-curricular activities. These activities are important to all round development of students and to achieve the most important aim of education. So it is necessary to find out which co-curricular activities are conducted in secondary schools, what is the extent of students participation in various co-curricular activities and to find out the co-curricular activities related to languages. Many schools faces problems in conduction of co-curricular activities; if they overcome those problems with the help of society and government then they can arrange various co-curricular activities effectively.

For this purpose data is collected by using various tools collection of data is very important. But collected data is only raw material. Which doesn't have any meaning. To give meaning to such collected data analysis and interpretation of data is very important. It gives the meaning to data which helps researcher to draw valid conclusion. So after the data has been collected, the next step in the research process is analysis. This data consists of scores, frequencies and some qualitative sort. For the quantitative data percentage is used and inferences and conclusions are drawn and data obtained from interview is qualitatively analysed and conclusions are drawn.

Objective No.1

To find out the various co-curricular activities conducted in different types of schools in Kolhapur city.

With the help of check list prepared by researcher for Headmasters of school (CCP); various co-curricular activities conducted in schools were found out while analyzing check-list, among X categories of co-curricular activities I and V categories were merged as the activities in both of these categories overlaps.

Table No. 3

Number and percentage of Schools conducting Each type of Activity

Sr. No	Area code	Activity	No	%	Sr. No.	Area Code	Activity	No	%
1.		Symposium	15	25	44		Flower arrangement	29	48.3
2.		Debate	53	88.3	45		Carpentry	8	13.3
3.	I	Essay writing	38	99.6	46	IV	Picnic	56	93.3
4.	And	Language games	35	58.3	47		Hikes	10	16.6
5.	V	Elocution	57	95	48		Educational trip	59	98.3
6.		Extension lectures	46	76.6	49		Entertainment trip	39	65
7.		Mathematic club	20	33.3	50	VI	Photography	11	18.3
8.		Organizing Science club	49	81.6	51		Collection	44	73.3
9.		Organizing Geography Bowl	17	28.3	52		Making of albums	27	45
10.		Language club	24	40	53		Adventure club	8	13.3
11.		Drama	36	60	54		Chess	35	38.3
12.		Wallpaper	42	70	54		Industrial chemistry	1	1.6
13.		School magazine	35	58.3	56		Junior chemists	2	3.3
14.		Newspaper reading	48	80	57		Art modeling	2	3.3
15.		Story telling	47	78.3	58		Video club	2	3.3
16.		Poem recitation	40	66.6	59		Motor mechanics	1	1.6
17.		Poem writing	30	50	60	VII	Knitting	27	45
18.		Quiz competition	50	83.3	61		Toy making	15	25
19.		Speech competition	49	81.6	62	LX	School Panchayat	27	45
20.	II	N.C.C.	20	33.3	63.		Book Binding	16	26.6
21.		Swimming	22	36.6	64.		House Decorating	28	46.6
22.		Yoga Asana	47	78.3	65.		Tailoring	19	31.6
23.		Outdoor games	38	96.6	66.		Weaving	26	43.3
24.		Indoor games	49	81.6	67.		Embroidery	27	45
25.		Mass Parade	50	83.3	68.		Clay-modeling	29	48.3

To be continued

Sr. No	Area code	Activity	No	%	Sr. No.	Area Code	Activity	No	%
26.		Gardening	37	61.6	69.		Classroom decoration	46	76.6
27.		Aerobatics	28	46.6	70.	VIII	Prabhat Pheri	51	85
28.		Cycling	29	48.3	71.		Scouting or guiding	37	61.6
29.		Rock climbing	8	13.3	72.		Community living	35	58.3
30.		Soccer	21	35	73.		Mass prayer	54	90
31.		Soap making	13	21.6	74.		Cleanliness week	51	85
32		Shooting	11	18.3	75		Self Government	31	51.6
33		Fitness club	25	41.6	76		Moot court	3	5
34		M.C.C.	48	80	77		Celebrating National days	60	100
35	III	Dress competition	34	56.6	78		social festival	55	91.6
36		Well come program	42	64	79		Mock Parliament	7	11.6
37		Send off	55	91.6	80		Visits	15	2.5
38		Music	40	66.6	81		Post office	9	15
39		Solo dance	33	35	82		Annual celebration	49	81.6
40		Group dance	45	75	83		Environmental club	44	73.3
41		Folk song	41	68.3	84		Literary survey	22	36.6
42		Drawing	58	99.6	85		Harit sena	22	36.6
43		Sculpture	12	20					

Observation and Interpretation

Table No.3 shows total number of 85 different co-curricular activities were found conducted in different school in Kolhapur city. It means that the schools in Kolhapur city conduct a wide variety of co-curricular activities.

But all schools haven't conducted all co-curricular activities. There were very few schools which conduct most of the activities; and there were most of the schools which conducted very few co-curricular activities.

There is only one co-curricular activity that is 'celebrating national days' which is conducted in all the schools. And there were some activities as industrial chemistry and 'Motor mechanics' were conducted in only one school. It means the range of number of schools conducted number of activities spread from 1.6% to 100% .

Table No. 4

Number and percentage of co-curricular activities conducted in schools.

Sr.No.	Percentage of activities conducted	Number of schools	Percentage of school
1.	70% and above	7	11.60
2.	60% - 69%	14	23.33
3.	50% - 59%	13	21.66
4.	40% - 49%	16	26.66
5.	39% and below	10	16.66
	Total	60	100%(99.97)

Observation and Interpretation

From above table it is observed that 11.66% schools (i.e.7) conducted 70% and above co-curricular activities. Twenty six percent schools used to conduct 40% to 49% co-curricular activities and 23.33% schools conducted 60%-69% co-curricular activities. Twenty one percent school conducted 50% to 59% co-curricular activities. And 16.66% schools conducted 39% and below that co-curricular activities.

It means a few schools conducted most of the co-curricular activities and most of the schools conducted a few co-curricular activities.

Objective – 2

To study the difference in number and types of Co-curricular activities conducted in different types of schools.

Table No. 5

Rank order of Each Area of co-curricular activities conducted by schools

Area code	Areas of Co-curricular activities	Overall %	Rank
VIII	Social welfare activities	77.33%	1 st
IV	Activities for excursion	70%	2 nd
I and V	Academic and language development activities	66.66%	3 rd
III	Activities for aesthetic and cultural development	62.22%	4 th
II	Activities for physical development	55.50%	5 th
X	Multipurpose activities	49.33%	6 th
IX	Activities for civic development	46.90%	7 th
VII	Craft activities	41%	8 th
VI	Activities for leisure time	22.77%	9 th

Observation and Interpretation

From above table it is observed that most of the activities (77.33%) were conducted from social welfare activities category; followed by activities for excursion (i.e. 70%) category. Academic and language development activity from this category 66.66% activities were conducted and 62.22% from category of Activities for aesthetic and cultural development. Other activities from physical

development, multipurpose, civic development, craft activities category were conducted from 55% to 41% .

Very few activities from 'Leisure time activity' category were conducted (i.e. 22.77%)

It means most of the schools gave more importance to social welfare activities and activities for excursion and least importance was given to Leisure time activities.

Objective – 3

To find out the facilities available in schools to organize various co-curricular activities.

In order to find out the facilities available in schools to organize various co-curricular activities. The checklist (CCT) and questionnaire (CQT) for the teacher incharge of co-curricular activities were administered and data was collected analysed and interpreted.

Table No. 6

Number and percentage of schools having sufficient equipments / materials to conduct various activities.

Sr.No.	Activity	Number of Schools	Percentage
1.	Physical education	58	96.66%
2.	Music / Dance	39	65%
3.	Craft activities	37	61.66%
4.	Scout and Guide	26	43.33%
5.	N.C.C.	22	36.66%
6.	M.C.C	51	85%
7.	Indoor games	37	61.66%
8.	Outdoor games	48	80%
9.	Language lab	0	0%

Sr.No.	Activity	Number of Schools	Percentage
10.	Library work (library)	47	78.33%
11.	Separate room for library	39	65%
12.	Drawing / Painting	45	75%
13.	Social welfare activity	38	63.33%
14.	Gardening	25	41.66%
15.	Carpentry	4	6.66%
16.	Leisure time activity	39	65%
17.	Cultural activity	41	68.33%

Observation and Interpretation

Table No.6 shows the number and percentage of schools having facilities for various co-curricular activities.

From above table it is seen that 99.66% schools had the facilities for physical education; followed by M.C.C. that 85% and library work, which was 78.33%. After that 'music and dance', Leisure time activities, cultural activities social welfare activities; were conducted in 68.33 to 61.66 percent schools.

'Craft activities', 'Gardening' 'scout and guide' 'N.C.C.' these activities had the facilities in 45% to 56% percent schools. Very few means only 4 schools (6.66%) had the facilities for carpentry and not a single school had language lab; which is useful for co-curricular activities related to language development.

It means nearly 50% co-curricular activities had the facilities in 60 and above percent of schools. And 50% of co-curricular activities hadn't sufficient facilities in 40% and below percent of schools.

Table No. 7

Number and percentage of schools having facility of special periods in time table for various co-curricular activities.

Sr.No.	Activity	Number of Schools	Percentage
1.	Physical education	59	98.33%
2.	Music / Dance	34	56.66%
3.	Craft activities/ S.U. P.W.	44	73.33%
4.	Scout and Guide	36	60%
5.	N.C.C.	22	36.6% ⁶
6.	M.C.C	54	90%
7.	Carpentry	4	6.66%
8.	Library work (library)	21	35%
9.	Drawing / Painting	47	78.33%
10.	Social welfare activity	35	58.33%
11.	Gardening	15	35%
12.	Language development activities	14	23.33%

Observation and Interpretation

Table No. 7 shows the number and percentage of schools having facilities of special periods in time table for various co-curricular activities.

From above table it is seen that all the schools except one school; had the special period for physical education, (i.e. 98.33% schools) for M.C.C. also 90% schools had special periods. Drawing / painting and craft activities had special periods in 78 to 73% schools. Schools had special periods ; for scout and guide followed by music and dance which had 56.6%. Library work, N.C.C. language development activities and 'gardening' these activities had special period in schools ranged from 36% to 23%. Very few schools (i.e. 6.66%) had the special periods for carpentry.

It means a few activities had the special periods in most of the schools and most of the activities had periods in few schools.

Table No.8

**Periods provided for physical development and Yoga
(weekly)**

Information	Number of periods	Number of Schools	Percentage
1) Special periods for physical development	2	5	8.48%
	4	39	66.10%
	6	15	25.42%
2) Special periods for Yoga	1	32	69.95%
	2	11	23.91%
	3	3	6.52%

Observation and Interpretation

From above table it is observed that 59 schools out of 60 (i.e. 98.33% schools) provided special periods for physical development activities 46 schools out of 60 provided special periods for Yoga (i.e. 76.66%)

For physical development, 8.48% schools provided 2 periods, 66.10% schools provided 4 periods and 25.42% schools provided 6 periods in a week.

For Yoga, 69.95% schools provided 1 period, 23.91% schools provided 2 periods and 6.52% schools provided 3 periods in a week.

It means almost all schools provided special periods for physical development activities, but for Yoga some schools (76.66%) provided special periods.

Most of the schools provided 4 periods per week for physical development and few schools provided 2 and 6 periods.

Most of the schools provided 1 period per week for Yoga and few schools provided 2 and 3 periods. It means physical development activities were considered more important than Yoga.

Table No. 9

Number and percentage of schools having the facility of trained teachers for various Co- curricular Activities

Sr.No.	Activity	Number of Schools	Percentage
1.	Physical education	59	98.33%
2.	Music / Dance	26	43.33%
3.	Craft activities/ S.U. P.W.	39	65%
4.	Scout and Guide	35	58.33%
5.	N.C.C.	20	33.33%
6.	M.C.C	55	91.66%
7.	Carpentry	7	11.66%
8.	Library work (library)	43	71.66%
9.	Drawing / Painting	49	81.66%
10.	Social welfare activity	31	51.66%
11.	Gardening	18	30%
12.	Dramatics	19	31.66%
13.	Yoga	36	60%
14.	Language development activities	29	48.33%

Observation and Interpretation

Table No. 9 shows number and percentage of schools having facility of trained teacher for various activities.

From above table it is seen that there were trained teachers in physical education in almost all the secondary schools in Kolhapur city. For M.C.C. 91% schools had trained teachers followed by Drawing / Painting activity (i.e. 81.60%). For library work, craft activities, Yoga had trained teachers in schools ranged from 71% to 60% and for gardening only 30% schools had trained teachers.

It means a very few percentage of schools having trained teachers for most of the co-curricular activities. Very low percentage of schools were found having trained teachers in most of activities.

Table No. 10**Number and percentage of schools having various clubs**

Sr.No.	Club	Number of Schools	Percentage
1.	Mathematic club	20	33.3%
2.	Science club	49	81.6%
3.	Language club	24	40%
4.	Environmental club	44	73.3%
5	Fitness club	25	41.6%

Observation and Interpretation

Table No. 10 shows number and percentage of schools having various clubs.

It is seen from table No.10 that 81.6% schools had science club; followed by Environmental club. Language and 'Mathematic these clubs in schools ranged from 30% to 40% .

It means most of the schools had provision for science club; and a few schools had language and mathematic club.

Table No. 11**Number and percentage of schools having the facility of play ground.**

Information	Response	Number of school	Percentage
Facility of playground	Yes	54	90%
	No	6	10%
	Total	60	100%

Observation and Interpretation

Table No. 11 shows the number of schools having facility of play ground. From table No.11 it is seen that 90% schools had the facility of playground.

It means most of the schools had play grounds and a very few schools hadn't play grounds. But play ground is the necessary facility; which each school should have, though only 10% schools hadn't the facility of play ground; this number was also larger.

Table No. 12

Number and percentage of schools showing location (within the school premises and outside the school premises) of play ground.

Sr.No.	Play ground location	Number of schools	Percentage
1.	Within the schools premise	50	92.59%
2.	Outside the school premise	4	7.40%

Observation and Interpretation

Table No. 12 shows the number and percentage of schools playground location.

From table No. 12 it is observed that 92.59% school had playground within the school premises; and 7.40% schools had playground outside the school premises.

It means large number of schools had the playground within the school premise and a very low number of schools had the facility of playground outside the school premise. If playground facility is provided within school premises then only it can be used effectively.

Table No. 13

Number and percentage of schools showing size of playground.

Sr.No.	Size of playground	Number of schools	Percentage
1.	> 100m ²	13	24.07%
2.	Between 80 m ² -100 m ²	9	16.67%
3.	Between 60 m ² -80 m ²	4	7.40%
4.	Between 40 m ² - 60 m ²	19	35.80%
5.	Between 20 m ² - 40 m ²	9	16.66%

Observation and Interpretation

Table No.13 shows number and percentage of schools showing size of playground.

It is observed from above table that only 24.07% schools had playground having more than 100 m² of size. 35.80% schools had playground of 40 m² to 60 m² size. 7.40% schools had the playground size of 60 m² – 80 m².

It means very few schools had playground of sufficient size, but most of the schools hadn't the sufficient size of playground.

Table No. 14

Number and percentage of schools having the facility of gymnasium.

Information	Response	Number of schools	Percentage
Facility of gymnasium	Yes	18	30%
	No	42	70%
	Total	60	100%

Observation and Interpretation

Table No.14 shows the number and percentage of schools having facility of gymnasium.

It is observed from above table that only 18 schools (i.e. 30%) had the facility of gymnasium. Large number of schools i.e. 70% hadn't the facility of gymnasium.

It means a very few schools had the facility of gymnasium.

Table No.15

Number and percentage of schools conducting games.

Activity	Response	Number of schools	Percentage
Indoor game	Yes	40	66.66%
	No	20	33.34%
	Total	60	100%
Outdoor game	Yes	59	98.33%
	No	1	1.64%
	Total	60	100%

Observation and Interpretation

From above table it is seen that almost all the school (98.33%) conducted outdoor games. But only 66.66% schools conducted indoor games.

It means more schools conducted outdoor games than indoor games.

Table No.16**Various outdoor games conducted in schools.**

Sr.No.	Outdoor games	Number of schools	Percentage
1.	Kabbaddi	38	64.40%
2.	Kho-Kho	42	71.18%
3.	Football	22	37.28%
4.	Cricket	11	18.64%
5.	Softball	6	10.16%
6.	Holyball	7	11.86%
7.	Hockey	4	6.77%
8.	Running	12	20.33%
9.	Handball	2	3.38%
10.	Jump (long, high)	3	5.08%

Observation and Interpretation

From table No. 16 it is seen that 71.17% schools were conducted Kho-Kho, followed by Kabbaddi i.e. 64.49%, football was conducted in 37.28% schools. Other outdoor games as cricket, softball, holyball, hockey, running, handball, jump were ranged from 20.33 to 3.38% schools.

It means only very few outdoor games as kho-kho, kabbaddi were conducted in most of the schools and very few schools conducted most of the outdoor games.

Table No. 17**Various indoor games conducted in schools.**

Sr.No.	Indoor games	Number of schools	Percentage
1.	Chess	29	72.5%
2.	Carrom	26	65%
3.	Yoga	4	10%
4.	Badminton	6	15%
5.	Boxing	4	10%
6.	Table tennis	4	10%
7.	Karate	1	2.5%
8.	Gymnastic	1	2.5%

Observation and Interpretation

From table No 17 it is observed that 72.5% schools conducted chess; followed by carrom i.e. 65% schools. Yoga, Badminton, Boxing and table tennis these games conducted in schools ranged from 15 to 10% Karate and Gymnastic these indoor games were conducted in only 1 school (i.e. 2.5%)

It means only two indoor games were conducted in most of the schools. And other indoor games were conducted in a very few schools.

Table No. 18

Number and percentage of schools conducting competitions of games.

Information	Response	Number of school	Percentage
Indoor game competition	Yes	37	61.66%
	No	23	38.34%
	Total	60	100%
Outdoor game competition	Yes	58	96.66%
	No	2	3.34%
	Total	60	100%

Observation and Interpretation

Table No.18 shows number and percentage of schools conducting indoor game competition and outdoor game competition.

It is observed from above table that 96.66% schools conducted outdoor game competition and 61.66% schools conducted indoor game competition.

It means more schools conducted outdoor game competitions than indoor game competitions.

It means more importance is given to outdoor games than indoor games.

Table No. 19

Number and percentage of schools having provision for Yoga and cultural activity.

Information	Response	Number of school	Percentage
Provision for Yoga	Yes	36	60%
	No	24	40%
	Total	60	100%
Hall for cultural activity	Yes	41	68.34%
	No	19	31.66%
	Total	60	100%

Observation and Interpretation

From above table it is seen that 60% schools had special provision for Yoga and 68% schools had provision of hall for cultural activities. And 40% schools hadn't provision for Yoga and 31.66% schools hadn't provision of hall for cultural activity.

It means nearly 50% schools had the facility for yoga and cultural activity.

Table No. 20

Various cultural activities conducted in schools

Sr.No.	Cultural activities	Number of school	Percentage
1.	Singing	52	86.66%
2.	Drama	20	33.33%
3.	Dance	44	73.33%
4.	Social festival	15	25%

Observation and Interpretation

From above table it is observed that 86.66% schools conducted singing in cultural activities followed by 'dance' that is conducted in

73.33% schools. Thirty three percent schools conducted drama. And 25% percentage schools conducted social festival.

It means most of the schools conducted cultural activities like singing and dance. Few schools conducted drama and social festival activities.

Table No. 21

Number and percentage of schools providing sufficient time for practicing cultural activities.

Information	Response	Number of schools	Percentage
Providing sufficient time for practicing cultural activity	Yes	57	95%
	No	3	5%
	Total	60	100%

Observation and Interpretation

From above table it is seen that 95% schools provided sufficient time for practising cultural activities only 5% schools didn't provide, sufficient time.

It means most of the schools provided sufficient time for practising cultural activities.

Table No. 22

Number and percentage of schools conducting leisure time activities.

Information	Response	Number of schools	Percentage
Conducting Leisure time activities	Yes	43	71.66%
	No	17	28.34%
	Total	60	100%

Observation and Interpretation

From table No. 22 it is observed that only 71.66% schools conducted leisure time activities.

It means not all schools conducted leisure time activities.

Table No. 23

Number and percentage of schools using leisure time for various activities.

Sr.No.	Leisure time activity	No	Percentage
1.	Collection (Stamps, plants etc)	14	32.55%
2.	Sports / games	29	67.44%
3.	Project	12	27.90%
4.	Art (painting modeling)	9	20.9%
5.	Academic	10	23%

Observation and Interpretation

From above table it is seen that various schools conducted various activities in leisure time; as 32.55% schools used leisure time for collection of stamps, plants stones etc and 67.44% schools used this time for sports and games. Schools ranged from 20% to 27% were used leisure time for project, Art and academic activities.

It means most of the schools were used leisure time for sports and games. Some schools used this time for academic purpose.

Table No. 24

Number and percentage of schools having provision of guidance for leisure time activity.

Information	Response	Number of schools	Percentage
Guidance given to leisure time activities	Yes	39	65%
	No	21	35%
	Total	60	100%

Observation and Interpretation

From above table it is seen that 65% schools had the provision of guidance for leisure time activities. And 35% schools hadn't the provision for leisure time activities.

It means some schools had the provision of guidance for leisure time activity and some hadn't.

Table No. 25

Number and percentage of schools exhibit the articals made in leisure time activity.

Information	Response	Number of school	Percentage
Exhibiting products from leisure time activity	Yes	36	60%
	No	24	40%
	Total	60	100%

Observation and Interpretation

From above table it is observed that 60% schools exhibit the articals made in leisure time and 40% schools didn't exhibiting the articals made in leisure time.

It means more schools exhibited products.

Table No. 26

Number and percentage of schools conducting language development activities.

Information	Response	Number of schools	Percentage
Conducting language development activities	Yes	54	90%
	No	6	10%
	Total	60	100%

Observation and Interpretation

From above table it is observed that 90% school conducted language development co-curricular activities and only 10% (i.e.6) schools didn't conduct language development co-curricular activities.

It means most of the schools conducted co-curricular activities related to language development.

Table No. 27

Number and percentage of schools considering performance in language development activities for evaluation of students.

Information	Response	Number of schools	Percentage
Considering performance in language development activities for evaluation	Yes	27	45%
	No	33	55%
	Total	60	100%

Observation and Interpretation

From above table it is observed that only 45% schools (i.e.27) considered performance in language development activities for evaluation and 55% schools didn't consider.

It means nearly half of the schools considered performance in language development activities for evaluation of students.

Table No. 28

Number and percentage of schools making compulsion for students to participate in co-curricular activities.

Sr. No.	Activities	Compulsion for participation			
		Yes		No	
		Number of schools	Percentage	Number of schools	Percentage
1.	Physical development	59	98.33	1	1.66%
2.	Indoor games	13	21.66	47	78.33%
3.	Outdoor games	22	36.66	38	63.33%
4.	Language development activities	29	48.33	31	51.56%

Observation and Interpretation

From above table it is observed that 98.33% school made compulsory to students to participate in physical development activities. Other activities like indoor games, out door games were made compulsory by the schools ranged from 36% to 21% language development activities were made compulsory in 48.33% schools.

It means almost all schools (i.e. 59 schools) made compulsory to students to participate in physical development activities. Few schools made compulsory to students to participate in indoor games, outdoor games and language development activities.

Objective No. 4

To find out the difficulties faced by the schools in organizing various co-curricular activities.

In order to find difficulties faced by the schools in organizing various co-curricular activities; the checklist (CCT) for the teacher in

charge of co-curricular activities was administered and data was collected, analysed and interpreted.

Table No. 29

Number and percentage of schools having problems/difficulties in organizing various co-curricular activities.

Information	Response	Number of school	Percentage
Having problems in conducting co-curricular activities	Yes	53	88.33%
	No	7	11.66%
	Total	60	100%

Observation and Interpretation

From above table No. 29 it is observed that 88.33% schools faced problems in organizing various co-curricular activities and only 11.66% schools didn't have any problem while organizing co-curricular activities.

It means most of the schools (i.e. 53) faced problems in organizing various co-curricular activities and very few (i.e.7) schools didn't have any problems in organizing co-curricular activities.

Table No. 30

Number and percentage of medium wise schools having problems in organizing various co-curricular activities.

Information	Medium of school	Response	Number of school	Percentage
Having problems in conducting co-curricular activities	Marathi	Yes	44	88%
		No	6	12%
		Total	50	100%
	English	Yes	9	90%
		No	1	10%
Total		Total	10	100%

Observation and Interpretation

From above table it is observed that 88% Marathi Medium Schools faced problems in conducting co-curricular activities and 12% Marathi Medium Schools didn't face any problem in conducting various co-curricular activities. 90% English Medium Schools faced problems in conducting various co-curricular activities only 10% English Medium Schools didn't have any problems in organizing co-curricular activities.

It means most of the Marathi and English Medium Schools faced the problems in organizing co-curricular activities.

Table No. 31

Number and percentage of schools having specific problems in organizing various co-curricular activities.

Sr.No.	Problems	Number of schools	Percentage
1.	Lack of funds	40	75.47%
2.	Lack of adequate infrastructure	28	52.83%
3.	Lack of necessary equipments	31	58.49%
4.	Lack of students co-operation	11	20.75%
5.	Lack of students interests	13	24.52%
6.	Lack of H.M's Co-operation	6	11.32%
7.	Lack of H.M's interest	4	7.54%
8.	Lack of parents interest	31	58.49%
9.	Lack of parents co-operation	32	60.37%
10.	Shortage of time	41	77.35%
11.	Lack of trained teachers	20	37.73%
12.	Due to academic pressure	35	66.03%
13.	Lack of other teachers co-operation	3	5.66%
14.	Lack of proper planning of co-curricular activities	24	45.28%

Observation and Interpretation

From above table it is observed that 77.35% schools faced the problem of shortage of time followed by the problem Lack of funds i.e. faced by 75.47% schools. Academic pressure was also a problem faced by 66.03% schools. And 60.51% schools faced the problem of lack of parents co-operation followed by the problem lack of parents interest, and lack of necessary equipments (i.e. 58.49%) other problems as lack of adequate infrastructure, lack of proper planning of co-curricular activities ranged from 52% to 45% schools. The problems as lack of trained teachers 'lack of students' interests, lack of students co-operation and lack of H.M's co-operation ranged from 24% to 11% schools. Lack of other teachers co-operation and lack of H.M's interest, these problems ranged from 7% to 5% schools.

It means most major problem faced by the schools was 'shortage of time' and 'lack of funds'. And very few schools faced the problem of lack of other teachers co-operation and lack of H.M's interest. Schools faced the problems related to academic pressure, economic problem, shortage of time improper planning of co-curricular activities, lack of interest and co-operation of parents and students.

Objective No. 5

To find out the extent of participation of students in different co-curricular activities.

In order to find out the extent of students participation in various co-curricular activities a rating scale (RSSC) prepared by researcher and administered to VII and IX standard students and data was collected, analysed and interpreted.

Table No. 32**Extent of Students Participation in different Co-curricular Activities.****Over all Extent of students Participation in different Activities.**

Sr No	Activity	Frequently				Occasionally				Never			
		7 th	9 th	Total	%	7 th	9 th	Total	%	7 th	9 th	Total	%
1	Badminton	10	37	47	23.5	40	30	70	35	50	33	83	41.5
2	Chess	19	38	57	28.5	32	30	62	31	49	32	81	40.5
3	Carrom	21	40	61	30.5	55	34	89	44.5	24	26	50	25
4	Table Tennis	6	27	33	16.5	22	30	52	26	72	43	115	57.5
5	Cricket	33	41	74	37	36	28	64	32	31	31	62	31
6	Kho-Kho	43	48	91	45.5	45	35	80	40	12	17	29	14.5
7	Kabbadi	26	46	72	36	52	31	83	41.5	22	23	45	22.5
8	Volleyball	13	28	41	20.5	22	34	56	28	65	38	103	51.5
9	Football	20	36	56	28	39	34	73	36.5	41	30	71	35.5
10	Basketball	6	32	38	19	30	33	63	31.5	64	35	99	49.5
11	Gardening	18	28	46	23	39	40	79	39.5	43	32	75	37.5
12	Yogasanas	23	32	55	27.5	47	37	84	42	30	31	61	30.5
13	Quiz Competition	25	47	72	36	39	23	62	31	35	30	66	33
14	Library work	19	46	65	32.5	40	37	77	38.5	41	17	58	29
15	Dramatics	20	32	52	26	32	33	65	32.5	48	35	83	41.5
16	Newspaper reading	44	43	87	43.5	31	22	53	26.5	25	35	60	30
17	Music singing	56	36	92	46	23	44	67	33.5	21	20	41	20.5
18	Folk Dance	31	30	61	30.5	42	26	68	39	27	44	71	35.5
19	Drawing Painting	44	39	83	41.5	36	36	72	36	18	25	43	21.5
20	Dress competition	09	32	41	20.5	30	31	61	30.5	61	37	98	49
21	Collection of stamps	14	26	40	20	24	37	61	30.5	62	37	99	49.5
22	Picnics	46	44	90	45	47	37	84	42	7	19	26	13
23	Essay writing	48	40	88	44	41	34	75	37.5	11	26	37	18.5
24	Poem recitation	44	38	82	41	41	37	78	39	15	25	40	20
25	Spelling Bee	41	42	83	41.5	43	25	78	39	16	23	39	19.5
26	Scouts Guides/Red cross	26	40	66	33	29	36	65	32.5	45	24	69	34.5
27	Cycling	62	40	102	51	20	33	53	26.5	18	27	45	22.5
28	Rangoli Competition	30	37	67	33.5	33	33	66	33	37	30	67	33.5
29	Antakshari	46	40	86	43	43	30	73	36.5	11	30	41	20.5
30	Hindi calligraphy	54	42	96	48	23	38	61	30.5	23	20	43	21.5
31	English calligraphy	51	56	107	53.5	24	30	54	27	25	14	39	19.5
32	Marathi Calligraphy	62	50	112	56	28	32	60	30	10	18	28	14
33	Story telling	28	25	53	26.5	39	46	85	42.5	33	29	62	31
34	Elocution	31	38	69	34.5	33	33	66	33	35	27	63	31.5
35	Language games	24	29	53	26.5	37	37	74	37	39	34	73	36.5
36	Advertise	20	31	51	25.5	23	34	57	28.5	57	35	92	46
37	Good Thought	41	33	74	37	42	32	74	37	17	35	52	26
38	Wall Paper	27	42	69	34.5	43	27	70	35	30	31	61	30.5
39	Poem writing	23	40	63	31.5	35	30	65	32.5	42	30	72	36

Observation and Interpretation

From above table it is observed that only in three Co-curricular activities 'cycling' 'Marathi' and English calligraphy 50% students frequently participated. In 'kho-kho', News paper reading, music,

drawing/painting, picnic, essay writing, poem recitation, spelling Bee, Hindi calligraphy, good thought, wall paper competition, more than 40% and less than 50% students participated and in other activities students took part ranging from 16.5% to 39%.

It means very few students participate frequently in very few Co-curricular activities.

There is not a single co-curricular activity in which 50% students took part occasionally. 'kho-kho', 'Kabbaddi', 'Picnic' in these three Co-curricular activities 40% students participated occasionally other Co-curricular activities ranged from 27% to 39%.

It means a very few students participated 'occasionally' in very few Co-curricular activities.

There is one Co-curricular activity i.e. Table Tennis in which 57.5% students never participated. And Badminton, chess, Basketball, Dress competition, Dramatics, collection of stamps, Advertise preparation in these activities more than 40% and below than 50% students never participated. Other activities in which students never participated ranged from 13% to 39%.

It means there were most of the Co-curricular activities in which most of the students never participated and there were few Co-curricular activities in which most of the students participated.

It means students extent of participation in various Co-curricular activities was less satisfactory.

Table No.33
Overall Ranking of Extent of Students Participation in Co-curricular activities

Activities	Overall Rating Points	Ranks
Marathi Calligraphy	284	1 st
English Calligraphy	268	2 nd
Picnics	264	3 rd
Kho-Kho	262	4 th
Cycling	257	5 th
Essay writing	251	6 th
Music	251	6 th
Antakshyri	245	7 th
Spelling Bee	244	9 th
Poem Recitation	242	10 th
Drawing / Painting	238	11 th
Dramatics	227	12 th
Kabbadi	227	12 th
Good Thought competition	222	13 th
Cricket	212	14 th
Carrom	211	15 th
Wall paper competition	208	16 th
Library work	207	17 th
Quiz Competition	206	18 th
Elocution Computation	204	19 th
Rangoli Competition	200	20 th
Scout/Guide/Red Cross	197	21 st
Yogasans	194	22 nd
Story telling	191	23 rd
Fold Dance	190	24 th
Football	185	25 th
Language Game	180	26 th
Chess	176	27 th
Gardening	171	28 th
Poem writing Competition	171	28 th
Dramatics	169	29 th
Badminton	164	30 th
Advertise preparation	159	31 st
Hindi Calligraphy	153	32 nd
Fancy dress competition	143	33 rd
Collection of stamps	141	34 th
Basketball	139	35 th
Volleyball	138	36 th
Table Tennis	118	37 th

First of all the responses of all the students were tabulated in terms of frequency distribution and the frequencies were then converted into percentages based on the data table No. 32; the overall rating points for each of the activities were calculated and based on the results, the activities were ranked.

Observation and Interpretation

From above table it was found that Marathi calligraphy received the 1st rank and collection of stamps coins etc. received the last rank. The activities in which the students participation was high include Marathi, English calligraphy, picnic, kho-kho, cycling, essay writing, music, Antakshyari, spelling Bee, Poem recitation and collection of stamps, table Tennis, Volleyball, Basketball, fancy dress competition, Hindi calligraphy, advertise preparation the extent of students participation was very low.

It means the extent of students participation in most of the activities conducted in schools was very low. It means that overall students participation in most of the activities was far from satisfactory.

Table No. 34
Classwise (7th class) Ranking of Extent of students
Participation in co-curricular Activities.

Activities	Class (7 th class) Rating point	Ranks
Marathi Calligraphy	152	1 st
Cycling	144	2 nd
Picnic	139	3 rd
Essay writing	137	4 th
Antakshari	135	5 th
Music	135	5 th
Hindi Calligraphy	131	6 th
Kho-kho	131	6 th
Poem Recitation	129	7 th
English calligraphy	126	8 th
Spelling Bee	125	9 th
Good thought competition	124	10 th
Drawing /Painting	124	10 th
Newspaper reading	119	11 th
Kabbadi	104	12 th
Folk Dance	104	12 th
Cricket	102	13 th
Carrrom	97	14 th
Wallpaper Competition	97	14 th
Story telling	95	15 th
Elocution competition	95	15 th
Yoga Asanas	93	16 th
Rangoli Competition	93	16 th
Quiz competition	89	17 th
Language games	85	18 th
Poem writing	81	19 th
Scout/Guides /Red cross	81	19 th
Football	79	20 th
Library work	78	21 st
Gardening	75	22 nd
Dramatics	72	23 rd
Chess	70	24 th
Advertise preparation	63	25 th
Badminton	60	26 th
Collection of stamps	52	27 th
Fancy Dress Competition	48	28 th
Volley ball	48	28 th
Basket ball	42	29 th
Table tennis	34	30 th

Observation and Interpretation

From above table it is observed that most of the VII standard students participated in Marathi calligraphy and very few students of VII standard participated in Table tennis. The activities in which the VII standard students participation was high include Marathi calligraphy, picnic, Hindi calligraphy, kho-kho, cycling, essay writing, music, Antakshyari, Poem recitation, English calligraphy and Table Tennis, Volleyball Basketball, fancy dress competition, collection of stamps, coins etc. Badminton, advertise preparation, Chess in these activities students participation was very low.

It means the extent of VII standard students participation in most of the activities was low Range of rating points for various co-curricular activities was also more i.e. 34 to 152.

Table No. 35

Classwise (9th class) Ranking of Extent of students

Participation in co-curricular Activities

Activities	Class: (9 th class) Rating point	Ranks
English Calligraphy	142	1 st
Marathi Calligraphy	132	2 nd
Kho-Kho	131	3 rd
Library work	129	4 th
Picnic	125	5 th
Kabbaddi	123	6 th
Hindi Calligraphy	122	7 th
Spelling Bee	119	8 th
Quiz competition	117	9 th
Music (Singing)	116	10 th
Scout/guide /red cross	116	10 th
Carom	114	11 th
Essay writing	114	11 th
Drawing /Painting	114	11 th
Cycling	113	12 th
Wall paper competition	111	14 th
Cricket	110	14 th
Poem Recitation	110	14 th
Antakshyari	110	14 th
Poem writing	110	14 th
Elocution competition	109	15 th
News paper Reading	108	16 th
Rangoli Competition	108	16 th
Chess	106	17 th
Football	106	18 th
Badminton	104	19 th
Yoga Asnas	101	20 th
Good thought competition	98	21 th
Basketball	97	22 nd
Dramatics	96	22 nd
Advertise preparation	96	23 rd
Gardening	96	23 rd
Story telling	96	23 rd
Language games	95	24 th
Fancy dress competition	95	24 th
Volleyball	90	25 th
Collection of stamps	89	26 th
Folk dance	86	27 th
Table Tennis	84	28 th

Observation and Interpretation

From above table it is observed that most of the IX standard students participated in English calligraphy and a very few students of IX standard participated in Table tennis. The activities in which the IX standard students participation was high were English calligraphy, Marathi calligraphy, kho-kho, Library work, picnic, Kabbadi, Hindi calligraphy, Spelling Bee, Quize competition, music (Singing), scout/guide/Red Cross, carom, essay writing, drawing/painting, and Table Tennis, folk dance, collection of stamps, Volleyball, fancy dress competition, Language games, story telling, gardening in these activities IX standard students participation was very low. The range of rating points of co-curricular activities of IX standard students was 84 to 142.

It means the extent of IX standard students participation in most of the activities was low.

Table No. 36
Sexwise Extent of Students Participation in different Co-curricular Activities.

Sr No	Activity	Frequently				Occasionally				Never			
		Male	Female	%	%	Male	Female	%	%	Male	Female	%	%
1	Badminton	29	18	29.6	17.64	25	45	25.50	44.10	44	39	44.88	38.23
2	Chess	32	25	32.6	24.6	30	32	30.60	31.36	36	45	36.78	44.11
3	Carrom	35	26	35.7	25.48	38	51	38.76	49.58	25	25	25.50	24.56
4	Table Tennis	16	17	16.3	16.66	23	29	23.46	28.42	59	56	60.18	54.90
5	Cricket	55	19	56.1	18.62	29	35	29.58	34.30	14	48	14.28	47.05
6	Kho-Kho	43	48	43.9	47.4	34	46	34.69	45.08	21	8	21.42	7.84
7	Kabbadi	37	35	37.7	34.30	39	44	39.78	43.12	30	23	30.60	22.54
8	Volleyball	20	21	20.4	20.58	33	23	33.66	22.54	40	58	40.80	56.86
9	Football	34	22	34.69	21.56	44	29	44.88	28.42	22	51	22.44	49.99
10	Basketball	20	18	20.4	17.64	34	29	34.69	28.42	48	54	48.96	52.94
11	Gardening	17	29	17.34	28.42	39	40	39.78	39.21	41	33	41.82	32.35
12	Yoga Asnas	25	30	25.50	29.40	45	39	45.90	38.22	27	33	27.54	32.35
13	Quiz Competition	33	39	33.66	38.22	30	32	30.60	31.36	28	31	28.56	30.39
14	Library work	36	29	36.72	28.42	33	44	33.66	43.12	40	29	40.80	28.43
15	Dramatics	23	29	23.46	28.42	30	35	30.60	34.30	43	38	43.86	37.25
16	Newspaper reading	41	46	41.82	45.08	28	25	28.56	24.50	24	31	24.48	30.39
17	Music singing	41	51	41.82	49.98	30	37	30.60	36.26	35	14	35.70	13.72
18	Folk Dance	28	33	28.54	32.34	31	37	31.62	36.26	28	32	28.56	31.37
19	Drawing Painting	43	40	43.86	39.20	31	43	31.62	42.14	28	19	28.56	18.62
20	Dress competition	21	20	21.42	19.60	29	32	29.58	31.36	55	50	56.10	49.01
21	Collection of stamps	17	23	17.34	22.54	29	32	29.58	31.36	49	47	49.98	46.07
22	Picnics	39	51	39.78	49.98	38	46	38.76	45.08	22	5	22.44	4.90
23	Essay writing	37	51	37.60	49.98	36	39	36.78	38.22	22	12	22.44	11.76
24	Poem recitation	38	44	38.70	43.13	38	40	38.76	39.20	18	18	18.36	17.64

To be continued....

Sr No	Activity	Frequently			Occasionally			Never		
		Male	Female	%	Male	Female	%	Male	Female	%
25	Spelling Bee	37	46	37.70	41	37	41.82	20	19	20.40
26	Scouts Guides/Red cross	32	33	32.60	37	28	37.76	29	40	29.58
27	Cycling	54	48	55.08	29	24	29.58	16	30	16.30
28	Rangoli Competition	26	41	26.52	34	32	34.69	38	29	38.70
29	Antakshari	39	47	39.78	36	37	36.78	19	18	19.38
30	Hindi calligraphy	46	50	46.92	34	27	34.69	18	35	18.36
31	English calligraphy	50	57	51	25	29	25.37	23	16	23.46
32	Marathi Calligraphy	58	54	59.16	27	33	27.54	13	15	13.26
33	Story telling	20	33	20.40	46	39	46.92	32	30	32.60
34	Elocution	30	39	30.61	32	34	32.65	37	29	37.75
35	Language gang	26	27	26.53	35	39	35.71	36	27	36.73
36	Advertise	29	22	29.59	32	25	32.65	37	55	37.75
37	Good Thought	36	38	36.73	40	34	40.81	22	30	22.44
38	Wall Paper	29	40	29.59	38	32	38.77	31	29	31.63
39	Poem writing	33	30	33.67	30	35	30.61	35	37	35.71

Observation and Interpretation

Above table shows number and percentage of total male and female students extent of participation in various Co-curricular activities.

From above table it is observed that 50% male students frequently participated in cycling, cricket, 'Marathi' and English calligraphy. While 50% female students frequently participated in English calligraphy and Marathi calligraphy.

More than 40% and less than 50% male students frequently participated in Kho-Kho, Hindi calligraphy, Newspaper reading, drawing/painting, music and female students in Hindi calligraphy, Antakshyori, Rangoli, cycling, spelling Bee, poem recitation, Essay writing, picnic, music, newspaper reading and Kho-Kho.

And very few male students frequently participate in Table-Tennis, volleyball, gardening collection of stones and coins and language games, while female students in Badminton, Table tennis, cricket, volleyball, Basketball, Advertise preparation etc.

There is not a single Co-curricular activity in which more than 50% male and female students participated occasionally.

In football, Yoga Asanas, spelling Bee, Story telling and good thought competition more than 40% male students participated occasionally while female students in Badminton, carom Kho-Kho, Kabbadi, Library work, Drawing/painting, picnic etc.

Very few male students occasionally participated in Badminton, Table tennis, cricket, newspaper reading, music (singing), collection of stamps, dress competition while female students in Table tennis, football, volleyball, Basketball, Hindi calligraphy and Advertise preparation.

More than 50% male students never participated in Table tennis and Dress competition while female students in Table Tennis, volleyball.

More than 40% and less than 50% male students never participated in Badminton, Volleyball, Basketball, Gardening, dramatics, collection of stamps. While female students in Chess, Cricket, football, dress competition, collection of stamps.

Very few male students never participated in cricket, kho-kho, football, poem Recitation, spelling Bee, cycling, Marathi calligraphy, good thought competition, while female students in picnic, kho-kho, music (singing), Essay writing, poem recitation, spelling Beeantakshyari, Hindi and Marathi calligraphy.

It means few male and female students frequently participated in various co-curricular activities and most of the female and male students never participated in most of the co-curricular activities.

There were some co-curricular activities which never participated by most of the male and female students Basketball, Table-tennis, dress competition.

If we compare extent of male students participation in various co-curricular activities with female students as competition, male students extent of participation was better than female students.

Table No. 37

**Sexwise (Male) Ranking of Extent of Students Participation
in co-curricular Activities**

Activities	Sexwise (Male) Rating point	Ranks
Marathi Calligraphy	143	1 st
Cricket	139	2 nd
Cycling	137	3 rd
Hindi Calligraphy	136	4 th
English Calligraphy	125	5 th
Kho-kho	120	6 th
Drawing/painting	117	7 th
Picnic	116	8 th
Spelling Bee	115	9 th
Poem Recitation	114	10 th
Antakshyari	114	10 th
Kabbaddi	113	11 th
Football	112	12 th
Music /singing	112	12 th
Good thought competition	112	12 th
Essay writing competition	112	12 th
Newspaper reading	110	13 th
Carom	108	14 th
Gardening	107	15 th
Library work	105	16 th
Scout /guide /red cross	101	17 th
Quiz competition	96	18 th
Wall paper competition	96	18 th
Poem writing competition	96	18 th
Yoga Asnas	95	19 th
Chess	94	20 th
Elocution competition	92	21 st
Advertise preparation	90	22 nd
Language games	87	23 rd
Falk dance	87	23 rd
Story telling	86	24 th
Rangoli competition	86	24 th
Badminton	83	25 th
Dramatics	76	26 th
Basketball	74	27 th
Volleyball	73	28 th
Fancy dress competition	71	29 th
Collection of stamps	63	30 th
Table Tennis	55	31 st

Observation and Interpretation

From above table it is seen that most of the Male students participated in Marathi calligraphy and a very few Male students participated in Table tennis. Male students mostly participated in Marathi calligraphy, cricket, Hindi calligraphy, English calligraphy, kho-kho, drawing/painting. Picnic, spelling Bee, Poem recitation, Antakshyari, Kabbadi, Football, music (Singing), good thought, few Male students participated in Table Tennis, collection of stamps, coins etc. Volleyball, fancy dress competition, Basketball, Dramatics, Badminton, Rangoli Competition, story telling etc. the range of rating points for various co-curricular activities among male students was 55 to 143.

It means the extent of Male students participation in most of the activities conducted in school is low.

Table No. 38**Sexwise (Female) Ranking of Extent of Students****Participation in co-curricular Activities**

Activities	Sexwise (Female) Rating point	Ranks
Picnic	148	1 st
English Calligraphy	143	2 nd
Kho-kho	142	3 rd
Eassy writing competition	141	4 th
Marathi Calligraphy	141	5 th
Music (Singing)	138	6 th
Antakshyari	131	7 th
Spelling Bee	129	8 th
Poem Recitation	128	9 th
Hindi Calligraphy	127	10 th
Cycling	120	11 th
Newspaper reading	117	12 th
Rangoli competition	114	13 th
Kabbaddi	114	13 th
Drawing /painting	113	14 th
Elocution competition	112	15 th
Wall paper competition	112	15 th
Quiz competition	110	16 th
Good though competition	110	16 th
Story telling	105	17 th
Carom	103	18 th
Folk dance	103	18 th
Library work	102	19 th
Yoga Asanas	99	20 th
Gardening	98	21 st
Poem writing competition	95	22 nd
Scout /guide /red cross	94	23 rd
Language games	93	24 th
Dramatics	93	24 th
Chess	82	25 th
Badminton	81	26 th
Collection of stamps	78	27 th
Cricket	73	28 th
Football	73	28 th
Fancy Dress competition	72	29 th
Advertise preparation	69	30 th
Volleyball	65	31 st
Basketball	65	31 st
Table Tennis	63	32 nd

Observation and Interpretation

From above table it is observed that 'Picnic' this co-curricular activity received the 1st rank and Table tennis received the last rank. Among female students most of the female students extent the participation in Picnic, English calligraphy, Kho-Kho, Essay writing, Marathi calligraphy, Music (Singing), spelling Bee, Poem recitation, Hind calligraphy, cycling, Newspaper reading, Rangoli competition, Kabbaddi, Drawing/painting, Elocution competition, wall paper competition, quiz competition, good thought competition, advertise is high. And in Table Tennis, Basketball, Volleyball, Advertise preparation, fancy dress competition, Football, cricket, collection of stamps, coins, Badminton, was low. The range of the high rating point and low rating point for co-curricular activities was 63 to 148.

It means the extent of female students participation in most of the co-curricular activities was medium not so high and so low.

Objective No. 6

To find out co-curricular activities conducted related to Marathi language.

For this objective interview of Marathi language teaching teachers were conducted and data was collected and analysed and interpretation drawn and presented below, the interview was open ended.

Following are the co-curricular activities conducted in schools related to Marathi language.

- Essay writing
- Elocution competition
- Story telling
- Speech competition
- Handwriting competition
- Supportive reading
- Poem reading
- Drama reading

- Debate
- Good thought
- Dramatization
- Extension lectures
- Newspaper reading
- Report writing
- Magazine reading
- Loud reading
- Conversion
- Manuscript writing
- Poem recitation
- Conversation with writers
- Preparation of charts

Above various co-curricular activities were conducted related to Marathi languages.

Though these various co-curricular activities were conducted related to Marathi language. Most of the schools conducted, Essay writing, Elocution, story telling, speech competition, handwriting competition calligraphy, these activities. And very few schools conducted dramatization, Newspaper reading, poem reading and writing, report writing supportive reading, manuscript writing etc.

It means most of the schools conducted few co-curricular activities and few schools conducted most of the co-curricular activities related to Marathi language.

Objective No. 7

To find out the co-curricular activities conducted related to Hindi language.

For this interview of Hindi language teaching teachers was conducted. It was open-ended interview, and data was collected and analysed and interpretation drawn as below.

Following are the co-curricular activities conducted in schools related to Hindi language.

- Hindi Din (day)
- Hindi Saptah (week)
- Essay writing competition
- Elocution competition

- Story telling
- Handwriting competition
- Poem Recitation competition
- External exams as-
Hindi Rashtrabhasha exams
Rashtrabhasha Sabha Pune exams
Tilak Maharashtra Vidyapeeth exams
Rashtrabhasha Vardha exams
- Support reading
- Speech competition
- Hindi projects
- Singing competition
- Drama reading competition
- Organizing extension lectures
- Dramatics
- Arranging T.V. Programs
- Prose recitation (Padya Pathan)
- Hindi good thought writing
- Kavi parichay
- Hindi debate
- Hindi Jokes
- Chutkule (riddles)
- Wall paper
- Group song
- Arranging various programs through Hindi
- Speaking at least one day in a week through Hindi language

Above various co-curricular activities were conducted related to Hindi languages.

But not all the co-curricular activities were conducted in all schools. "Hindi Din" Essay writing competition Elocution competition, Hindi calligraphy, Handwriting competition, external exams these some activities were conducted in most of the schools; but Hindi jokes support reading. Chutkule (riddles), drama reading these activities were conducted in very few schools.

It means most of the schools conducted very few co-curricular activities and very few schools conducted more co-curricular activities related to Hindi language.

Objective No. 8

To find out the co-curricular activities conducted related to English language.

In order to find out the co-curricular activities related to English language interview of English language teaching teachers were conducted; it was open-ended interview and data was collected and qualitatively analysed and interpretation drawn and presented below.

Following are the co-curricular activities related to English language were conducted in schools.

- Essay writing
- Elocution
- Story telling
- Speech competition
- Poem Recitation
- Debate
- Calligraphy
- External Exams (Tilak Maharashtra)
- One act play
- Singing
- Language games
- Handwriting
- Word puzzle
- Riddle
- Short game
- Conversation hour
- Making card
- Story writing
- News reading
- Collection of news
- Listening news on Radio
- Jokes
- Discussion
- Pantomimes
- Good thought
- English day
- Poem reading
- Riddles
- World ladder

Above activities were conducted in schools related to English languages. But these all activities were not conducted in all schools Essay writing, Elocution, story telling, speech competition, handwriting competition, Recitation these activities were conducted

in almost all schools. But language games, riddles, word ladder, story writing, calligraphy, English day, project work related to English language, Pantomimes these activities were conducted in very few schools.

It means most of the schools conducted a few co-curricular activities related to English language and few schools conducted most of the activities related to English language.

Qualitative Analysis of data obtained through Interview of language (English, Hindi and Marathi) teachers.

The researcher conducted the interview of language (English, Hindi, Marathi) teachers. The interview was conducted to collect qualitative data as well as some quantitative data also. Following points were considered in the interview.

- 1) Information about co-curricular activities in general.
- 2) Information and application of co-curricular activities related to respective language.
- 3) Way of encouragement given to the students for their participation in various co-curricular activities.
- 4) Consideration of performance in language development co-curricular activities in their wards for participating in co-curricular activities related to languages.
- 5) Parents encouragement to their wards for participating in co-curricular activities related to languages.
- 6) Training for conducting co-curricular activities related to language.
- 7) Suggestion to principle for more co-curricular activities related to languages.
- 8) Availability of facilities to conduct language related co-curricular activities.
- 9) Problems in conducting language related co-curricular activities.

The information and application of co-curricular activities related to English, Hindi and Marathi languages were already analysed and interpreted for objective No. 6 & 7 and remaining analysis is given below.

- 1) Information about co-curricular activities in general.

Most of the language teachers had the information about co-curricular activities in general.

2) All the language teachers thought that language related co-curricular activities were helpful for development of language. So all of them encourage pupils to take part in language related co-curricular activities. They encourage students as follows.

Verbal encouragement

- By telling students the importance of co-curricular activities related to languages.
- By telling them points, sources, information
- By telling them their own experience.
- By guiding them by creating confidence among them.
- By providing support material

Teachers provided various books, material which helps students to participate in co-curricular activities related to languages.

- By providing opportunity

Language teachers provide various opportunities by arranging various competition, by making students to participate in various co-curricular activities by taking practice of them by providing platform to participate in language related co-curricular activities.

- By giving incentives

Language teachers encourage students to take part in co-curricular activities related to languages by giving incentives like prizes, certificate.

3) Consideration of performance in language development co-curricular activities in evaluation of students.

Some language teachers consider the performance in language development co-curricular activities in evaluation of students and

some didn't. This consideration was also in form of grades and not marks.

4) Parents encouragement to their wards

According to language teachers some parents encourage their wards to participate in language related co-curricular activities; but illiterate and socially and economically backward parents didn't encourage their wards to participate in co-curricular activities.

5) Training for conducting co-curricular activities

In some schools language teachers conducted co-curricular activities related to languages and in some schools teacher incharge of co-curricular activities conducted co-curricular activities related to languages.

But very few teachers had got training for conducting co-curricular activities related to languages. Most of the teachers hadn't got any training for that.

6) Suggestion given to principals / Headmaster by language teachers for conducting more co-curricular activities related to languages.

Some language teachers said that they suggest some more co-curricular activities to be conducted in schools to principal, but their was not any variety in those suggested activities; as one teacher conducted some language related activities, those activities were suggested by other teachers to their principals; but some of them are as follows.

- Language lab
- Separate room for language
- Language games
- English day
- Workshops
- Chatting competitions

- Language club

Some language teachers said that already these were so many co-curricular activities related to languages; there was no need of more activities. Some responded that there was no time to organize more activities. Some said that every time they discussed with their principal and then conducted co-curricular activities related to languages so there was no need to suggest any more activities related to languages.

7) Availability of facilities to conduct language related co-curricular activities

Most of the language teachers said that their school had facilities to conduct language related co-curricular activities. Few said they hadn't sufficient facilities; one language teacher said that there was no need of any facilities for conducting language related co-curricular activities.

Some of the facilities mentioned by language teacher which they had in their school.

- Library - Books, magazines, dictionary
- Stage
- Fund
- Films
- Speaker
- Hall to arrange co-curricular activities
- C.D.s
- Computer, internet connection, software cassettes
- Harmonium
- Tape recorder
- Charts

Some teachers said that most important was the congenial atmosphere which helps to conduct language related co-curricular activities, it consists other teachers help, parents help

Interest and co-operation of headmaster some teachers said that in their school there were not sufficient facilities but they themselves and with the pupils help prepare some equipments which helps them to conduct co-curricular activities related to languages.

8) Problems /difficulties in conducting language related co-curricular activities

Most of the language teacher said that they faced various problems in conducting language related co-curricular activities very few teachers hadn't face any problem.

Some of the problems faced by language teachers were as follows

- Shortage of time
- Academic pressure
- Lack of sufficient equipments /facilities
- Lack of students interest
- Lack of parents interest
- Allotted periods were not sufficient
- Heavy workload of language teachers
- Students uncongenial social, economical background
- Lack of students interest in English language
- Impact of mother tongue
- Lack of knowledge about standard language

Results

Results from checklist on co-curricular activities for principals (CCP)

- 1) Total number of 85 different co-curricular activities were conducted in different schools in Kolhapur city.
- 2) Some of the schools conducted few activities and few schools conducted most of the activities.
- 3) There are some common co-curricular activities which were conducted by most of the schools and some uncommon co-curricular activities which are conducted by very few schools.

Results from questionnaire(CQT) and checklist (CCT) for teacher in charge of co-curricular activities

A) Facilities of trained teachers.

- 1) There were teachers trained in physical education in all the schools of Kolhapur city.
- 2) Most of the schools reported that they had teachers trained in M.C.C. Drawing /painting, Library work (Librarian).
- 3) Very few schools had teachers trained in carpentry, dramatics, gardening, music and dance and language development activities.

B) Facility of sufficient equipments/Guidance

- 1) Nearly 50% of schools had the sufficient equipments for conducting various co-curricular activities.
- 2) Almost all the schools (58 out of 60) had the sufficient equipment for physical education activities.
- 3) Facility of language lab was not found in a single school.
- 4) Only 4 schools had the facilities/equipments for carpentry.
- 5) Only 40% schools had the equipments for gardening and scout and guide.

- 6) Most of the schools (54 out of 60) had the facility of playground.
- 7) Few schools had the playground of sufficient size.
- 8) Some schools (42 out of 60) had the facility of gymnasium.
- 9) Only 50% schools had the facility of hall for yoga and cultural activity.
- 10) Most of the schools conducted (59 out of 60) outdoor games and some schools (66.66%) conducted indoor games.
- 11) Most of the schools (58 out of 60) conducted outdoor game competitions and little more than 50% schools conducted indoor game competitions.
- 12) Most of the schools conducted leisure time activities.
- 13) More than 50% schools gave guidance for leisure time activities.
- 14) Most of the schools (54 out of 60) conducted language development activities.
- 15) Most of the schools (57 out of 60) provided sufficient time for practicing cultural activities.
- 16) Most of the schools (59 out of 60) made compulsory to students for participation in physical development activities and very few schools (13 out of 60) made compulsory for indoor games.
- 17) Less than 50% schools considered performance in language development activities for evaluation.
- 18) More than 50% schools exhibited products from leisure time.

C) Facility of special periods in time table

- 1) Almost all the schools (59 out of 60) had the special periods for physical education.

- 2) Most of the schools had special periods for, M.C.C. Drawing/painting ,craft activities, scout and guide.
- 3) very few schools had special periods for language development activities, carpentry, gardening and library work.

D) Problems /Difficulties in conducting various co-curricular activities

- 1) Most of the schools (53 out of 60) faced problems in organizing various co-curricular activities.
- 2) Most of the English as well as Marathi medium schools faced problems in organizing various co-curricular activities.
- 3) Most common problem faced by the most of the schools were shortage of time and lack of funds.
- 4) Some schools (more than 50%) faced the problem of 'academic pressure' and lack of parents interest.
- 5) Very few schools faced the problems of 'lack of H.M.s interest and lack of H.M.s co-operation and lack of other teachers co-operation.

Results from rating scale for students (RSSE)

- 1) The activities in which overall students extent of participation was high include Marathi calligraphy, English calligraphy, Kho-kho, Cycling, Essay writing and overall students extent of participation was low in table tennis, hollybal, basketball, collection of stamps and coins, dress competition
- 2) 7th standard students extent of participation in various co-curricular activities was little more grater than 9th standard students.
- 3) Overall female students extent of participation was little more greater than male students.

Results from interview of language teachers related to co-curricular activities conducted for development of respective language.

A) Interview of English language teacher

- 1) Most of the English language teachers conducted very few co-curricular activities related to English language as essay writing. Elocution competition speech competition, story telling, hand writing, language games etc.
- 2) Few schools conducted most of the activities related to English languages as language game, news reading, story writing, discussion etc.

B) Interview of Hindi language teacher

- 1) Most of the Hindi language teaching teachers conduct few common co-curricular activities. Related to Hindi language as Hindi din. Essay writing, calligraphy, elocution competition.
- 2) Few Hindi teachers conducted novel/uncommon co-curricular activities as jokes, chutkule (riddles), group song, programs on T.V., story telling supportive reading etc.

C) Interview of Marathi Language teacher

- 1) Most of the Marathi language teaching teachers conducted few common co-curricular activities related to Marathi language, as essay writing, elocution competition, story telling, handwriting, calligraphy, poem, reading etc.
- 2) Very few Marathi language teachers conducted most of the novel uncommon co-curricular activities as manuscript writing, drama writing and reading dramatization, debate, supportive reading.

Results from Interview of language teachers

Related to encouragement, to students for participation in various co-curricular activities training and problems in conducting language related co-curricular activities.

- 1) Most of the language teachers had the information about various co-curricular activities in general.
- 2) All the language teachers encourage students to participate in language related co-curricular activities, by verbal encouragement by providing support material by providing opportunity and by providing incentives of various types.
- 3) Few language teachers got training for conducting co-curricular activities related to languages.
- 4) Some language teacher suggested to their principals some more co-curricular activities related to languages should be conducted in schools. But some teachers thought that there was no need of more activities.
- 5) Most of the language teachers said that their school had facilities to conduct language related co-curricular activities.
- 6) Most of the language teachers said that they faced problems in conducting co-curricular activities related to languages as shortage of time lack of students and parents interest and lack of sufficient equipments and academic pressure.