



A COMPARATIVE STUDY OF CO-SCHOLASTIC ACHIEVEMENT OF STUDENTS STUDYING IN DIFFERENT TYPE OF SCHOOLS IN HANUMANGARH DISTRICT OF RAJASTHAN

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Abstract

Education is a gradual and continuous process which takes place within an properly established institutions like schools and colleges. Schools serve as the most important formal institutions for imparting education in early age. In schools, learning takes place not only through classroom teaching but also through a wide variety of activities that contribute to the holistic development of students. Education is therefore a multidimensional complex journey that extends beyond textbooks and regular examinations. It includes intellectual, emotional, social and physical dimensions of a students development and growth. While scholastic learning focuses on academic achievement and cognitive development; co-scholastic learning complements it by addressing the remaining spectrum of skills, essential for the balanced development of a learner. Maintaining an appropriate balance between scholastic and co-scholastic learning is crucial for nurturing a well-rounded personality. A well balanced combination of both forms of learning ensures that students develop not only academic competence but also social awareness, emotional stability, creativity, leadership and other essential life skills.

Keywords : Co-scholastic achievement, NEP- 2020, Skill based education, SSA- Samagra Shiksha Abhiyan

Introduction

Education is not at all, a stand alone concept. The concept of education is used in diverse contexts and interpreted differently by various schools of thought. Education refers to the systematic process of developing the intellectual, physical, social, emotional and moral capacities of individuals, so that they may lead productive and meaningful lives in society when

they grow up. Since beginning, education has always been considered as a powerful instrument for social, personal and national progress.

In this knowledge-driven society, the role of education has become even more significant. The technological revolution, globalization, rapid expansion of information and the increasing complexity of social life, require individuals who are capable of critical thinking, problem solving, effective communication and proper decision making. Schools and colleges therefore play a crucial role in preparing students to meet present time challenges.

In recent years, educational policies and curriculum frameworks in India have strongly emphasized the need for holistic development. Documents such as the **National Curriculum Framework (NCF 2005)**, **National Education Policy (NEP 2020)** and **NCF 2023** highlight the importance of integrating academic learning with life skills, creativity, physical education and co-scholastic participation. Thus, the educational institutions must give equal importance to both, scholastic and co-scholastic aspects of learning so that students are prepared not only for academic success but also for responsible and successful participation, in social and professional life. These objectives can be achieved by careful integration of scholastic and co-scholastic activities in learning centers. Most of the teaching staff of school and college accept activities as an integral part of holistic education, but in-reality it has been noticed that there are difference in opinion, the way in which the co-scholastic activities should be carried out. Should some activities be compulsory and some other optional? Should there be a fixed activity period within school hours or should the activities be scheduled after school? How much responsibility should students have in the planning of these programmes? What should be the policy, with respect to finance? What evaluative criteria should be applied to these programmes? Should every teacher have a role in the development of these programmes? There is a great need to ponder over these problems. In the present scenario, co-scholastic activities are very important in the field of education. Hence co-scholastic activities have been given in the present education system. Reports of the various education commissions and committees too have suggested implementing co-scholastic activities in schools for overall personality development.

Co-Scholastic Achievement

Co-curricular activities (CCAs), previously known as Extra-curricular Activities (ECAs) use to be activities, that educational institutions create for school students. They serve to promote a variety of activities which all school students must attend alongside the standard study curriculum. For the overall development of personalities of students, co-curricular activities are considered to be very important, now-a-days. Previously the term "extra-curricular activities" was used for outdoor activities and other cultural programmes organized in the school. But now-a-days this term has been discarded keeping in view the importance of these activities. The aim is to improve qualities- such as leadership, healthy recreation, self-discipline and self-confidence. Co-scholastic programs are the facilities, and services offered by any area within the institution other than those in academic affairs. But curricular activities are formal, organized academic environments and experiences led by Academic Affairs. In special circumstances, for example,

when there are budget or scheduling constraints, co-curricular activities may provide experiences that would otherwise be offered within the school day.

While scholastic achievement focuses on academic learning, co-scholastic achievement relates to the development of non-academic aspects of students' personalities. Co-scholastic activities include a wide range of experiences that contribute to the overall development of learners.

Co-scholastic achievement encompasses activities such as:

- Sports and games
- Cultural activities
- Music and dance
- Art and craft
- Debates and public speaking
- Leadership and teamwork- activities
- Social service and community participation

These activities help students develop important life skills including communication, cooperation, leadership, creativity and emotional intelligence. Co-scholastic participation plays a crucial role in shaping the personality of students. It encourages self-confidence, discipline, social interaction and responsible behaviour. Educational psychologists emphasize that students learn many valuable lessons through participation in co-curricular activities. These activities provide opportunities for experiential learning, teamwork, decision making and leadership development. Modern educational frameworks therefore advocate that co-scholastic activities should be considered an integral part of the school curriculum rather than optional or supplementary activities.

Educational Context of Hanumangarh District

Hanumangarh district, located in the northern part of Rajasthan, represents a unique educational landscape where rural and urban educational environments co-exist. The district comprises of several tehsils or blocks including Hanumangarh and Sangaria, which contain a mixture of government and privately managed schools affiliated with different educational boards such as RBSE and CBSE.

The region has experienced considerable educational expansion during the last two decades. Government initiatives such as the **District Primary Education Programme (DPEP)**, **Sarva Shiksha Abhiyan (SSA)**, and later **Samagra Shiksha Abhiyan** have significantly contributed to- improving school access, enrolment and infrastructure. These programmes aimed at achieving the goal of **Universalization of Elementary Education (UEE)** by ensuring that every child has access to quality schooling.

Hanumangarh district therefore provides an appropriate field for investigating differences in scholastic and co-scholastic achievement of students studying in different types of schools. A comparative analysis within this district can help understand whether the type of school management influences the academic and personality development of students.

Need and Justification of the Study

Education is considered one of the most powerful instruments for human development. It contributes to the intellectual, physical, social, emotional and moral growth of individuals. Holistic development requires the balanced development of cognitive and psycho motor abilities. While academic learning develops intellectual abilities, co-curricular activities contribute to emotional and social development. However, in many educational institutions, greater emphasis is still placed on academic achievement, while comparatively less attention is given to the implementation and evaluation of co-scholastic activities.

The importance of scholastic and co-scholastic activities has been accepted by Kothari Commission, Ram Murti Committee, New Education Policy and other Commissions and Committees in the field of education. Pointing out the significance of these activities, the Secondary Education Commission remarked:- “They are as integral part of the activities of a school as its curricular work and their proper organisation needs just as much care and forethought. If they are properly conducted, they can help in the development of very valuable attitudes and qualities.” From the previous research findings this report more than proves the correlation between co-scholastic activities and academic achievement. One may think, why is this important, what do students gain from these activities, that, it is considered so beneficial? The answer is character, professional skill, social presence, risk taking quality, working with team and of course academic betterment. Lifelong skills are also attained, by involvement and participation in co-curricular activities which directly influence their studies. Involvement teaches organization and time management skills which is very valuable in society as an adult. Since these activities requires time, after school which is very limited to many students, they must juggle homework, chores, and the time allotted to participate in a desired program. Co-scholastic activities such as drama and music, help learners, with the development of their analytical and problem solving skills.

Above discussions are enough, for coming to conclusion that, it is necessary to organise co-scholastic activities in the schools. Hence it is important to study scholastic and co-scholastic achievement of students studying in different type of schools of Hanumangarh District, in order to understand their overall development. The district of Hanumangarh in Rajasthan presents an interesting context for such a study because it includes both government and private schools located in urban as well as in rural areas. Comparing the scholastic and co-scholastic achievements of students studying in different types of schools may help educators understand the strengths and weaknesses of different educational environments.

The findings of such a study may also provide useful insights for improving educational practices and enhancing the quality of school education.

Statement of the Problem

The present research problem is stated as:

“A Study of Co-Scholastic Achievement of Students Studying in Different Type of Schools in Hanumangarh District of Rajasthan.”

Objectives of the Study

The investigator has set clear-cut directives and objectives for this study with reference to co-scholastic achievement of students studying in different types of schools in Hanumangarh district of Rajasthan.

1. To compare the co-scholastic achievement of government and private school students.
2. To compare the co-scholastic achievement of boy students of government and private schools.
3. To compare the co-scholastic achievement of girl students of government and private schools.
4. To know the opinion of parents, head teachers and teachers about the quantity and quality of co-scholastic achievement of government and private school students.
5. To find out the shortcomings and weaknesses about the quantity and quality of co-scholastic achievement of government and private school students.
6. To suggest the ways to strengthen the co-scholastic activities for betterment of government and private school students.

Hypotheses of the Study

In order to study the given problem, the following hypotheses have been taken into consideration.

1. (Ho) There is no significant difference in co-scholastic achievement of government and private school students.
2. (H₁) There is significant difference in co-scholastic achievement of government and private school students.
3. (Ho) There is no significant difference in co-scholastic achievement of boy students of government and private school students.
4. (H₁) There is significant difference in co-scholastic achievement of boy students of government and private school students.
5. (Ho) There is no significant difference in co-scholastic achievement of girl students of government and private school students.
6. (H₁) There is significant difference in co-scholastic achievement of girl students of government and private school students.

Delimitation of the Study

The present study was delimited to selected schools of Hanumangarh district of Rajasthan.

- The study included 24 schools, out of which 12 schools were selected from Hanumangarh block and 12 schools from Sangaria block.
- The study was limited to students studying in classes IX and XI.
- A sample of 960 students including 480 boys and 480 girls was selected for the study.
- The study considered only government and private schools located in urban and rural areas of the district.
- The analysis of data was conducted using mean, standard deviation and t-test.

Method, Tools and Techniques

The study was conducted through survey method and the tools were constructed by the investigator. In this tool, questionnaire, rating scale and interview were applied. During the study different areas were also observed by the investigator. Mean, SD, t-test and Descriptive statistics techniques were applied to know the co-scholastic achievement of students studying in different type of schools of Hanumangarh District of Rajasthan.

Major Findings

On the basis of the analysis of data, the following major findings were obtained:

1. The mean score of government school students on co-scholastic achievement in life skills was 7.42, whereas the mean score of private school students was 7.81. Value of Standard deviation of government school and private school students also got 1.18 and 1.04 respectively. The calculated t-value was 5.36, which was higher than table value of 1.96 at 0.05 level with 958 degree of freedom. Since the mean score of private school students was higher than that of government school students, it may be concluded that private school students performed better in life skills of co-scholastic achievement. It means, the significant difference was found in co-scholastic achievement in life skills (thinking, social, emotional) of government and private school students. (H_1)
2. The mean score of government school students on Co-scholastic achievement in attitude & values was 7.53, whereas the mean score of private school students was 7.90. Value of Standard deviation of government school and private school students also got 1.08 and 1.03 respectively. The calculated t-value was 5.43, which was higher than table value of 1.96 at 0.05 level. This indicates that the difference between the two groups was statistically significant at 0.05 level. Since the mean score of private school students was higher than that of government school students, it may be concluded that private school students performed better in attitude & values of co-scholastic achievement. Therefore, it can be said that significant difference was found in co-scholastic achievement of government and private school students. (H_0)
3. The mean score of government school students on co-scholastic achievement in participation in co-curricular activities was 6.79, whereas the mean score of private school students was 7.15. Value of Standard deviation of government school and private school students also got 1.42 and 1.22 respectively. The calculated t-value was 4.24, which was higher than table value of 1.96 at 0.05 level at 0.05 level with 958 degree of freedom. Since the mean score of private school students was higher than that of government school students, it may be concluded that private school students performed better in participation in co-curricular activities of co-scholastic achievement. It can be said that the significant difference was found in co-scholastic achievement in attitudes and values of government and private school students. (H_1)
4. The three co-scholastic domains were combined; the **co-scholastic subtotal** for government school students was **21.75** with SD **2.61**, while for private school students it was **22.88** with SD **2.66**. The obtained **t-value = 6.95** found statistically significant,

which was higher than table value of 1.96 at 0.05 level with 958 degree of freedom. Since the mean score of private school students was higher than that of government school students, it may be concluded that private school students performed better in the co-scholastic achievement. It means, the significant difference was found in overall co-scholastic achievement of government and private school students. (H_1)

5. In life skills of Co-scholastic Domain, the mean score of government school boys was 7.18 with SD 1.37, whereas the mean score of private school boys was 7.96 with SD 0.86. The obtained t-value = 7.50 was statistically significant. It means, the significant difference was found in co-scholastic achievement in life skills of boy students of government and private school students. (H_1)
6. In Co-scholastic Domain 2- Attitude and values, the mean score of government school boys was 7.45 with SD 0.99, while the mean score of private school boys was 7.87 with SD 1.18. The obtained t-value = 4.16 was statistically significant. It means, the significant difference was found in co-scholastic achievement in attitudes and values of boy students of government and private school students. (H_1)
7. In Co-scholastic Domain 3, the mean score of government school boys was 6.66 with SD 1.21, whereas the mean score of private school boys was 7.29 with SD 1.24. The obtained t-value = 5.51 was statistically significant. It can be said that the significant difference was found in co-scholastic achievement in participation in co-curricular activities of boy students of govt. and private school students. (H_1)
8. The mean score of boy students of government schools on co-scholastic achievement was 21.30, whereas the mean score of boy students of private schools was 23.42. Value of Standard deviation of boy students of government school and private schools also got 2.46 and 2.05 respectively. The calculated t-value = 7.65, which was higher than table value at 0.05 level at 0.05 level with 474 degree of freedom. Since the mean score of boy students of private schools was higher than government schools, it may be concluded that boy students of private schools performed better in the co-scholastic achievement. It means, the significant difference was found in co-scholastic achievement of boy students of government and private schools. It means, the significant difference was found in overall co-scholastic achievement of boy students of government and private school students. (H_1)
9. In Co-scholastic Domain 1, the mean score of government school girls was 7.63 with SD 0.93, whereas the mean score of private school girls was 7.65 with SD 1.18. The obtained t-value = 0.04 was not statistically significant. It means, the significant difference was not found in co-scholastic achievement in life skills of girl students of government and private school students. (H_0)
10. In Co-scholastic Domain 2, the mean score of government school girls was 7.60 with SD 1.17, while the mean score of private school girls was 7.94 with SD 0.84. The obtained t-value = 3.69 was statistically significant. It means, the significant difference was found in

co-scholastic achievement in attitudes and values of girl students of government and private school students. (H_1)

11. In Co-scholastic Domain 3, the mean score of government school girls was 6.90 with SD 1.55, whereas the mean score of private school girls was 7.00 with SD 1.18. The obtained t-value = 0.78 was not statistically significant. It means, the significant difference was not found in co-scholastic achievement in participation in co-curricular activities of girl students of government and private school students. (H_0)
12. The mean score of girl students of government schools on co-scholastic achievement was 22.13, whereas the mean score of girl students of private schools was 22.58. Value of Standard deviation of girl students of government school and private schools also got 2.68 and 2.57 respectively. The calculated t-value was 1.87, which was lower than table value of 1.96 at 0.05 level at 0.05 level with 482 degree of freedom. Since the mean score of girl students of private schools was higher than government schools, it may be concluded that girl students of private schools performed slightly better in the co-scholastic achievement. But significant difference was not found in overall co-scholastic achievement of girl students of government and private school students. (H_0)
13. Private school students also demonstrated slightly higher co-scholastic participation.
14. The difference in co-scholastic achievement among girls was comparatively small.

Implications of the study

1. **Need for Balanced Development:** The study indicates that schools should give equal emphasis to co-scholastic areas to ensure the holistic development of students as recommended in contemporary educational policies.
2. **Improvement of Co-Scholastic Activities:** If differences are found among school types, it suggests that those schools need to strengthen co-scholastic activities such as sports, arts, cultural programs, and social participation.
3. **Teacher Training and Professional Development:** Teachers should be trained to integrate co-scholastic activities with classroom teaching so that learning becomes more comprehensive and activity-based.
4. **Policy Planning for School Education:** Educational planners and administrators may use the findings to design policies that ensure uniform opportunities for co-scholastic development across government and private schools.
5. **Infrastructure Development:** Schools with lower co-scholastic performance may require improved facilities such as playgrounds, laboratories, and activity rooms to support diverse student talents.
6. **Curriculum Implementation:** The findings highlight the importance of effective implementation of curricular frameworks that include co-scholastic components, as recommended by national educational guidelines.
7. **Assessment Reforms:** The results suggest the need for comprehensive evaluation systems that assess both academic performance and co-scholastic competencies of learners.

8. **Parental Awareness and Participation:** Parents should be encouraged to recognize the importance of co-scholastic activities in personality development and support their children's participation in such activities.
9. **Guidance for Future Research:** The study provides a foundation for further research on factors affecting co-scholastic achievement in different educational settings and regions.

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