

**A STUDY ON FACILITIES AND ACTIVITIES  
OF PHYSICAL EDUCATION IN THE SECONDARY  
AND HIGHER SECONDARY SCHOOLS OF KERALA STATE**

**MUHAMMED ALI PALLIYALI**

M.P.Ed., N.I.S. Diploma

*Thesis*  
*submitted to the University of Calicut*  
*for the award of the Degree of*  
**DOCTOR OF PHILOSOPHY**  
**IN**  
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**2004**

## **DECLARATION**

I, **Muhammed Ali Palliyali**, hereby declare that the thesis titled "A Study on Facilities and Activities of Physical Education in the Secondary and Higher Secondary Schools of Kerala State" submitted to the University of Calicut for the award of the Degree of Doctor of Philosophy in Physical Education, is an original record of studies and bonafide research carried out by me during the period 2000-2004 under the guidance of **Dr. P.T. Joseph** and that it has not been previously formed the basis for the award of any degree or diploma in any Indian and foreign university.

Calicut University Campus,  
07-07-2004.



**MUHAMMED ALI PALLIYALI**

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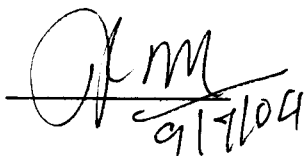
**2004**

## **CERTIFICATE**

I, **Dr. P.T. Joseph**, do hereby certify that this thesis titled "A Study on Facilities and Activities of Physical Education in the Secondary and Higher Secondary Schools of Kerala State" is a record of bonafide study and research carried out by **Sri. Muhammed Ali Palliyali**, under my supervision and guidance.

Kannur University Campus,  
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***Muhammed Ali Palliyali***

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**CHAPTER I**

**INTRODUCTION**

## Chapter I

### INTRODUCTION

Modern age has witnessed rapid advancement in all domains, particularly science and technology. The impelling force behind these development is man's insatiable thirst for knowledge. In the field of education too, revolutionary changes have taken place. The concept of education has changed drastically. Therefore objective of the present education system is to equip the child to meet the challenges of modern life.

John Dewey<sup>1</sup> an educator who has most profoundly influenced education, defined education as the reconstruction of events that compose the lives of individuals so that new happenings and new events become more purposeful and more meaningful. Furthermore, as a result of education, individual will be better able to regulate the direction of ensuing experience. It is that the individual's education consists of everything he or she does from birth until death. Education is a 'doing' phenomenon. One learn through doing. Education takes place in the classroom, in the library, in the play

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1. K.K. Batia and C.L. Narang. *A First Case in Philosophical and Sociological Foundation of Education*. Ludiana, Jallandar, Prakash Brothers, 1975, pp. 6-7.

field, in the gymnasium, on trips and at the home. Mahatma Gandhi said "by education I mean an all round drawing out of the best in child and man, body, mind and spirit." Swami Vivekananda gave the most practical definition of education and it is a new outlook on education. He said "we want that education by which character is formed, strength of mind is increased, the intellect expounded and by which one can stand on his own feet."

Plato<sup>2</sup> the father of modern knowledge said "Education is the capacity to feel pleasure and pain at the right moment, it develops in the body and in the soul of the pupil all the beauty and all the perfection which he is capable of."

According to Aristotle<sup>3</sup> "Education is a creation of sound mind in sound body. It develops man's faculty especially in his mind so that he maybe able to enjoy the contemplation of supreme truth, goodness and beauty of which perfect happiness especially consists."

In the modern world, education is looked on as preparing the individuals for a meaningful self directed existence. It is viewed as the

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2. *Ibid.*, p. 7.

3. *Ibid.*

primary focus of education. The role of physical education comes up in this juncture.

Physical education as a branch of knowledge lays emphasis on building a physically, emotionally, mentally and socially fit individual. A heavy responsibility rests on the shoulders of those who spend a large share of their time with the youths of today. If experiences are provided that are satisfying, successful and directed towards enriching the students life, the purpose of education will be accomplished.

Charlse Butcher<sup>4</sup> the great American physical educationalist states: "Physical education is an integral part of the total education process in the field of endeavour, which has as its aim the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities, which has been selected with a view to realising these outcomes."

#### **AIM AND GOALS OF PHYSICAL EDUCATION**

Physical Education is education that is based on a common core of learning experience planned on a sequential arrangement -

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<sup>4</sup>, Charlse Butcher, *Dimensions of Physical Education*. Saint Louis: Thic V Mosby Co., 1967, p.10.

appropriate to the individual's stages of physical, social, emotional, intellectual and psychomotor development. Education is brought about as the individuals interests with the surrounding physical environment.

According to Budely Sergent,<sup>5</sup> "physical education should aim to improve the mass students and to give them as much health, struggle and stamina as possible to enable them to perform the duties that adds them after their schools and colleges. A.A.H.P.E.R.P.F. platform says "physical education is the way of education through physical activities which are selected and carried out on well regards to values in human growth, development and behaviour."

### **Objectives of Physical Education**

According to John C. Thomson<sup>6</sup> the primary objectives of physical education is to help each individual achieve to physical fitness, mental balance, social adjustability, emotional stability, moral and spiritual understanding and cultural development of which he is capable.

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5. M.L.Kamlesh, M.S. Sangral, *Principles of History of Physical Education*. Prakash Brothers, 1997, p.3.

6. John C. Thomson, *Physical Education for the 1970*. New Jersey: Prentice Halls Inc. 1971, p. 9.

The physical objectives are organic efficiency neuro muscular co-ordination, safety habits, the ability to handle oneself in a variety of situations for the protection of self and others, good health habits and posture awareness. The mental objectives are knowledge and understanding of rules, strategy and etiquette of various activities. The social objectives includes leadership and ability to organise, the ability to follow and co-operate, self confidence and a sense of belonging, appreciation of others' skills and performance, respect of the right and property of others and good sportsmanship. Emotional objectives are self control, a desire to be fair, a desire to complete and desire to accept the challenges of new activities.

### **Purpose of Physical Education**

Physical education involves the process of acting in particular way. The purpose is closely linked with its aim and includes determination, courage, bravery, change in behaviour and alterations in life style. It is enjoyable and various patterns of exercises which fulfil various needs in the fast changing world.

American Association<sup>7</sup> for health, physical education and recreation listed the major purpose of physical education as follows,

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7. M.L.Kamlesh, *op. cit.*, p. 7.

"physical education helps to move in a skilled and effective manner in all selected activities in which they engage in the programme of physical activities they engage. It helps to learn appropriation of movements in them so that their life becomes meaningful. Physical education helps to understand the appreciation of certain scientific principles concerned with movement. It is a very good opportunity to develop the interpersonal relationships. Daily participation in physical activities develops organic fitness so that the body responds in a healthful way.

### **Importance of Physical Education**

Physical education is education and it is based on a common core of learning experience planned on sequential arrangement appropriate to the individual's stages of social, emotional, intellectual and psychomotor development. Education is brought about as the individual interacts with the surrounding physical environment in which he lives.

Physical education is the important phase of education concerned with the teaching of skills, acquisition of knowledge and development of attitudes through human movement. Physical education as an important branch of knowledge for the development

of human being was accepted by all the human societies even from the primitive civilisations.

Most of the public schools, colleges and universities of the world leading countries recognise the importance of physical education by making it part of the required curriculum.

Choube states<sup>8</sup> "The aims of American primary education are development of healthy citizenship, tendency of socialisation, good nature and tendency of doing useful and creative work. Social ideas and social tendencies are developed through collective programmes, group living, games and sports, recreation and programmes of health and physical training."

Educational Policies Commission America<sup>9</sup> states "items 2-3-8 and 9 are especially applicable to physical education, but all of them have significance for the teacher of physical education who is interested in the education of the whole person. It should be clear from this statement as well as from many similar reports are that physical education is a real part of education in schools depend upon

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8. S.P. Chaube and A. Chaube, *Comparative Education*. New Delhi: Vikas Publishing House, 1993, p. 100.

9. Education Policy Commission. *The Central Purpose of American Education*. Washington: D.C. National Education Association, 1961, p.1.

its continued contribution to complete education of individuals and citizens.

According to Don Cach Seaton, *et al.*<sup>10</sup> "The school physical education programme in USA provides each person with several opportunities - from assessment of fitness levels and consequent activities that will strengthen personal weakness to development of life time skills and understanding enabling the student to lead a full and productive life while in school and afterward. In a broad view of education, physical education's uniqueness lies in its contribution to physiological and psychomotor development. It shares with other disciplines in contributing to the cognitive, social, and affective areas of development."

"Elementary school programmes of physical education provide the basis for a wide range of learning experience. Programmes in the lower elementary grades are characterised by large muscle, vigorous activity featuring locomotor skills (walking, running, jumping, hopping, skipping, galloping, leaping) and nonlocomotor skills (bending, twisting, reaching, lifting, turning, lowering, raising). These

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10. Don Cach Seaton, *et al.* *Physical Education Hand Book*, 7th Edition, New Jersey: Englewood Cliffs Publications, 1970, pp. 2, 3.

skills incorporated in programmes in a school may plan joint co-operative ventures to enhance a particular learning experience."

"The senior high school physical education programme has undergone several changes over the years. Many programmes take place outside of the school—caping, cycling, orienteering, cross-country skiing, golf, hiking, and many others. Programmes and activities are designed to answer the how and why of an activity. Attempts are made to design learning experiences that help the student to gain an understanding of mechanical principles and the effects of exercise on the body, to understand concepts that deal with the role of sport and physical activity in society, to make value judgements about their own well-being, to continue development of interpersonal skills through competitive activities, and to participate in a wide variety of lifetime skills (golf, tennis, caping, fitness, skills, aquatic activities, etc.) that can be used upon completion of formal education. Physical education programmes have turned from requiring specific activities to pupil interest choice activity programmes whereby the students are given the opportunity to determine and in some cases specialize in a given activity. Specialisation gives the self motivated student an opportunity to pursue an activity in greater depth. Along with skill development,

counselling is done on how to make the correct choice to fit the individuals needs for self fulfilment and self actualisation. More and more activities are being offered that contain of dance, movement exploration, movement education, stunts and tumbling, rhythmic, fitness activities, and aquatics emphasise key elements such as self-expression, co-operation, co-ordination, body awareness in a variety of mediums, creativity, strength, endurance, flexibility, agility, balance and spatial awareness. As children move into the upper elementary levels, the emphasis is on the development of fine manipulative skills. Children are taught the basic elements of a variety of physical activities such as soft ball, soccer, gymnastics, dance, fitness activities, swimming, and many more. The child's need to excel and compete are fostered through careful planning of movement experiences."

"Middle school programmes are to some extent a continuation of the upper elementary programme. However, a greater degree of sophistication of skill development and a broader variety of activities is involved. Because this period is an age of rapid physical and social growth, challenging activities that provide an opportunity for the development of interpersonal relationships should be offered. Emphasis is on team sports for interpersonal and social growth; co-

educational activities that void contact; gymnastics, track and field; continued emphasis on fitness activities, rhythms, aquatic activities, and the inclusion of lifetime or leisure time activities that will be used after schooling is completed. It is also a time when various disciplines (science, mathematics, social studies, physical education) compelling the individual to draw upon unknown potential. Situations that force the student to learn from a wide range of activities will enhance the development of coping skills."

Williams<sup>11</sup> states "physical education in Russia is compulsory for all school students and widely promoted for all adults of schools the programme is centered in three age groups 7-10, 10-17 and 18-25."

Likewise in most of the leading countries both socialist and capitalist, physical education is accepted as essential in the education curriculum. Schools are considered as the spot of talent hunting, school physical education and sports is the basement of the sports performance of these countries in international sporting arena.

Success of a scientific physical education programme depends upon a well planned curriculum. Hence an effective programme is to

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11. J.F. Williams, *The Principles of Physical Education*. Meerut: College Book House, 2000, p. 208.

be designed to meet the current needs of the students as influenced by the social conditions of the culture of which they are a part.

According to Harold Rugg<sup>12</sup> the main three definite job involved in curriculum making are first, the determination of fundamental objectives, the great purposes of the curriculum as a whole and of its several departments, second, the selection of the activities and other materials of instruction, choice of content, reading exercises, excursions, topics for open forum discussion, manual activities, health and recreational programmes, third, the discovery of the most effective organisation of materials, and their experimental placement in the grades of public schools."

Williams<sup>13</sup> observes "As education becomes more scientific in its procedure of organisation, it become clear that what is offered as instruction to a child should be selected with respect to certain consideration. These considerations suggest five essential steps in the development of a curriculum in physical education. These steps are 1) Analysis of the students, 2) appraisal of the characteristics of the

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12. Harold Rugg, *Curriculum Making Past and Present*. Bloomington, III Public School Publishing Co., 1927, p.51.

13. J.F. Williams, *The Principles of Physical Education*. Meerut: College Book House, 2000, p. 321.

individuals to be educated, 3) statement of an aim for the programme, 4) statement of the objectives to be sought, and 5) selection of the activities in relation to the situation, characteristics of pupils, aim and objectives.

### **Physical education in India**

India has a great tradition for physical education and sports - the sports culture prevailed in the Vedic and Puranic period, the yogic system of physical culture - contributed a lot but the impetus for sporting activities was given by the Britishers. The great passion of the British in India was sports. A love of cricket, tennis, squash and field hockey would be with English, the most enduring heritage they would eventually leave behind under the British rule.<sup>14</sup> These activities were carried out voluntarily by educational institutions, sports bodies and gymnasium. But it was only after independence that it was generally accepted as the policy of our country that physical education and sports should be in harmony with the total educational pattern and should be complementary to the achievement

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14. Antony de Mello. *Portrait of Indian Sports*. London: P.R. MacMillan Ltd. 1959, p. 3.

of the goals of education. To<sup>15</sup> give practical shape to the policy, different committees were appointed from time to time to suggest plans for the development of physical education and sports for the student as well as the non-student youth of the country. A National Plan of Physical education and Recreation was first prepared in 1956 by the Union Ministry of Education.<sup>16</sup> This plan has included useful guidelines for a syllabus of physical education for primary and secondary schools. The Government of India, in 1965, framed a multipurpose programme of physical education for implementation in the secondary schools of the country.<sup>17</sup> Under the present educational structure of 10+2+3, as envisaged by the National Policy of Education, and declared by the Union Government in April, 1977,<sup>7</sup> physical education and sports are to be an integral part of curriculum at all stages.<sup>18</sup>

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15. NCERT, *Physical Education, A Draft Curriculum for Classes I to X*. New Delhi: NCERT, 1980, p. 1.

16. Ministry of Education. *A National Plan of Physical Education and Recreation*. New Delhi: Ministry of Education, Government of India, 1956.

17. NCERT., *op.cit.*.

18. Research and Reference Division, Ministry of Information and Broadcasting. Government of India, *India 1971* (New Delhi: Publication Division, 1979, pp.45-50.

Government of India implemented several plans and are schemes and set up commissions to popularise physical education in the country. National Plans of Physical Education and Recreation was first prepared in 1956 by the union ministry of education. The plan included useful guidelines for a syllabus of physical education for the primary and secondary schools.

Kothari Commission<sup>19</sup> states "it is wrong to ignore the educational values giving too much emphasis only to physical well being. Perhaps physical education is one of the latest subjects to enter the field of organised education in our country.

The Government of India framed a multi purpose programme of physical education for implementation in secondary schools in 1965. The review committee on the ten years school curriculum headed by Sri Ishwar Bhai J. Patel had laid special emphasis on school physical education.

In the opinion of the of the committee,<sup>20</sup> "The physical welfare of the youth of the country should be the main concern of the state

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19. *A report of the education commission*. Ministry of Education. Government of India. New Delhi: Government of India Press, 1966, p. 6.

20. *Ibid.*, pp. 637.

and any departure from the normal standards of physical well being at this period of life may have serious consequences."

With respect to context of the government policy many state Governments have attempted to make physical education a compulsory subject in the school and college programmes.

The Secondary Education Commission made physical education compulsory in all the strategies of school curriculum. The Central Board of Secondary Education (CBSE) has framed syllabus and teaching procedures for physical education for 9th and 10th classes as a compulsory subject. The State of Punjab also took the lead in framing the syllabi and introduced physical education as a compulsory subject in the secondary schools for 9th, 10th classes and as an elective subject for 11th class. More and more states are accepting physical education as a compulsory subject in the schools and colleges.

Success of physical education programme depends largely upon two factors - adequate facilities and well planned activities.

Williams<sup>21</sup> states "the recent trend is to enrich the programme of physical education and it demands enough space and allied facilities, which are largely responsible for the success of the programme.

Clark<sup>22</sup> pointed out that physical education is one phase of total education process and that it utilizes activity drives that are inherent in each individual to develop a person organically, neuro-muscularly, intellectually, and emotionally. These outcomes are realised whenever physical education activities are conducted in such places as the playgrounds, gymnasium and swimming pool.

A successful physical education, programme needs adequate facilities in the form of playgrounds, gymnasium, sports equipments, sports rooms, sanitary facilities, and swimming pool if possible. Since these are expensive items, there is a good deal of thinking and planning from the management and government side to provide these items.

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21. J.F. William and W.R. Morrison, *A Text Book of Physical Education*. Philadelphia: W.B. Saunders Company, 1931, p. 311.

22. H. Harrison Clark, "Historical Orientation," *Physical Fitness News letter* 111-8 (April 1957): 7.

Facilities of physical education should be designed and constructed with one central purpose in view to serve particular kinds of education programme. Planning for physical education facilities is a continuous process of anticipating and prepared to meet facility needs. Functional facilities are the result of well organised planning. The time, effort and expenditure thus invested will be amplified manifold in fundamental facilities at the lowest cost. Those facilities necessitate the use of extensive out door and indoor activity area as well as expensive equipment and service facilities. A well organised plan for proposed structure may help to give priority to provide the facilities required.

The initial enthusiasm did not last long in the case of functional efficiency of physical education and sports in the schools of India. Physical education in general does not have the same status as the other academic subjects in the educational curriculum. It was accepted just as a policy matter.

The report of the central board of physical education states,<sup>23</sup> "there are very few schools that provide physical education for all students every day. The usual excuse is that academic load is heavy

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23. *National Plan of Physical Education and Recreation*. Ministry of Education, Government of India. New Delhi: Government of India Press, 1964), p. 5.

and school hours are ill adapted for physical education with different emphasis given in different schools.

From the above report it is clear that there is a good deal of reluctance on the part of the school management and governments to provide these items. The need for classrooms building, furniture, labs, libraries, gardens, even drawing rooms is accepted as essential, but the facilities for physical education are often neglected. Persisting impediments in the implementation of an effective programme for all pupils are lack of play grounds, sports materials, time availability and adequate well trained physical educational personnel.

The report of the Ad-hoc enquiry committee<sup>24</sup> on games and sports, ministry of education, government of India 1959, emphasised for proper facilities in every educational institution. The committee, though aware of the magnitude of the problem of providing educational institution with playground and as these admits no set solution to the problem, the committee recommended the problems to be tackled according to the circumstances of each educational institution.

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24. U.S. Siva, *Sports Management in Universities. Proceedings of the Sports Management Course*, New Delhi, May 21-26, 1979).

Nevertheless, the committee recommended a standard of minimum of ten acres of land for play grounds in a college with a student population of 1000 to 1500: 5 to 6 acres of playground for a high school with student population of 500 to 1000: 3 to 5 acres for a middle school with population of 200 to 500 and minimum of one acre in the case of a primary school.

However they are old reports and there might have been much improvement in some places since that time, or there may be deterioration in relation to physical education facilities and programme in the schools of various states in India.

Kerala is a small state situated in the southern Peninsula - a very potential area for sports - which produced thousands of internationals, Olympians and even medallists in World Athletics Championship. Kerala dominates in many of the sports events like Athletics, football, volleyball etc., in National level senior, junior, university and school championships.

In Kerala as per government regulation there should be a minimum of three acres of land for a school, out of which the minimum area for play field and court provisions are not clearly

specified. Due to this there are schools functioning without sufficient play fields.

At present there is one post of the physical education teacher in each high school. There will be provision for another post if there is an upper primary section with only a minimum of 500 students. Hence a large majority of the students in the schools are deprived of the service of the physical education teacher.

The minimum qualification prescribed for physical education teachers in high school is only the Certificate Course in Physical Education i.e., CPED. They are looking after the high school section and even the higher secondary section because in Kerala the post of the physical education teacher is not yet created at the higher secondary level.

There is no prescribed syllabus for physical education in Kerala high schools. Therefore the physical education activities are not uniform. The present physical education activities are fixed according to the interest of physical education teachers and local needs. Main activities are competition oriented sports and games with an eye on inter school level sports. The students have very little motivation to take part in it. Therefore, physical education activities are confined to

a few students. The physical education periods allotted in the school time table are not properly utilised in the absence of a syllabus.

The aim and objective of physical education is the creation of wholesome personalities through the wide variety of physical education activities. Each student should be able to develop himself physically, mentally, socially and emotionally by participating in the systematic physical education programmes during the school days. Knowledge about health and wellness is very important in the modern period. Kerala school physical education totally neglected health and fitness development of the student community. In the given situation the investigator strongly feels that the present system of physical education existing in the schools of Kerala is not capable to attain the goals of education, physical education in particular.

Hence the present study is to assess the existing physical education facilities and activities in the high schools and higher secondary schools of Kerala state.

### **Statement of the Problem**

The present study is titled "A Study on Facilities and Activities of Physical Education in the Secondary and Higher Secondary

Schools of Kerala State." The purpose of the study was to assess the existing facilities and activities of physical education in the secondary and higher secondary schools of Kerala state.

### **Definition and Explanation of terms**

#### **Facilities**

The items which are essential to assist the programmes of physical education like play fields, courts, gymnasium swimming pools, equipment, sports library, etc. which are necessary for a sound curriculum of physical education and sports.

#### **Activities**

Activities are the physical education programmes held in the schools such as team selection, coaching, team participation in the various levels of competitions, intramurals, sports meet, recreational activities, general physical education activities such as Mass PT, marching drill, mass drills, health education, yoga, fitness programmes etc.

### **Delimitation**

1. The study was delimited to the secondary and higher secondary schools of Kerala state (ie. the Government schools, Government aided private schools) including the vocational higher secondary schools in the above two groups.
- 2 The study was delimited to 300 Government and 300 Aided high schools and higher secondary schools from all the 14 revenue districts of Kerala state selected at random out of the presently existing 2625 schools.
- 3 The study is confined to assess the general information of the schools, the facilities, details of physical education teachers, the budgetary provisions, financials aids received by the school, details of team participation and coaching, achievements, intramural sports meet and games competitions, incentives, general physical education activities such as mass PT, yogas, marching, recreational activities, health and fitness activities, etc taking place in the schools.

### **Limitations**

The following limitations were recognised for the present study.

1. The study has its limitations as it depended upon the sincerity and integrity of the responses of the physical education teachers of the secondary and higher secondary schools.
2. The usage of questionnaire as a means of collecting the data has been recognised as a limitation, in that, the responses elicited from the institutions may not be exhaustive and the responses to certain questions might depend on the attitude that the respondents have towards that aspect.
3. Another limitation of the study is that the respondents deliberately conceal facts regarding the essential facilities such as the size of the play area, availability of the courts, etc.
4. Approximation errors<sup>are</sup> bound to occur, that may lead to erroneous conclusions.

### **SIGNIFICANCE OF THE STUDY**

The present study is highly significant in the following ways.

1. The result of the study will reveal the existing physical education facilities and activities in the schools.

2. The study result will provide feedback to the authorities concerned, regarding the effectiveness of the existing system.
3. The study will reveal the views and opinions of the physical education teachers in the schools of Kerala.
4. The study report may help the authorities in restructuring the existing system.
5. The study would help the planners design a new syllabus for physical education in the schools of Kerala.

**A STUDY ON FACILITIES AND ACTIVITIES  
OF PHYSICAL EDUCATION IN THE SECONDARY  
AND HIGHER SECONDARY SCHOOLS OF KERALA STATE**

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**M.P.Ed., N.I.S. Diploma**

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*submitted to the University of Calicut*  
*for the award of the Degree of*  
**DOCTOR OF PHILOSOPHY**  
**IN**  
**PHYSICAL EDUCATION**

**DEPARTMENT OF EDUCATION  
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**2004**

CHAPTER II

REVIEW OF RELATED  
LITERATURE

## Chapter II

### REVIEW OF RELATED LITERATURE

Sincere attempts were made by the research scholar to locate literature related to the present study. A brief account of relevant literature which the research scholar could gather from various sources are presented in this chapter.

Singh<sup>1</sup> surveyed the facilities and personnel in relation to compulsory physical education in the secondary schools of Punjab and found that about 10 per cent of the schools had facilities for the physically handicapped students and all the schools had introduced physical education as a compulsory physical education programme. The data was collected through a carefully compiled questionnaire, supplemented by personal visits. The questionnaire was sent to 225 heads of the secondary schools of Jabalpur District of Punjab state and 135 out of them were returned with necessary information, which worked out to 60 per cent, and was considered to be a good percentage for the study. The data furnished in the questionnaire by

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1 Guldip Singh, *Survey of Facilities and Personnel in Relation to Compulsory Physical Education in the Secondary Schools of Punjab*. Published Masters Thesis, Jiwaji University, 1984.

the respondents were analyzed in terms of percentages in the category-wise on the basis of pupil strength of the schools, and the method of logical analysis were used to obtain meaningful results.

Gloss<sup>2</sup> emphasized the need for better provision of facilities, equipment and leadership by bringing about the difference between what people were actually doing in their spare time and what they would like to do if they had opportunities/facilities for sports. Out door and strenuous activities were desired but they had to be contented with passive indoor pursuits for lack of better facilities. From the studies it was noticed that people were engaged in passive pursuits within the home more frequently than before. Judging from their expressed desires it seemed that they preferred to engage in out door activities of a more strenuous nature. Presumably, people were not doing what they desired to do but rather were doing things they found it possible to do. Their needs and desire could be met only by better provision of facilities, equipment, and leadership supplied by public or private agencies. The fulfilling of these varied desires and needs became a function of the community, state and federal governments.

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2. G.M. Gloss, "What People do in their Spare Time." *Research Quarterly* 9 (May 1938): 138.

Mizuguchi<sup>3</sup> surveyed the boy's physical education programme junior and senior high schools in Honolulu, Hawaii. The areas were surveyed; and the survey method of research was used. The Nelson score card for the evaluation of the boy's physical education programme for junior high and senior high schools were utilized to obtain the following data: Instructional staff, facilities, programme organisation, programme activities and professional assistance. The survey was an attempt to candidly evaluate the current status of physical education programmes for boys and to monitor the finding and inform all concerned regarding the evaluation. He came to the conclusion that programme as a whole was not adequate and was below the normal standards; in comparison to junior schools, senior schools had to some extent better programmes.

The results indicated the overall instructional staff scores ranged from poor to average. Overall programme (organisation) sports ranged from poor to good. Overall programme (activities) scores were all poor. The overall professional assistance score

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3. Norman K. Mizuguchi, "Survey of boy's Physical Education Programme in the Junior and Senior High Schools in Honolulu, Hawaii." *Dissertation Abstracts International* 32 (January 1972): 3479 A-4166 A.

ranged from poor to average. Based on the results, general and specific recommendations were made.

Moon Sung Chal<sup>4</sup> conducted a study on 30 universities. The purpose of this study was to evaluate the sport education programmes of 30 universities in the Republic of Korea selected by a panel of experts. When identifying the sample, the following factors were considered. (1) The selection of a representative sample from a variety of schools should be made, (2) The sample should be identified by a recognized geographical area, and (3) The sample universities should be representative of all the universities with sport education programmes.

Each programme was evaluated by the modified N.P. Nelson score card and which assessed the universities.

(1) Instructional staff, (2),Facilities, (3) Programme organisation (4) Programme Activities, (5) Professional Assistance and (6) Instruction Education Programmes. All data were analyzed using descriptive statistics scoring each university as excellent, good, average below average, or poor in each of the six programme

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4. Moon, Sung Chal, "An Evaluation of Sport Education Programmes in Selected Universities in the Republic of Korea." *Dissertation Abstract International*, Vol. 58, No.8, (Feb. 1998).

devising. Results indicated the total encores for sport education programmes in all universities poor. However, good evaluations were indicated in the specific areas of instructions staff professional assistance, facilities, organisation programme, and activity programme.

Browman<sup>5</sup> conducted a survey study of 48 secondary boarding schools concerning their physical education programme. Areas represented in the questionnaire were those of professional preparation of personnel, administration, facilities and activities within the programme. After summarising the replies to the questionnaire, valuable recommendations were made to improve the personal preparation, administration and other facilities in connection with the programme.

Guess<sup>6</sup> made a survey study of forty-nine independent but non-Parochial Secondary Schools in California. He used questionnaire method to determine the extent to which their

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5. James P. Browman, "A survey of Physical Education in the Secondary Boarding Schools for boys in United States." *Completed Research in Health, Physical Education and Recreation*, 4 (1962): 64.

6. Bal M. Guess, "The status of Boys' Physical Education Programme in independent secondary school of California." *Completed Research in Health Physical Education and Recreation* 5 (1963): 170.

programmes implement the recommendations made by the state of California for a boy's four year physical education programme. A majority of independent schools failed to meet the state standards. Common weakness were inadequacy of trained personnel, lack of evaluation and lack of school-parent communication. Favourable points found were limited size of classes, aquatic programme and inter-scholastic athletic programme.

James<sup>7</sup> surveyed physical education curriculum facilities and administrative practices in 81 rural elementary school of Island Empire of Washington. For collection of data he used the questionnaire method. The following needs were evident at the conclusion of the survey: more extensive and exclusive teacher education programme for elementary school teachers certificate, exclusive activities unsuitable for certain age groups, indoor recreation area, additional play grounds, equipment and uniformly established administrative practices.

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7. Kemison James, "A Survey of Physical Education in Rural Public Elementary Schools with Island Empire Area of Washington for School Year 1958-59." *Completed Research in Health Physical Education and Recreation* 2(1960), p. 72.

Bundgaard<sup>8</sup> collected data from a stratified sample of seventy two high schools by personal visits. The purpose of the study was to describe the status of instruction in physical education for IOWA public schools in terms of professional preparation, teaching, load, combination of subject taught, activity progression, method of instruction, techniques of class organisation, testing and measuring techniques, teaching aids available to the teacher, and time allotment for physical education classes. The results of the survey reveals the actual situation of those schools.

Patrick<sup>9</sup> evaluated the boys physical education programmes in Anatneim Union High School District in California. His study results provides the following conclusions:

(1) Instruction staff - Physical education teachers were well prepared in their subject matters.

(2) Facilities - (a) Adequate area (b) Placement of buildings on school site appeared adequate (c) Inadequate indoor and outdoor

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8. Axehristensen Bundgaard, "Physical Education for Boys' Selected IOWA High Schools." *Completed Research in Health, Physical Education and Recreation* 1(1958): 38.

9. Lawrence Bestmann Patrick, "An Evaluation of the Boys Physical Education Programmes in Anatneim Union High School District, Anatneim, California." *Dissertation Abstracts International* 35 (April 1975), p. 6465-A.

facilities, (d) Equipment adequate in the senior school than in junior school (e) A few schools had gymnasium.

(3) Programme Organisation - (a) Percentage of pupils adequate (b) sufficient time allotment (c) Physical examinations of pupils were inadequate (d) The size of the class was larger (e) Larger load for teachers.

(4) Programme activities - Intramural programme was weak.

(5) Professional assistance (a) sufficient books and magazines for high school teacher than junior high school (b) comprehensive professional library available for teachers at district head quarters.

Stratton<sup>10</sup> investigated the adapted physical education programme in the AAA private and public secondary schools in the state of Tennessee in terms of (i) Professional preparation of the physical education teachers (ii) Available facilities, (iii) Activities included in their present programme.

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10. Omega Jarrett Stratton, "A Survey of Physical Education Teachers, Professional Preparation, Available Facilities and Activities included in the adapted physical education programme in the AAA secondary schools of the state of Tennessee." *Dissertation Abstracts International* 39 (December 1978), p. 3455-A.

A questionnaire was mailed for the investigation and the data were collected. Based on the data obtained the following conclusions appear to be warranted.

(i) The age of the teachers was between the 21 to 55 with teaching experience ranging, from 0 to 30. The majority held master degree with undergraduate and graduate degree in physical education.

(ii) The facilities were inadequate for the adapted physical education programme.

(iii) The service workshops and clinics were not meeting the needs of the majority of the subjects.

(iv) The majority of the subjects had completed a wide variety of professional preparation courses.

Several recommendations were made:

(i) A person of the state level should serve as Director or Coordinator.

(ii) Local school system should up grade the facilities.

(iii) Additional personnel should be provided to adjust the teacher.

(iv) The school administration should meet the need and interest of the exceptional students.

(v) The physical education teachers should avail themselves for different courses.

Duke<sup>11</sup> administered a questionnaire to the coaches of the seventy one selected schools of the Louisiana High schools of Atlantic Association to survey the needs and problems of inter-scholastic athletic programme. The results indicates that a majority of coaches were well prepared in teacher education. They believed that coaches should not be held liable for athletic injuries. Coaches were underpaid for their duties and responsibilities and indicated a need for financial support of inter scholastic athletic programme. Players discipline was considered as a problem; principals and coaches favoured the separation of physical education from coaching.

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11. Derwood N. Duke, "A Survey of Selected Need and Problems of Inter-scholastic Athletic Programme for Boys in Senior High Schools in Louisiana." *Dissertation Abstracts International* 3 (1975), p. 4227-a.

Loughrey<sup>12</sup> made a status study using a questionnaire, and a interview with one hundred and eighty six physical education teachers in sixty secondary schools in Indiana. The study revealed weakness such as inadequate facilities, large groups in adequate instructional setting, lack of motivation, lack of adapted programmes in physical education, lack of opportunity for professional growth and heavy work load.

Nordly's<sup>13</sup> study shows that 34 per cent of the schools have less than two acres of outdoor space at school for all physical education activities. Of the total group of schools 75 per cent of the schools have enrollment of 350 or less. Only 18 per cent of the schools have excess of five acres of such space on the school site and 48 per cent have grounds and athletic fields on separate sites.

Coker<sup>14</sup> made a survey of physical education programme for boys in selected senior high schools in Louisiana during 1969-70

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12. Thomas James Loughrey, "A Status Study of Programme in Physical Education in Selected Public Secondary Schools in Indiana." *Dissertation Abstracts International* 35 (1975), p. 9229-A.

13. Carl L. Nordly, "University of Minnesota Study of Physical Education Facilities and Equipment." *Research Quarterly* 10 (May 1989).

14. Gorden Engene Coker, "A Survey of Physical Education for Boys in Selected Senior High Schools on Louisiana 1969-70 Academic year." *Dissertation Abstracts International* 33 (October 1972): 1964-65-A.

academic year. In terms of professional preparation and background of instructions the following conclusion were made.

Most of the teachers were found to be well prepared to teach physical education all had received bachelor's degree or were attending graduate schools. Teachers had taught a mean of 7-2 years in physical education, 35 per cent of teachers belonged to one or more education association but less than 20 per cent were member of a professional physical education organisation.

Approximately half of the teachers taught only physical education with a mean of 19 per week. Other teachers taught a combination of subjects for a mean of 26 classes per week, including 12 classes of physical education. An average of 37 students with 59 per cent of the 46 schools were assigned physical education classes with out any regard to grade level. Approximately 40 per cent of the class time were spent in participation in games. Fifty per cent of gymnasiums were of adequate facilities, and classes were exceptionally well controlled.

Bhuller<sup>15</sup> has shown revealing facts in her study. She has shown that all the institutions in Chandigarh have no planned

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15. Jatinder Bhuller, *Evaluation of the Existing Programme of Physical Education in Government High School and Higher Secondary Schools in Chandigarh*. Unpublished Master's Thesis, Punjab University, 1965.

programme of physical education. The investigator found that all the schools have about six acres of sand for using as playgrounds, but some of them were being presented a horrible picture and served as cattle ranches. The equipments were not adequate, time allotted for physical education period is discriminating, specially no attention is paid to games and sports. They were not having any organized pattern for the conduct of intramural and extramural competitions. Physical and medical examination were done with out any follow up system.

Garbett<sup>16</sup> evaluated the effect of the community school concept upon trends in planning and utilising indoor physical education facilities in the United States, which have been completed since January, 1970. A questionnaire for survey was prepared and mailed to selected traditional and community school throughout United States. The findings of his study provided information pertaining to the following and certain conclusions were made and recommendations suggested in each of the below areas.

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16. Michael Jack Garbett, "The effect of the community school, concept upon planning and utilisation of indoor physical education facilities in the United States since 1970." *Dissertation Abstracts International* 37 (September 1976), p.1457-A.

1. The planning based for the school facilities.
2. The human involvement in planning process
3. The design characteristic of the indoor physical education facilities.
4. The utilization of the indoor physical education facilities.
5. Data for developing guidelines for planning indoor physical education facilities, so that the facilities will have the potential of maximum utilisation based on these findings.

Savaye<sup>17</sup> surveyed the physical education programme in the public elementary school in Indiana. A 56 item questionnaire was submitted to 218 randomly selected elementary physical education teachers in Indiana. Data were received from 112 (56%) of those selected in the study. Additional data were received from personal interviews with 20 teachers and their 20 principals.

Results indicated that physical education is perceived to be a legitimate part of the total school curriculum, that specialist

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17. Michael Patrik Savye, "A Physical Education Programmes in the Public Elementary Schools of Indiana." *Dissertation Abstracts International* 49 (September 1988), p.456-A.

teachers are primarily employed to administer physical education programmes and that physical education curriculum are appropriately sequenced for grades 1-3 and 4-6.

Jack<sup>18</sup> had shown that factors such as number of years of required physical education, size of play ground and marking system used in physical education showed no significant difference between large and small schools. The small schools in regard to such factors has an advantage over the large school as location of playground, and size of physical education classes. The large schools were superior to small schools in regard to number of periods per week, number of activities and length of periods.

The presence of gymnasium in school building, number of teachers, the number of periods of physical education teachers teaching other subjects and the number of supplementary indoor physical education facilities were shown at the same.

Cramer<sup>19</sup> studied the status of Scuba diving as a physical education activity to determine the structure and status of scuba

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18. Harold K. Jack, "Analysis of Physical Education Programme of Minnesota Secondary Schools." *Research Quarterly* 17 (March 1946): 24.

19. John L. Cramer, "Status of Scuba Diving as a Physical Education Activity," *Journal of Health Physical Education and Recreation* 41(April 1970): 77.

diving as physical education offering in higher education. In the many universities returned questionnaire indicated that a specific course outline was used by four universities, no outline was shown by two, and one respondent failed to answer the questionnaire and the survey indicates that scuba diving is not only being taught with considerable success on the college level but that is an extremely popular course.

Hodges<sup>20</sup> showed in his survey the study status and structure in physical education in public two year colleges of the Midwest to investigate the current status and organisational structure of physical education in public two year colleges of the Mid West United States. The physical education in the public two year college in the Mid West United State is obviously considered a integral part of the total college curriculum. Not merely is the present situation encouraging but future expectation appears equally encouraging.

Reed<sup>21</sup> conducted a study of corporate fitness programmes fortunes 500 companies; a description of programme goals and

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20. Patrick B. Hodger, "Status of Structure of Physical Education in Public Two Year Colleges of the Midwest," *Journal of Health, Physical Education and Recreation* 45 (June 1974): 13-15.

21. David Jeffry Reed, "A Study of Corporate Fitness Programme, for Tunes 500 Companies: A Description of Programme Goals and Measures used to Evaluate Programme Effectiveness," *Dissertation Abstracts International* 47 (December 1986): 7079-A.

measures used to evaluate programme effectiveness to identify the types of measures used to evaluate fitness programmes offered. by the fortune 500 companies and to determine the effectiveness of these measures as perceived by fitness directors of this programme besides the secondary purpose to describe characteristics of the fitness programmes directors. Data analysis revealed that no significant relationship was found to exist between programme type and selective evaluation programmes.

Marry<sup>22</sup> conducted a study promoting physical activity in the United States: challenges to physical education to find out the status of involvement and to suggest strategies for encouraging adults to increase their physical activity. National and Regional data were studied from several perspectives, ie. geographically, demographically with respect to life style and from a leisure point of view. The findings showed: a) although 33.5 per cent of the adult population undertook a physical fitness programme in 1982, less than 5 per cent swam, weight lifting, jogged in each activity at least once in a week, b) less than 35 per cent of individuals owning jogging shoes, lifting equipment or bicycles used their equipment

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22. Brooks Christine Marry, "Promoting Physical Activity in the United States: Challenge to Physical Education," *Dissertation Abstracts International* 46 (January 1986): 1964-A.

regularly, c) between 1982-1983 the 35 to 40 years age category increase ownership of jogging shoes and jogging participation, d) life style influences both the types and the amount of physical activity undertaken, e) inactive individuals are undirected in their leisure and show little interest in physical activity, f) psychological factors are ultimately related to type of physical activity undertaken, g) calls attention to 'individual faults' to the exclusion of 'system fault' as the blame for an inactive society.

Schmelty and Sandra<sup>23</sup> conducted the study of the physical fitness programme development project to enhance the awareness, a competence of teachers in the area of physical fitness, facilitate the development of effective programme components in the existing physical education curriculum, increase the students knowledge of fitness concepts, fitness levels, and attitudes and motivation towards physical fitness. The respondents participated in fine workshops over a 15 months period. Each teacher initiated a series of programme development segments through the study. These segments were developed in part at periodic workshops and outlines

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23. Hill Schmelty and Rose Sandra, "The Study of the Physical Fitness Programme Development Project," *Dissertation Abstracts International* 47 (December 1986): 2079-A.

the methods by which the teacher expected to successfully complete the project goals. In addition to the segment implementation, each teacher administered a cardio-respiratory test prior to the first segment and again following the last segment.

Klostreich<sup>24</sup> surveyed on predicting future trends in physical education curriculum at the under graduate level: Delphi study to predict future trends in physical education curriculum at the under graduate level using the Delphi study (seen). The techniques employ a panel of experts individuals recognised as leaders in the field under study with opinion anonymity and control feed back. A panel of 50 experts was asked to participate in competing series of these questionnaires with a return rate of 74 per cent. The result was a list of 34 trends with a high probability of occurrence with trend, durability and estimated time period for occurrence. This prediction can be used by college physical education administrators and curriculum specialist to plan future curriculum at the under-graduate level.

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24. Klostreich Allen David, "Predicting Future Trends in Physical Education Curriculum at the Under-graduate Level: A Dolphy study," *Dissertation Abstracts International* 46 (February 1986): 2228-A.

Butts<sup>25</sup> surveyed physical education in the public elementary school in Texas. The purpose of this study was to determine the status of physical education in public elementary school in Texas during the 1983-84 school year. Two hundred and two representatives of sampled schools (76.8 per cent of 263 schools) responded to a written survey. The data indicated that the majority of the surveyed school were in compliance with state mandated daily physical education at every grade level (K-6). The percentage of complying schools increased progressively from 73.07 for kindergarten to 83.2 per cent at the 6th grade level. The median number of days physical education was offered increased from 4 at the kindergarten level to 4-3 for the first grade and to 5 for the remaining grades. The median number of minutes physical education was offered at grades K-6 steadily increased from 25 to 45 minutes. The information indicated that certified physical education teachers taught 50 per cent of the class room at the kindergarten level, at all other levels they taught the majority of class room reaching 887, at the 6th grade level. The respondent indicated that 50 per cent of the schools utilized a non-specified combination of

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25. Louis James Butts, "Physical Education in the Public Elementary School in Texas: A student report." *Dissertation Abstracts International* 46 (November 1985): 1225-A.

guides to develop physical education programme content. The set of state guides was the single most frequently listed guide in programme development. The respondents listed building and ground limitations and financial restrictions, 27.2 per cent and 24.8 per cent respectively as primary deterrents to the improvement of physical education programmes.

Edward<sup>26</sup> conducted a survey on physical education (elementary section) in Greater Victoria schools to investigate the physical education curriculum facilities and the personnel in the districts' schools. At the elementary school level (1-7) 326 primary and intermediate teachers of physical education and 29 administrators completed the survey questionnaire. The analysis led to this conclusion that Victoria is community oriented to an athletic, competitive concept of physical education. This attitude is best reflected in the elected school boards failure over the years of demand a quality physical education programme. Victoria's teachers and administrators are highly qualified professional educators. However, the superficial physical education teacher

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26. Fougner Edward, "A Summary of a Physical Education Survey (Elementary Section) Conducted In reply to Greater Victoria schools," *Canadian Association for Health Physical Education and Recreation* 39 (November-December 1972): 45.

training preparation of the "Generalist" coupled with the competitive games background common to many teachers, influence both the content and the quality of the elementary physical education programme. Facilities are poor but the programme can be improved using existing school and community facilities.

Joseph and Oxendine <sup>27</sup> studied the status of general instruction in four year colleges and universities to investigate the status of physical education programme. Of the responding institutions, 74 per cent require physical education for all students. An additional 8 per cent have a required for students in certain schools or departments. During the past four years there has been a 10-15 per cent decrease in the number of institutions requiring physical education. Curriculum changes have occurred within the past two years. Majority of the institutions have got physical education for a period of two years. However, a slight shift toward one year physical education is noticed. It is also noticed that one fourth of the students elect to take the physical education, on the other hand it is also seen that this number increases after the first

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27. B. Joseph and Dive Oxendine, "Status of General Instruction Programme of Physical Education in Four Year Colleges and Universities," *Journal of Health Physical Education and Recreation* 43 (March 1972): 17-26.

year. Greater flexibility in physical education programmes today allows more faculty and student option regarding independent study, competency examinations the grading system and general class routine. There is an increase tendency for physical education course to receive academic credit and to count in the grade point average. Recreational type of activities are more prevalent while team activities show a decrease.

Co-educational courses continue to grow to the extent that the majority of the physical education courses are now co-educational.

William<sup>28</sup> surveyed physical education in the junior school: A study of the teachers' involvement to find out biographical details, preparation for current involvement in the teaching of physical education, and the value of the subject in the junior school. A questionnaire was administered to 300 junior school teachers from one authority, followed by interview with a sub sample which focus on those teaching older juniors. Results indicate that significant members of staff involved in the teaching of physical education have reservation about their adequacy in this area and that many of these are experiencing satisfaction with their training do so because of

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28. A.E. William, "Physical Education in Junior School: a Study of the Teacher's Involvement," *Bulletin of Physical Education* 15 (October, 1979): 5.

either a low a priority given to the subject or because of ignorance of the possibilities offered by physical education while many would be irrespective to further guidance. Results suggest that this is if not given during initial training. It is unlikely to be sought of a later date. While it is not possible to measure the bias present in the sample, respondent almost certainly have an interest in the subject which an average of it. The problems which they raised are thus likely to increase rather than diminish among the profession as a whole.

Ruth<sup>29</sup> surveyed a revised physical education curriculum for the public schools to revise the physical education curriculum for the Talsa Public Schools in providing a progressive, sequential physical education programme for Grades K-12. The questionnaire was mailed to all 156 physical education instructors in the Talsa Public Schools to see if a revision of the exiting curriculum was needed. The researcher tabulated the results of the survey and converted the results to percentages. In determining the need for the revision of the physical education curriculum, the researcher used the review of the literature and the results of the physical education

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29. Nilda Reyes Ruth, "A Revised Physical Education Curriculum for the Public Schools," *Dissertation Abstracts International* 46 (October 1972): 1484-A.

teachers' responses to the survey. The researchers was concerned with questions that scored 70 per cent or less and concerned those areas that needed to be strengthen and if possible reviews 72 per cent of the survey which was completed and the returned result of the survey indicated that revisions needed to be made in one category including in the survey. Utilising a thorough investigation of books, articles, curriculum guides and responses from the teachers' surveyed, the researcher led a committee in the revision of the physical education curriculum to provide a progressive, sequential programme grades K-12 the physical education for the Tulsa Public Schools.

Brosnow<sup>30</sup> conducted survey of 48 secondary boarding schools considering their physical education programme. These are represented in the questionnaire where that of professional preparation of personnel, administration facilities and activities within the programme. After summing up the replies to the questionnaire a number of valuable recommendations were made.

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30. J.P. Brosnow, "A survey of Physical Education in Secondary Boarding Schools for Boys in the United States," *Completed Research in Health, Physical Education and Recreation* 4 (1962): 64.

Neson<sup>31</sup> made a survey study using a stratified random sample of 100 senior white public high schools of Louisiana. The survey covered personnel, required classes, intramural sports, inter-scholastic athletics, health education, facilities and equipment financial support and community resources. The study revealed the actual pattern in which physical education programme was carried on.

Surveys are also done to compare existing programme with acceptable criteria or tentative standards as a basis for revision and also to find out the extent of implementation of the state requirement in the given area of study.

Verkey<sup>32</sup> made study of physical education curriculum for higher secondary schools in Mysore. As a result of the study arrangements were presented for the compulsory inclusion of physical education in the school curricula, standard for play area, equipment, leadership, fitness tests as an end to planning and

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31. G.W. Neson, "An Evaluation of physical Education in Public Schools of Louisiana," *Completed Research in Health, Physical Education and Recreation* 4 (1962): 37.

32. V.C. Verkey, "Physical Education Curriculum for Higher Secondary School in Mysore state, India," *Completed Research in Health, Physical Education and Recreation* 4 (1962): 168.

evaluatory were developed. A curriculum for students X, XI, XII, was planned as a guide for the physical education teacher.

Misra<sup>33</sup> in his study revealed, sending questionnaire to 100 schools and 50 colleges of Orissa state, that the lack of qualified physical education personnel in proportion to institutions strength, the effectiveness of the programmes, facilities, equipment etc. play a significant role in the success of the programmes. Mass participation was ignored by most of the institutions have a stringent attitude in respect of financial aids to the educational institutions programme.

D'Souza<sup>34</sup> surveyed the physical education programme for girls secondary schools of Tamil Nadu in order to provide basis for drawing up guidelines for imaginative curriculum in physical education to realise the objective of physical education more effectively.

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33. S.R. Misra, "A Survey on the Physical Education Programme in Schools and Colleges of Orissa States," Unpublished Master's Thesis, Madras University, 1980.

34. Deline D'Souza, *A Survey of Physical Education Programme for Girls Higher Secondary Schools, Tamil Nadu*, Unpublished Master's Thesis, Jiwaji University, Gwalior, 1969.

Torres<sup>35</sup> conducted a study to evaluate and compare the quality of the physical education programme and create an awareness and understanding of what is essential in the organisation and administration of a quality of physical education programme for universities and to make available this importance for people who are responsible for providing and maintaining such programmes. Elements of the programme evaluated were instructional staff, facilities, programmes, organising the programme of activities, administration professional association and the professional educational programmes. From an analysis of data it was observed that universities wide programme received a rating of average. Statistical evaluation was analysed and comparative methods of study were used. A recommendation was made that the programme be re-evaluated in five years.

Hardon<sup>36</sup> indicated the types of programmes time allotted for physical education, facilities activities testing and evaluating

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35. E.A. Torres, "An Evaluation of the Physical Education Programme of University of Pacorto Rico," *Dissertation Abstracts International* 38 (September 1977): 1285-A.

36. J.B. Hardon, "The Status of Physical Education Programme for the Handicapped in the Public Schools of Tennessee," *Completed Research in Health, Physical Education and Recreation* 23 (1981): 338.

curriculum guides, professional and in service preparation of teachers of physical education programmes for the handicapped. The principals from a stratified random sample of elementary (N=291) junior high school (N=210) were sent questionnaire. A 21% or better response was received from each of the three principal groups.

Watts<sup>37</sup> conducted a study on junior high school physical education programmes for girls in the state of Illinois. Questionnaire returns from 420 junior high schools in Illinois showed that 27 per cent had below average programmes, more information was desired about fitness and grading, and the primary problems were lack of time, lack of facilities, and large classes. A 70 page general curriculum guide covering planning a balanced programme, administration and teaching, and programme evaluation as a means of improvement was prepared for the educational bulletin service at Northern Illinois University.

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37. Jean L. Watts, "Junior high School Physical Education Programme for Girls in the State of Illinois," *Completed Research in Health, Physical Education and Recreation* 8 (1966): 62.

Koldus<sup>38</sup> made a study on appraisal of the secondary school physical education programme in Arkansas, in which the sample consisted of all 459 white secondary schools and 30 per cent of the 140 Negro secondary schools. A detailed questionnaire was devised and distributed to the schools. Questionnaire was returned by 304 schools (61 per cent). The results evaluated against the consensus of experts as taken from the literature. Conclusions were presented under five headings: administration, programme, facilities, equipment and supplies and generalizations.

Thesis<sup>39</sup> conducted a study on analysis, with recommendations, of the boys' physical education programme at the secondary level of the Olmsted Falls school district.

The instructional and intramural programmes were rated inadequate in many areas, while the inter-scholastic programme received a satisfactory rating.

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38. John J. Koldus, "An appraisal of the Secondary School Physical Education Programme in Arkansas," *Completed Research in Health, Physical Education and Recreation* 7 (1964-74): 37.

39. J.R. Thesis, "An analysis with Recommendations of the Boys' physical Education Programme at the Secondary Level of the Olmsted Falls school Districts," *Completed Research in Health, Physical Education and Recreation* 7 (1964-65): 79.

Harold<sup>40</sup> analysed the physical education programme of the Minnesota secondary schools in order to discover the relationship that exists between those factors and school enrollment, and further to discover the range of programme and type of activities contained within the physical education programmes. Data for the study were obtained from records in the state department of education and from two special report forms which were sent to public secondary schools in the state records in the state department of education which were utilized included the individual schools' annual reports, in health and physical education, the teachers' daily programme cards in physical education and the annual county superintendents' report to the state department of education. The result led to the conclusion that physical education is required in grades eleven and twelve more often in schools of the smallest enrolment group than in schools with the larger enrolments. The percentage of schools using a marking scale in physical education that is comparable to the scale used in academic subjects, varies little between the four groups of schools. As the size of the school increases, the percentage of the schools giving no mark in a physical education decreases. As

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40. J. Harold, "An Analysis of The Physical Education Programmes of the Minnesota Secondary Schools," *Research Quarterly* 13 (October 1942): 310-322.

the size of the school increases, the percentage of schools offering a towel services to pupils increases. There is no relation between the size of the play ground and size of the schools. The majority of schools have play grounds available for physical education which are adjacent to the building. Only 4 per cent of the schools have play grounds that were more than two tenths of a mile distance. The median programme in physical education contain 16 activities. On the boys' programme, the same activities are found as a first 10 ranking activities in all four groups of schools. On the girls' programme, the first ranking activities in all four groups of schools are spread over 14 different activities. The median expenditure is 8.25 per pupil. The size of the classes in physical education ranges from 4-87 pupils. The median class size increases as the size of the school increases. The range of the medians for the four groups of schools is from 27-34 pupils.

Wise<sup>41</sup> conducted an evaluative study of the physical education programme in the secondary schools in Alliance. Evaluative criteria developed by the Ohio Association of Health Physical Education and

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41. R.D. Wise, "An Evaluative Study of the Physical Education Programme in Secondary Schools in Alliance," *Completed Research in Health, Physical Education and Recreation* 5 (1953): 64.

Recreation and published by the State department of education were applied to the physical education programme for boys in the three secondary schools in Alliance, Ohio. Evaluation was based on interviews with physical educators and administrators and on observation of the programme in operation. The teachers complied favourably with the suggested standards for qualification but the programme was limited primarily by inadequate facilities and equipment.

Manguso<sup>42</sup> surveyed the physical education and athletic programmes of the Ranch-camp schools of California to contribute to the development of physical education and athletics programmes in the Ranch-camp schools of delinquents in California and to propose guidelines for establishing and maintaining programmes for delinquent boys committed to Ranch-camps. Nineteen of 27 Ranch-camp schools in California returned questionnaires, which covered the general areas of administration, curriculum, methods teaching personnel, facilities, and equipment, pertinent literature related to

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42. J.D. Manguso, "A survey of the Physical Education and Athletic Programmes of the Ranch-Camp Schools of California," *Completed Research in Health, Physical Education and Recreation*, 54 (1963): 71.

Ranch-camp schools, Juvenile delinquency, and physical education and athletics were viewed to determine approved school districts.

Jackson<sup>43</sup> studied physical education in the junior high schools of Illinois. The purpose of the study was to secure information relative to the present practices in the conduct of the curriculum of physical education in the junior high school of the state. Inquiry blanks were sent to the Principals of the six junior high schools listed as such in the Illinois School Director, 1937-38, and limiting its scope specifically to the curriculum in the physical education. A self addressed stamped envelope was enclosed. Follow up cards were later sent to a few schools which had not responded by a certain data. The typical junior high school in the state of Illinois, as pictured in the present study has an enrolment somewhere between two hundred fifty and five hundred pupils, requires physical education participation of all students for six semesters, and requires attendance two periods of forty to forty five minutes (exclusive of dressing and showers) each week. The periods of physical education carried on for the most part in regulation gymnasium are devoted largely to play as opposed to specific

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43. C.O.Jackson, "Physical Education in the Junior High Schools of Illinois," *Research Quarterly* 10 (March 1939): 124-133.

instruction in a variety of activities, and the chances are fifty-fifty that the instructors in this school follows curriculum outlines which have probably been developed for the local situation. The principal may possibly have copies of these in his office. The Board of Education furnishes from 50 to 200 annually for the conduct of the curriculum but the instructors must depend on the athletic association for the loan or use of additional sports equipment.

The opportunities in intramurals for boys are very meager, with most emphasis on the few highly organised team sports such as basketball and softball (which may comprise the major part of the curriculum offerings). Basketball is by far the most important inter-scholastic sport. The programme intramurals for girls is probably broader and better balanced than for the boys. Practically no emphasis is placed on inter scholastic athletes for girls. The principal of this school does not consider the present curriculum in physical education as complete and worth while as the other curricula in the school, largely because lack of adequate time, facilities, organisation and administration.

Piccolin<sup>44</sup> conducted a study on history and status of physical education in state controlled first level schools in the state of South Rluro Grande, Brazil, to determine the status of physical education in this level of education, the school physical education requirements, objectives, activities, grading and evaluation system, intramural and extramural activities, facilities and equipment, supervision and sport coordination, teaching faculty and professional teaching preparation were investigated. A mail survey sent to all 38 State Regional Offices of education and personal interviews held at all state physical education professional preparation institutions and at the state sub-secretariat of sport were the mean used in this study.

The general finding of the study was that physical education in state controlled first level schools has been implemented, particularly, in grades 1-4, when the class room teachers are being replaced by physical education specialists. The need for more physical education teachers, appropriate facilities and equipment to have the classes taught and the objectives achieved was quite

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44. Jacetted Javo-Carlos Piccolin, "History and Status of Physical Education in State Controlled First Level school in the state of South Rluro Grande , Brazil," *Dissertation Abstracts International* 46 (October 1985): 924-A.

evident in the survey. There was a strong feeling by all physical education supervisors to emphasize the teaching of movement education in grades 1-4 and sport instruction in the following four years of instruction.

sanders<sup>45</sup> studied to investigate the number, types and status of adopted physical education programmes in the schools under study. The study was a descriptive survey, and an instrument was developed, which was primarily a closed form questionnaire.

The questionnaire was mailed to the principals of every public secondary school included in the 1982-83 Illinois Public School Districts and Schools Directory. Of the 735 possible refers, 532 (72.5%) were returned.

The following conclusions were drawn:

1. The larger the population of the geographic area or the larger the total student population, the higher the incident of adopted physical education programmes.

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45. Elizabeth Maryann, Sanders, "An Analysis of Adapted Physical Education in Public Secondary Schools in the State of Illinois," *Dissertation Abstracts International* 46 (September 1985): 649-A.

2. Handicapped students are mainstreamed into regular physical education in 47.6 per cent of the schools.

3. Thirty one per cent of the schools offer adopted physical education programmes.

4. In the majority of schools:

a) The adopted physical education class meets five times a week (85.4 per cent).

b) Students are grouped to fit their schedules (33.3 per cent) or by handicapped (20.3 per cent).

c) Letter grades are used to grade the handicapped students in physical education.

d) District do not offer workshops or inservice training for faculty in adapted physical education.

e) Excellent, good or adequate facilities and equipment were reported.

5. Many schools (49.1%) have teachers teaching adapted physical education who have no adapted background.

Borell<sup>46</sup> surveyed and evaluated the physical education curriculum, facilities and administration organisation in the public secondary schools of Tacoma, Washington, 1963-64. Collectively, the mean score of the 15 schools for the 10 areas of the Laporte Score Card No. II was 16.4 as compared with the suggested average of 15. The schools were strong in activity programme, locker and shower facilities, supplied and equipment, and organization and administration of class programmes. Eleven schools were below average in outdoor areas, 11 locked swimming pools, and all were substandard in modified or adapted programmes.

Bajwa<sup>47</sup> conducted a study among the faculty members and students of Lakshmbai National Institute of Physical Education towards the total curriculum of the Institute. The study was to find out the effectiveness of the institute existing curriculum subjects were the faculty members, master degree students and BPE final year students of the Institute. A questionnaire comprising of fifty

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46. Norman C. Borell, "Survey and Evaluation of the Physical Education Curriculum, Facilities and Administrative Organisation in the Public Secondary Schools of Tacoma, Washington 1963-64)," *Completed Research in Health, Physical Education and Recreation* 7 (1965): 107.

47. Dimple Bjwa, *Analysis of Attitude of Faculty Members and Students of the Lakshmbai National Institute of Physical Education Gwalior, towards the total curriculum of the Institute*. Unpublished Master's thesis, Lakshmbai National Institute of Physical Education, 1966.

four questions were distributed to the subjects. Respondents were to answer agree or disagree or undecided. Total two hundred and one responded. Percentage analysis as chi-square statistical analysis keeping the level of significance at 0.6 were followed. The result showed that both the faculty and the students possessed a positive attitude towards existing curriculum. There also difference of opinion between the faculties and students regarding specialization, class timings, etc.

Cruse<sup>48</sup> attempted to investigate attitudes and practices of secondary schools teachers with respect to teaching physical education and health education and coaching interscholastic athletes. He concluded that attitudes and practice were generally positive physical education.

Sharma<sup>49</sup> investigated the attitude of the students towards compulsory physical education programme in government schools of

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48. Darrel Cruse, "An analysis of Professional Interests and Attitudes of Male Physical Education Teachers in the Public Secondary Schools of Ohio in USA." *Completed Research in Health, Physical Education and Recreation* 41 (1966): 91.

49. Paya Shankar Sharma, *Study of Determine Attitude of Students Towards Compulsory Physical Education Programme in Government Schools of Delhi*. Unpublished Master's Thesis, Jiwaji University, 1968.

Delhi. He administered questionnaire to 400 students of IX and X classes in five Government Higher Secondary Schools in Delhi. The Questionnaire includes 32 statements and students were asked to answer in 'YES' and 'NO' or 'Undecided'. Analysis of the data it was found that a high percentage of students welcomed physical education programme.

Haque<sup>50</sup> conducted a study on the attitude of the heads of the government and non-governmental secondary schools of Dacca University. The purpose of the study was to assess favourable and unfavourable attitudes of heads of each schools towards particular aspects of physical education. The individual scores of each statements were added and compared with natural value.

The author observed that the heads of the Government schools and non-government schools have a positive attitude towards physical education. He further observed that the need of the government schools have more similar attitude than their non-government counter parts.

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50. Shah Mohammed Samsul Haque, *Attitude of the Heads of the Government and Non-Government Secondary Schools of Dacca towards physical education*. Unpublished Master's thesis, Jiwaji University, 1980.

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Singh<sup>51</sup> studies the principals of government schools of Manipur state. A questionnaire comprises of 40 students, based on YES/NO variety, was distributed to fifty principals of government schools of Manpur. All of them responded. Descriptive technique of percentage was applied to analyse the data.

Result revealed that maximum of respondents were in favour of having physical education as a compulsory subject.

Mukherjee<sup>52</sup> conducted a study on the attitude of students and physical education of West Bengal towards the recent changes of physical education as an optional subject in schools.

The researcher sent questionnaires having 24 statements to five hundred subjects from five districts of West Bengal. The subjects were X to XI standard students and physical education teachers. The study indicated that majority of the respondents had favourable attitude towards physical education and most of the students agreed that physical education develops physical, mental,

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51. Thounaojan K. Sangh, *Attitude of the Principal of Government Schools of Manipur State towards Compulsory Physical Education*. Published Master's thesis, Jiwaji University, 1987.

52. Kausik Kumar Mukherjee, *Attitude of the Students and Physical Education Teachers of West Bengal towards the Recent Change of Physical Education as an Optional Subject in Schools*. Unpublished Master's thesis, LNIPe, 1998.

social and cultural contributions. The study also indicated through modern life provides us enough experiences and recreation, respondents are of the opinion that physical education is necessary as a compulsory subject in schools as they are valuable in later life. Finally most of the respondents had given unfavourable opinion that the government of West Bengal has taken to policy of making physical education as an optional subject.

Misra<sup>53</sup> in his study revealed, sending questionnaire to 100 schools and 50 colleges of Orissa state, that the level of qualified physical education personnel in proportion to institutions strength, the effectiveness of the programmes, facilities, equipment etc. play a significant role in the success of the programme. Mass participation was ignored by most of the institutions have a stringent attitude in respect of financial aid to the educational institutions programme

A study was made by Vaishnav<sup>54</sup> to user linking and dislinking among the yoga teachers, Kendriya Vidyalaya towards the various

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53. S.R. Misra, *A Survey on the Physical Education Programme in Schools and Colleges of Orissa States. Unpublished Master's thesis, Madras University, 1980.*

54. G.Vaishnav, *A Critical Study of Attitudes of Yoga Teachers of Kendriya Vidyalaya towards Physical Education in India. Unpublished Masters thesis, Jiwaji University, 1988.*

aspects of physical education, causes of unfavourable attitudes and their remedies.

The author constructed a questionnaire comprising of sixty questions. Total 85 members of responses were record. The data thus collected were analysed using the descriptive technique of percentage. The study reveals that a positive attitude towards physical education as it promotes health, fitness, mental maturity and alertness, personality development, sociability and worthy use of leisure. The yoga teachers are possessed the attitude of giving more importance of yoga in the physical education programme.

Bucher<sup>55</sup> conducted a survey covering 40 teachers, parents representative of the general, superintendents and principals of school and directors of physical education to determine what they believed should be the role of physical education in American Schools and colleges. Overwhelming support for physical education as a part of the education programme was indicated by 89 per cent of the persons surveyed. Sixty one per cent believed that physical education should be scheduled once a day. Only two group professors and parents indicated that they might possibly be more in

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55. Bucher, *Foundation of Physical Education*, 3rd ed. St.Louis: The C.U. Mosby Co.,1960, p. 4.

favour of three times a week. Most of the persons surveyed thought that all types of activities including team sports, carry over activities, individual activities and recreational activities should be a part of physical education programme. Principals and superintendent thought that physical education class should be larger than the size of classes for academic subjects. A majority was the opinion that physical education grades should be reported separately from the other educational offerings.

Baher<sup>56</sup> conducted a survey covering 100 teachers, parents' representatives, superintendents, principals and doctors of physical education to determine why they believed to be the role of physical education in American schools and colleges. Overwhelming support for physical education as a part of the educational programme was indicated by 89 per cent of the persons, surveyed. Sixty one percent believed that physical education should be scheduled once a day. Only two group professors and parents indicated that they might possibly be more in favour of three times a week. Most of the persons surveyed, thought that all types of activities including team sports, carry over activities, individual activities and recreational

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56. Baher, *Foundation of Physical Education* 3rd ed. St. Louis: The C.V. Mosby C., 1960, p. 4.

activities should be a part of physical education programme. Principals and superintendents thought that physical education classes should be longer than the size of the classes for other academic subjects. Majority was the opinion that physical education grades should be reported from the other educational offerings.

Antony<sup>57</sup> conducted a study of the sport programme and facilities in Malappuram district sports council of Kerala state. The researcher prepared a question consisting of 10 sections was given to the coaches of authorities of council. The researcher directly collected the data by filling it on the spot percentage was calculated and found that the total programme and facility of the district sports council have to be improved a lot to achieve the optimum level.

Mehrotra<sup>58</sup> conducted a survey on 45 private and government schools of Bind District in Madya Pradesh. The purpose of the study was to survey the existing facilities, personnel, equipment and budgetary provisions of physical education in the Government and private schools of Bhind District. The method of the survey was

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57. A.M. Antony, *A Study of Sports Programme and Facilities in Malappuram District*. Unpublished thesis of M.P.Ed. University of Mysore, 1983.

58. Govind Mehrotra, *Survey of Physical Education Facilities, Personnel and Budgetary Provisions in Government and Private Schools of Bhind district*. Unpublished Master's thesis, Jivaji University, 1988.

sending questionnaire by post. The study result showed the drawback and weakness pertaining to Physical education and sports in Bhind district. The survey showed the following drawbacks.

1. Majority of the teachers in physical education possessed only diploma certificate.
2. Play area for both government and private schools were inadequate.
3. Only 50 per cent of the schools possess the facility for playing major games like football. 95% of the private schools were not having athletic track facility.

The study result call for the immediate attention of the concerned authorities to take necessary steps and follow up procedures for the development of sports infrastructure facilities in all the schools of Bhind district for the promotion and improvement of sports performance at the school level in the district.

Sharma<sup>59</sup> conducted a survey on 30 high schools and senior secondary schools of Greater Gwalior. The purpose of the study was

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59. Dharmendra Sharma, *The Survey of Physical Education Facilities and Programmes in high Schools And Senior Secondary Schools of Greater Gwalior*. Unpublished Master's thesis, Lakshmi Bai National Institute of Physical Education, Gwalior, 2000.

to assess the physical education facilities and programmes of high schools and senior secondary schools of Greater Gwalior. Questionnaires were mailed to 30 principals of the selected schools. The investigator also made personal visit to schools possible. Following were the conclusions of the study.

1. The findings of the study revealed that most of the schools are co-educational.
  2. The majority of the schools had physical education programme compulsory.
  3. Only few schools using physical education period for teaching other subjects.
  4. Annual sports day is organised by almost every schools.
  5. There was inadequate provision for coaching facilities for outstanding players and athletes.
  6. Most of the schools conducted intramural programmes time to time.
  7. Mostly the class room teachers helped physical education teacher in programmes of physical education.
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8. Mostly the school have sports budget provision, which is around Rs.5000 and more in one academic year.
9. The playing open area was adequate whereas indoors playing area was limited in most of the schools.
10. Most of the schools had adequate equipment to run physical education programme.
11. Most trained physical education teachers are working in the schools.

**A STUDY ON FACILITIES AND ACTIVITIES  
OF PHYSICAL EDUCATION IN THE SECONDARY  
AND HIGHER SECONDARY SCHOOLS OF KERALA STATE**

**MUHAMMED ALI PALLIYALI**

M.P.Ed., N.I.S. Diploma

*Thesis*  
*submitted to the University of Calicut*  
*for the award of the Degree of*  
**DOCTOR OF PHILOSOPHY**  
**IN**  
**PHYSICAL EDUCATION**

**DEPARTMENT OF EDUCATION  
UNIVERSITY OF CALICUT**

**2004**

**CHAPTER III**

**METHODOLOGY**

## **Chapter III**

# **METHODOLOGY**

In this chapter the selection of samples, method used for collecting data, construction and administration of the questionnaire and statistical techniques used are described.

### **SELECTION OF SAMPLES**

There are 2625 secondary and higher secondary schools in the state of Kerala which are affiliated to the Education Department of Kerala. In this study 1000 (500 + 500) private and government schools were selected from the 36 educational districts at random considering the type of management, locale and sex..

### **METHODS USED FOR COLLECTION OF DATA**

The survey method using a questionnaire was adopted to collect the relevant data from Physical Education Teachers (senior) of the secondary and higher secondary schools of Kerala.

### **CONSTRUCTION OF QUESTIONNAIRE**

A questionnaire having 74 questions was framed under the supervision of the guide and other faculty members and experts with

utmost care and seriousness of purpose, taking into consideration the maximum coverage of the field, so as to get maximum worthwhile and meaningful responses from the subjects. The construction and arrangements of the questions were made in such a logical way that sequence and coherence in the response statement would be readily available. Attempts were made to make the questions simple, clear and relevant as far as possible leaving no room for ambiguity and vagueness. Following the instructions given by the experts, the questionnaire was prepared with enough number of columns so that the respondents can answer the questions easily.

### **QUESTIONNAIRE DEVELOPMENT**

The following steps were adopted for the development of questionnaire.

#### **Initial writing**

In the first step all questions were written in order. Afterwards several changes were made according to the recommendations of the guide and other experts who have done research in physical

education. Draft was finalised with 74 questions. Spaces were given for additional information regarding the other activities if any.

With the permission of the guide, the questionnaire in English was translated into the regional language Malayalam so that the respondents can answer in their mother tongue itself. The questionnaire in English and Malayalam was given to some physical education teachers and tested for validity. Finally 'Malayalam' version of the questionnaire was accepted after consultation with the supervising teacher and Malayalam experts. Both English and Malayalam versions of the questionnaire were given as Appendices.

### **Trial Run**

The questionnaire framed in Malayalam was administered to 10 senior physical education teachers of government and private schools. After receiving the filled in questionnaires, necessary changes were made in some questions which the teachers found vague. It was again shown to the same teachers and collected the information. The questions were thus found adequate to obtain the relevant information.

## **Re-writing**

On the basis of the guide's observation necessary changes were made in the questionnaire and it was finalised after the approval of the guide. 1000 copies of the Malayalam questionnaire having four pages were printed in offset. 1000 copies of the letter from the guide and a request letter by the investigator were also printed.

## **ADMINISTRATION OF THE QUESTIONNAIRE**

The investigator collected the address book of the whole secondary and higher secondary schools of Kerala state from the Directorate of Public Instructions, Government of Kerala, Thiruvananthapuram. 1000 schools (500 private and 500 government) were selected at random from the 36 educational districts for maximum stratification. Questionnaires were mailed to the physical education teachers (senior) of selected schools. A self addressed stamped envelope, a letter from the supervising teacher and a request letter from the investigator were enclosed along with the questionnaire.

In the initial stage, 403 filled in questionnaires were received and after a reminder, 204 more were also were received. Finally 300 questionnaire from Government schools and 300 from private schools were selected for analysis. The filled in questionnaires were recorded in the score sheet. Then the scores were analysed by percentage and average.

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**CHAPTER IV**

**ANALYSIS AND  
INTERPRETATION**

## **Chapter IV**

### **ANALYSIS AND INTERPRETATION**

In this chapter analysis of the data which are collected through the administration of questionnaires have been included.

A questionnaire consists of 74 questions was administered to the Physical Education Teachers of the Secondary and Higher Secondary Schools in the State of Kerala, to assess the existing physical education facilities and activities for the year 2003-2004. Majority of the schools have physical education teachers. In some schools physical education teachers' post is vacant due to delay in appointment. In such cases the person in-charge of physical education was requested to fill the questionnaire.

#### **GENERAL INFORMATION ABOUT THE SECONDARY AND HIGHER SECONDARY SCHOOLS OF KERALA STATE**

As per the information collected, the majority of the High schools and Higher Secondary Schools of Kerala in private and government sectors have upper primary sections. It is due to the upgradation of the Upper Primary Schools in later stages as High schools and recently as higher secondary schools. Thus the strength of the students in secondary schools and higher secondary

schools includes the upper primary section too. But the activities of upper primary section were not considered for the present study.

### **The Structure of Schools in Kerala**

Details of the structure of the schools and information about the student strength of the schools is given in Tables 1 and 2.

**Table 1**

**Structure of the Schools in Kerala**

Type of schools	Upper Primary attached		Upper Primary not attached	
	Number	Percentage	Number	Percentage
Private schools	208	69.33	92	30.67
Government Schools	225	75	75	25

Table 1 indicates that out of the 300 private schools, 69.1% schools are attached to the upper primary section and 30.9% schools are only high schools or attached to the higher secondary. In the Government sector out of the 300 schools, 75% of the schools have upper primary sections and the remaining 25% schools are only high schools attached to the higher secondary. Thus the strength of the schools includes the strength in the upper primary section too.

### **Students strength in the schools of Kerala**

The schools in Kerala have a high rate of student population. The average student strength is given in table 2.

**Table 2**  
**Student Strength in the Private and Government Schools**

Type of institution	Total number of students	Average Number of students
Private schools (300)	447000	1490
Government schools (300)	379470	1264.9

Table 2 indicates that the private schools in the state have an average of 1490 students in the school whereas in Government schools, average student strength is only 1264.9. The government schools in the state are facing the problem of division fall due to dwindling student strength.

### **DETAILS OF THE PHYSICAL EDUCATION PERSONNEL IN THE SCHOOLS OF KERALA**

Information about the total number of physical education teachers, staff pattern, gender-wise number, qualifications, additional qualification, and details of in-service course attendance are given in the tables 3 to 7.

### Number of Physical Education Teachers in the Schools

Generally there is one physical education teacher post in each school. Very few schools have 2 or 3 teachers. Details of the number of physical education teachers in the schools of Kerala are given in table 3.

**Table 3**

#### Number Of Physical Education Teachers in the Schools

Number of Physical Education Teachers	Private schools		Government schools	
	Number	Percentage	Number	Percentage
One physical education teacher	226	75.33	240	80
Two physical education teachers	64	21.33	24	8
Three physical education teachers	2	0.67	2	0.67
Schools without physical education teacher	8	2.67	34	11.33

Table 3 indicates that in 75.33% private schools and 80% of government schools have one physical education teacher each. 21.33% private schools and 8% government schools are working with 2 Physical Education Teachers. Only 0.67% of the schools in

both the private and government sections is working with three physical education teachers. 2.67% of the private schools and 11.33% of the government schools are working without physical education teachers. This is because of the delay in appointment. Pie Diagrams showing the details of the number of Physical Education teachers in the schools are given in Figures 1(a) and 1(b).

Fig. 1 (a)

Number of Physical Education Teachers in  
Private Schools

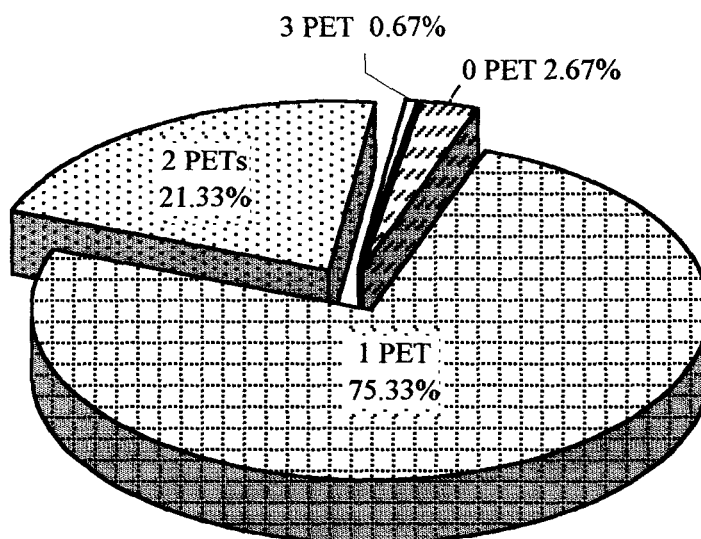
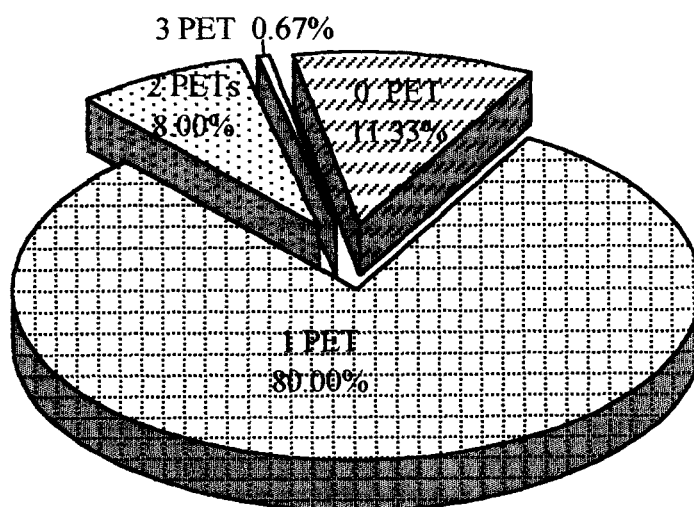


Fig. 1 (b)

Number of physical education teachers in  
Government schools



### **Gender distribution of physical education teachers in private and government schools of Kerala**

There are 361 physical education teachers working in 300 private schools and 326 physical education teachers working in 300 government schools. The gender distribution of physical education teachers in the schools of Kerala is given in table 4

**Table 4**  
**Gender Distribution of Physical Education Teachers in the Private and Government Schools of Kerala**

Type of institutions	Male		Female	
	Number	Percentage	Number	Percentage
Private schools	276	76.46	85	23.54
Government Schools	192	58.9	134	41.1

Table 4 indicates that of the 276 Physical Education Teachers working in private schools, 76% are male and 23.54% are female. In Government schools 58.9% are male teachers and 41.1% are female teachers. In comparison it is the Government schools that have a greater number of female teachers. The number of male teachers in private schools is greater than that in government schools. The difference in the percentage is 17.1%. Pie diagrams showing the details of gender-wise number of physical education teachers is given graphically in Figures 2(a) and 2(b).

Fig. 2 (a)  
Gender distribution of the physical education in  
**Private schools**

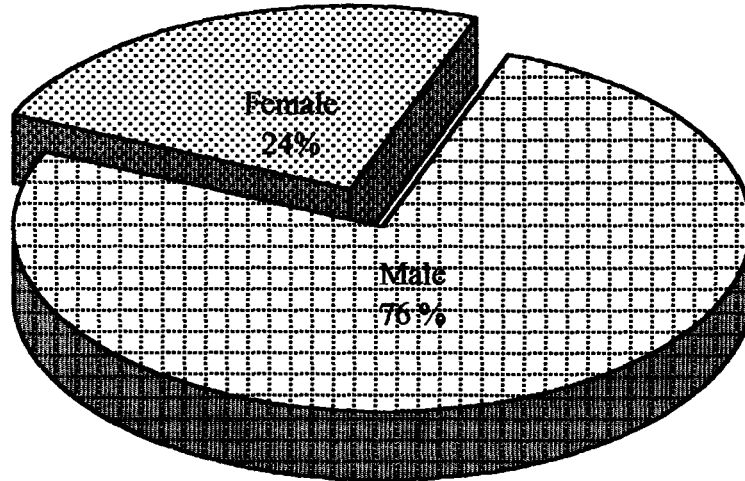
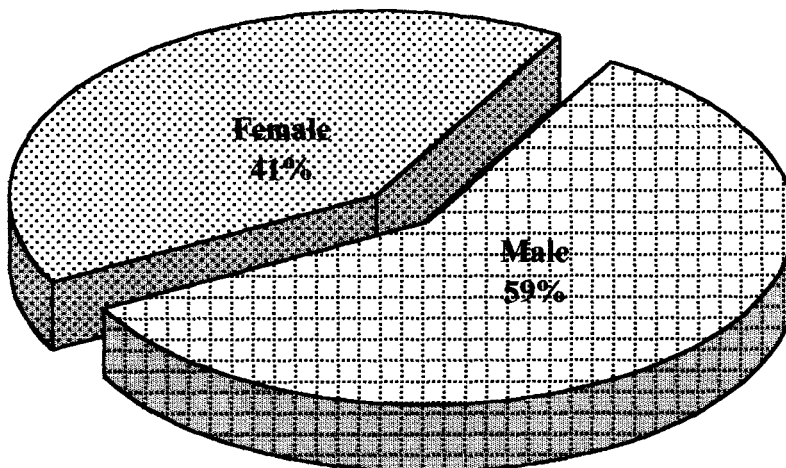


Fig. 2 (b)  
Gender distribution of the physical education teachers in the  
**Government schools**



### Professional Qualification of Physical Education Teachers

In Kerala the qualification prescribed for physical education teacher is only a certificate course. Anomalies exist in the qualification of the physical education teachers presently working in the schools of Kerala. The details of professional qualifications of the teachers in Kerala are given in table 5.

**Table 5**

#### Professional Qualifications of Physical Education Teachers

Qualifications	Private schools		Govt. Schools	
	Number	Percentage	Number	Percentage
Certificate Course holders	288	79.78	248	76.07
Bachelor degree holders	41	11.35	50	15.34
Master degree holders	32	8.37	28	8.59

Table 5 indicates that of all the private school physical education teachers, 79.78% are certificate holders, 11.35% are bachelor degree holders and 8.37% are Master degree holders. In the government schools 76.07% physical education teachers are certificate holders, 15.34% are Bachelor degree holders and 8.59% are Master degree holders. Pie diagram showing the details of the qualifications of physical education teachers is graphically shown in Figures 3(a) and 3(b).

Fig. 3 (a)  
Professional qualification of the physical education teachers in  
**Private schools**

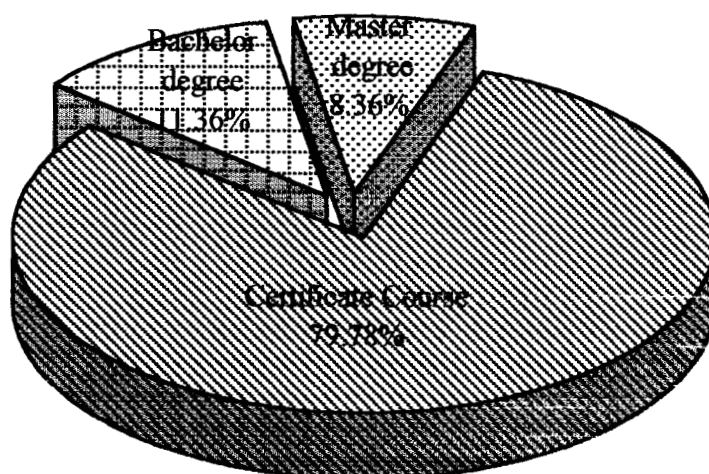
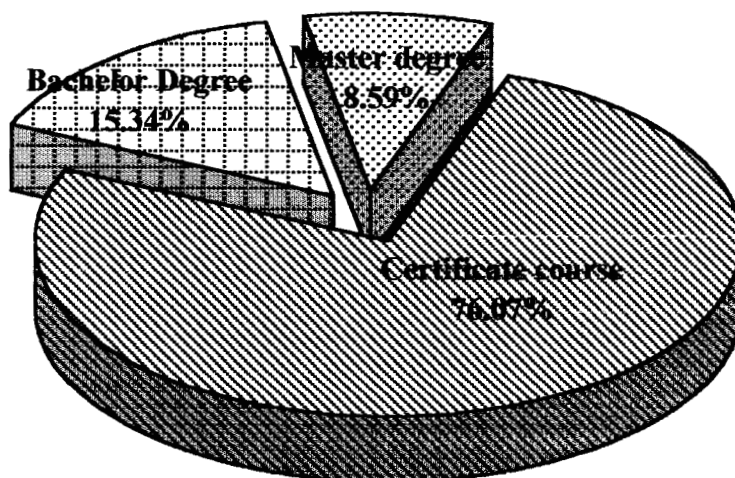


Fig. 3 (b)  
Professional qualification of the physical education teachers in  
Government schools



### Additional qualifications of physical education teachers

The details of additional qualifications of physical education teachers working in the schools of Kerala are given in table 6.

**Table 6**

#### Additional Qualifications of Physical Education Teachers

Additional qualifications	Private schools (Total No. of teachers = 361)		Govt. schools (Total No. of teachers = 326)	
	Number	Percentage	Number	Percentage
Other degree course	34	9.4	24	7.36
NIS Certificate Course	9	2.49	6	1.84
NIS Diploma holders	10	2.77	8	4.45
P.G. other than Physical education	7	1.93	2	0.61
M.Phil in Physical Education	2	0.55	4	1.22
Ph.D. in Education	0	0	0	0

Table 6 indicates that 2.77% physical education teachers in private schools are NIS Diploma holders, only 0.55% is M.Phil. holders, 2.49% are NIS Certificate holders, 9.41% are other bachelor degree holders and only 1.93 are other Masters degree holders. In

government schools, it is 4.45%, 1.22%, 1.84%, 7.36% and 0.61% respectively. None of the physical education teachers in private and government schools has a Ph.D. degree in physical education. In short, majority of the teachers do not have additional qualifications.

### **Inservice course to the Physical Education Teachers**

Details of the attendance of the Physical education teachers in the refresher courses during their service, are given in table 7.

**Table 7**

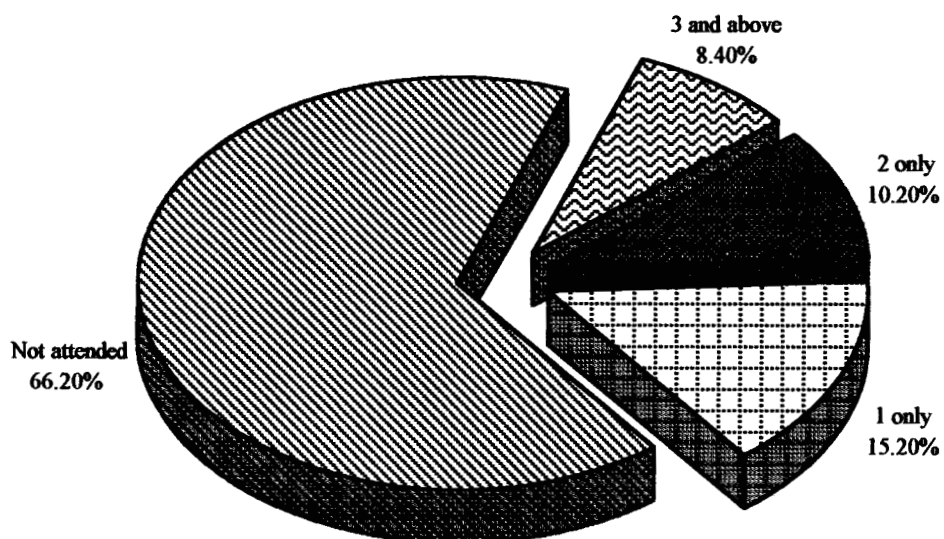
#### **Attendance of Physical Education Teachers in Inservice Courses**

No. of Inservice course	Private schools		Govt. schools	
	Number	Percentage	Number	Percentage
3 and above	30	8.4	32	9.81
2 only	37	10.2	24	7.37
1 only	55	15.2	44	13.5
Not attended so far	239	66.2	226	69.32

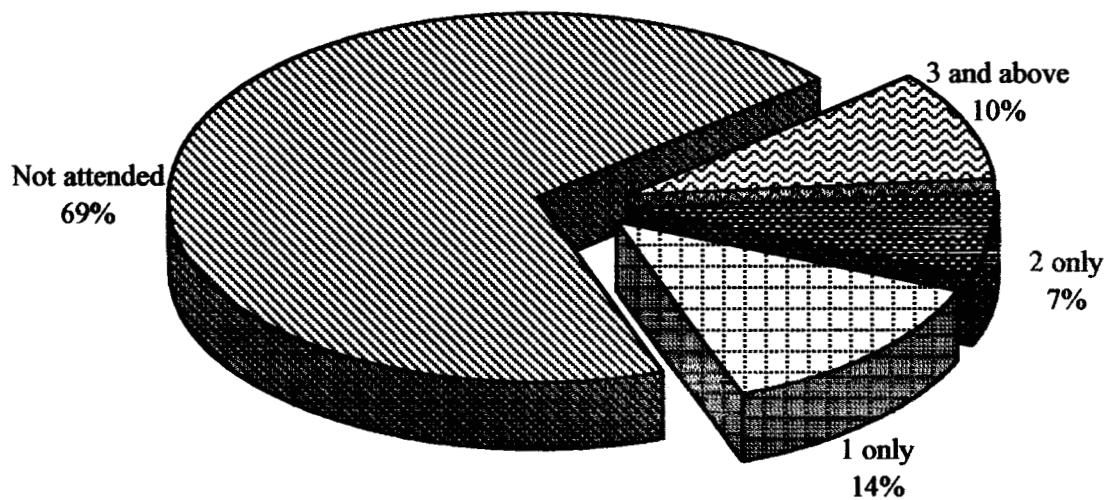
Table 7 indicates that among the total 361 physical education teachers in private schools 8.4% attended 3 and above inservice courses, 10.2% attended 2 inservice courses, 15.2% teachers attended only one inservice course and 66.2% teachers in private schools have not attended any inservice course during their service.

Whereas in Government schools out of 326 physical education teachers 9.81% attended 3 and above, 7.37% attended 2 courses, 13.5% attended only one course and 69.32% of teachers have not attended any inservice course during the service. The Education Department in the state is not conducting periodic inservice course to the teachers. Majority of the teachers in both sectors have not done refresher or inservice courses Pie diagram showing the number of physical education teachers who attended the inservice course is graphically shown in Figures (Fig. 4(a) and 4(b)).

**Fig. 4 (a)**  
**Attendance of physical education teachers in inservice course in**  
**Private schools**



**Fig. 4 (b)**  
**Attendance of physical education teachers in inservice courses in Government**  
**Schools**



## INFRA STRUCTURE FACILITIES IN THE SCHOOLS OF KERALA

The information regarding the ownership details of the main play area, location of the play area, size of the play area, track facility available in the schools and other separate court facilities in schools are given in the tables 8 to 12.

### Availability of 'main play area' and its ownership

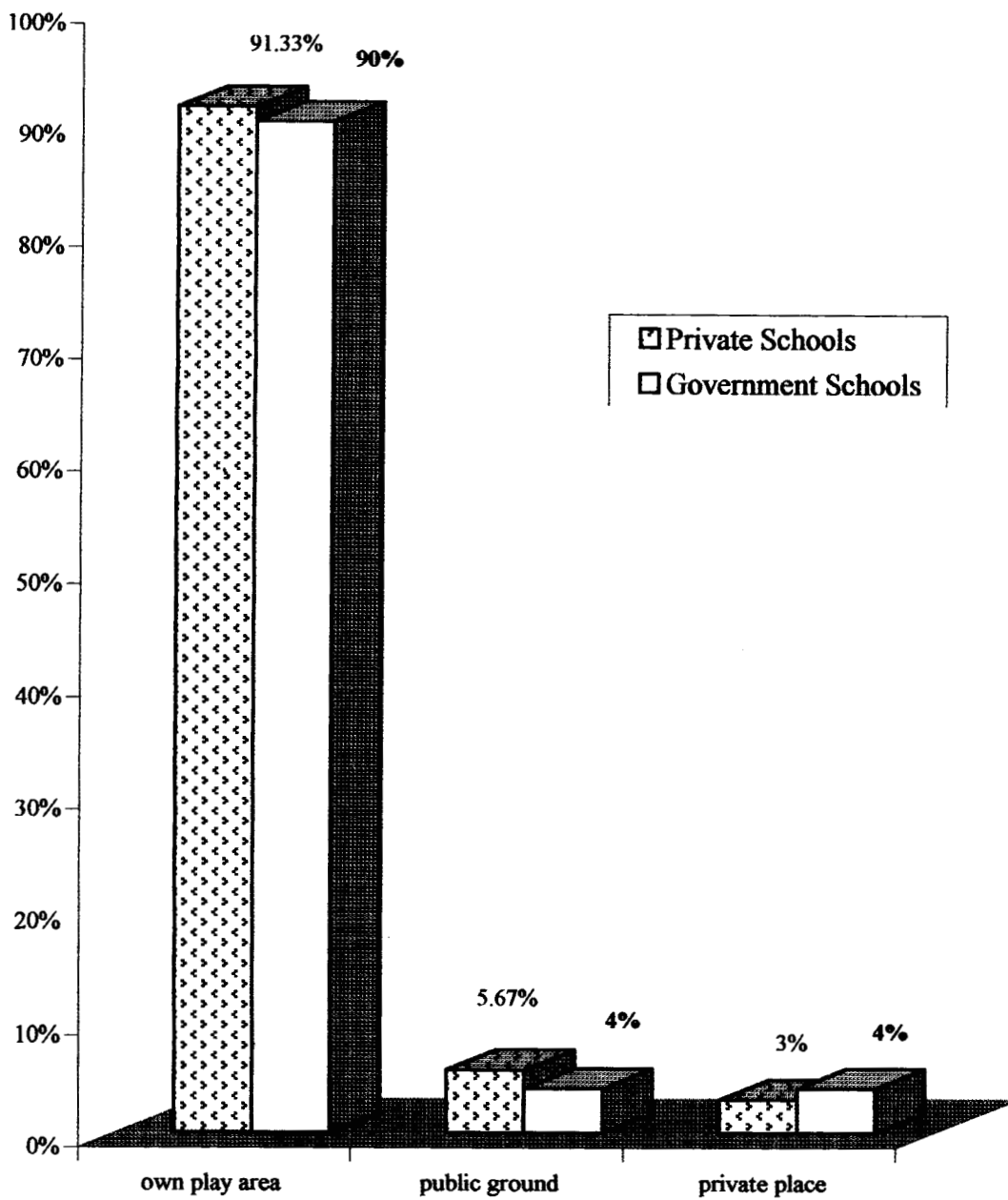
The availability of main play area in the schools and its ownership details are given in table 8.

**Table 8**  
**Ownership Details of the**  
**Main Play Area of the Private and Government Schools**

Type of Institution	Using					
	Own Play Area of school		Public Ground		Private Place	
	No.	%	No.	%	No.	%
Private schools	274	91.33	17	5.67	9	3.00
Government	276	92.00	12	4.00	12	4.00

Table 8 indicates that 91.33% Private schools and 92% government schools have a play area of their own. 5.67% private and 4% government schools do not have a main play field of their own and they use public places like Panchayath/Municipal/Corporation grounds. 3% private and 4% government schools use the grounds of private parties as the main play field. Bar diagram showing the ownership of the main play field of the schools is given graphically in Figure 5

**Fig. 5**  
**Ownership of main play area of schools**



### Location of the play area in the schools

The position of the main play area in the government and private schools is given in table 9.

**Table 9**

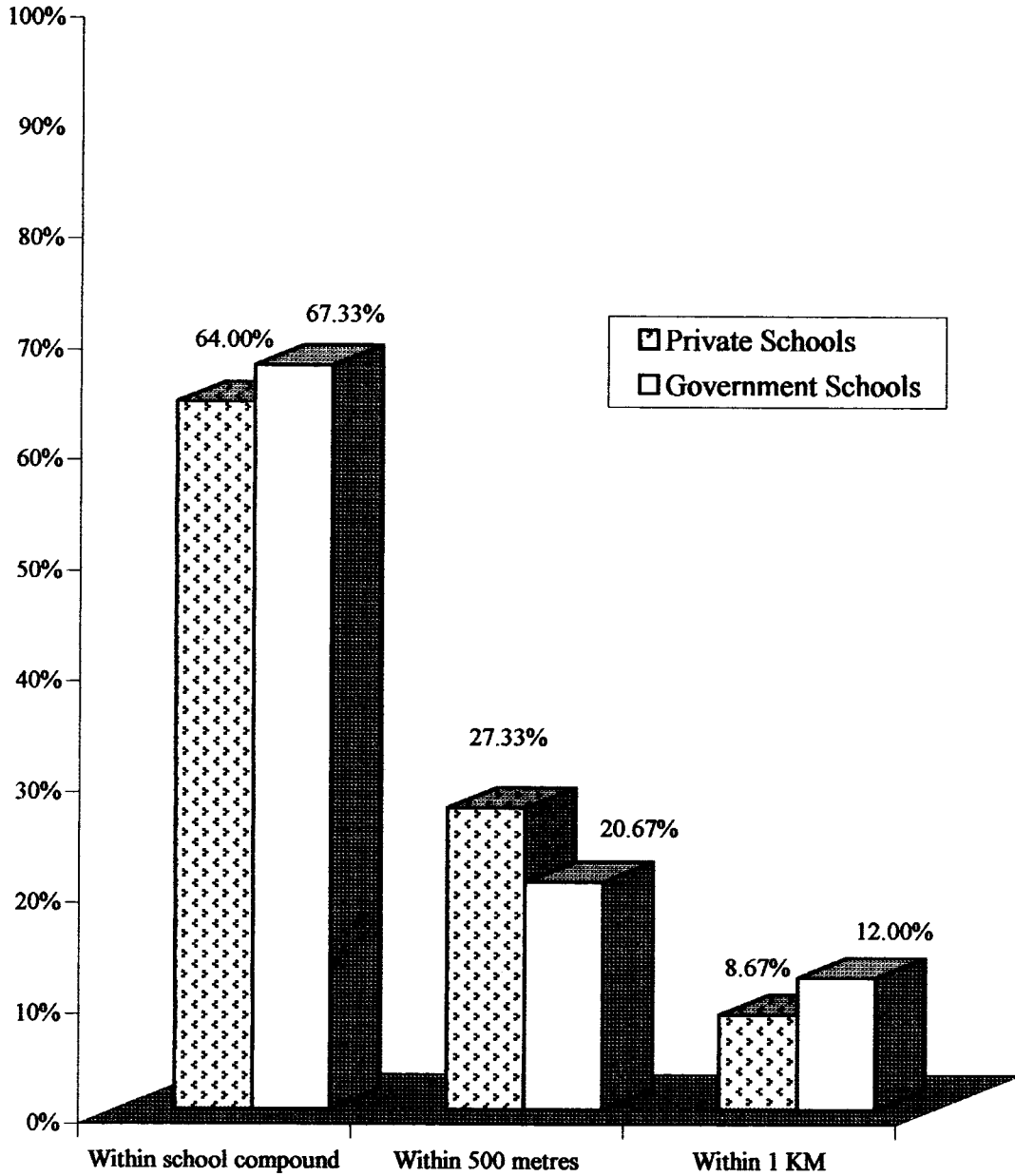
**Location of the Main Play Area of the Schools**



Type of Institution	Within the school compound		Within 500 metres		Within 1 k.m.	
	No.	%	No.	%	No.	%
Private schools	193	64.33	82	27.33	26	8.67
Government	202	67.33	62	20.67	36	12.00

Table 9 indicates that 64% of Private schools and 67.33% of government schools have the main play area within the school compound itself. 27.33% private and 20.67% government schools have the main play area within 500 metres of the school. 8.67% of the private and 12% of government schools have play area within 1 K.M. Bar diagram showing the location of the main play area is given graphically in Figure 6.

**Fig. 6**  
**Location of play area of schools**



### Size of play area

For a school to be established there must be 3 acres of land at the disposal of the school . The details of the area used for sports activities by the schools in Kerala are given in table 10.

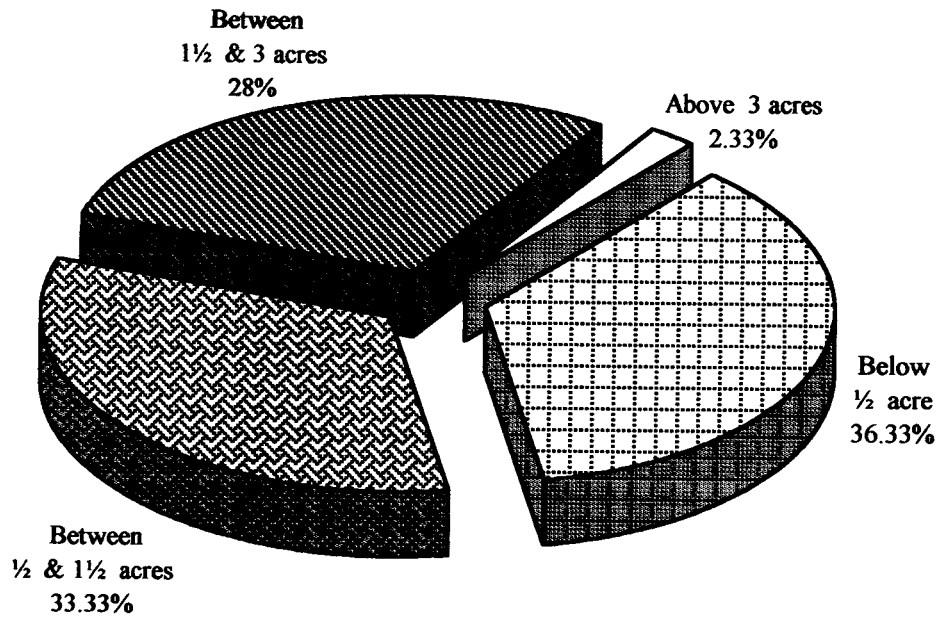
**Table 10**

**The Percentage Distribution of the  
Number of Schools having Play Area with Size**

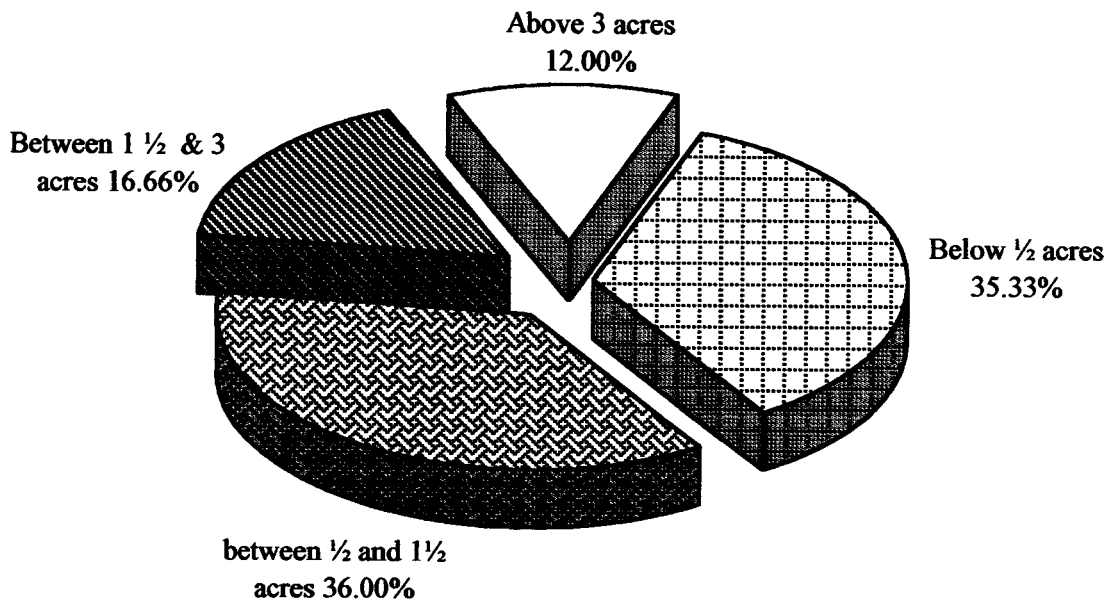
Size	Private Schools		Government Schools	
	Number	Percentage	Number	Percentage
Below $\frac{1}{2}$ acre	109	36.33	106	35.33
Between $\frac{1}{2}$ and $1\frac{1}{2}$ acres	100	33.33	108	36
Between $1\frac{1}{2}$ and 3	84	28	50	16.66
Above 3 acres	7	2.33	36	12.00

Table 10 indicates that the size of the play area of 36.33% private schools, 35.33% government schools is below  $\frac{1}{2}$  acres only. 33.33% private and 36% government schools have play area between  $\frac{1}{2}$  and  $1\frac{1}{2}$  acres. 29% private and 16.66% Government schools have play area of  $1\frac{1}{2}$ -3 acres. Only 2.33% private schools have play area of more than 3 acres. But in Government sector 12% schools have play area of above 3 acres. Bar diagram showing the number of schools having play area is given graphically in Figures 7 (a) and 7(b)

**Fig. 7 (a)**  
**Size of play area of Private schools**



**Fig. 7 (b)**  
**Size of play area of Government schools**



### Athletic Track facility in the schools

The availability of athletic track in the schools of Kerala is given in table 11.

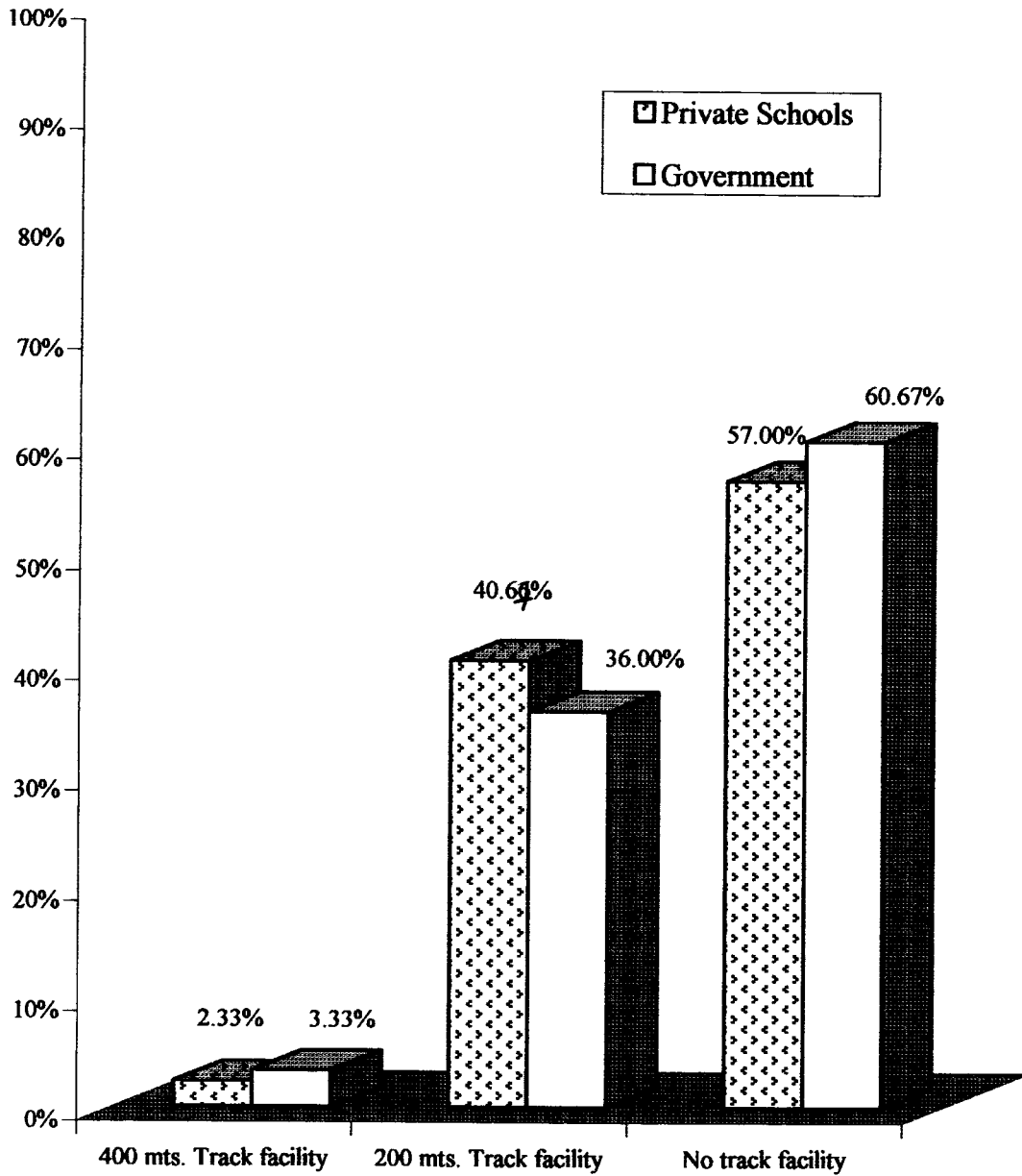
**Table 11**

#### Track facility available in the schools

Type of Institution	400 metres track facilities available		200 metres track facility available		Play area not sufficient for 200 metre track	
	No.	%	No.	%	No.	%
Private schools	7	2.33	122	40.66	171	57.00
Government schools	10	3.33	108	36.00	182	60.67

Table 11 indicates that only 2.33% private schools 3.33% government schools have sufficient play area for laying 400 mts. track. 40.66% of private schools and 36% Government schools have ground facility for laying 200 mts. track. 57% private schools and 60.67% government schools have no facility for laying standard track. These details show that majority of the schools are running without sufficient play areas. Bar diagram showing the details of track facility in the schools is given graphically in Figure 8.

**Fig. 8**  
**Track facility in the schools**



### Football field facility available in the school of Kerala

43% of private schools having 400m or 200m track facility are utilising this area for playing football and cricket. In government section 39.55% have sufficient area for playing football and cricket. Rest of the schools utilise the limited play area as multi purpose play area.

### Other Court facilities in the schools

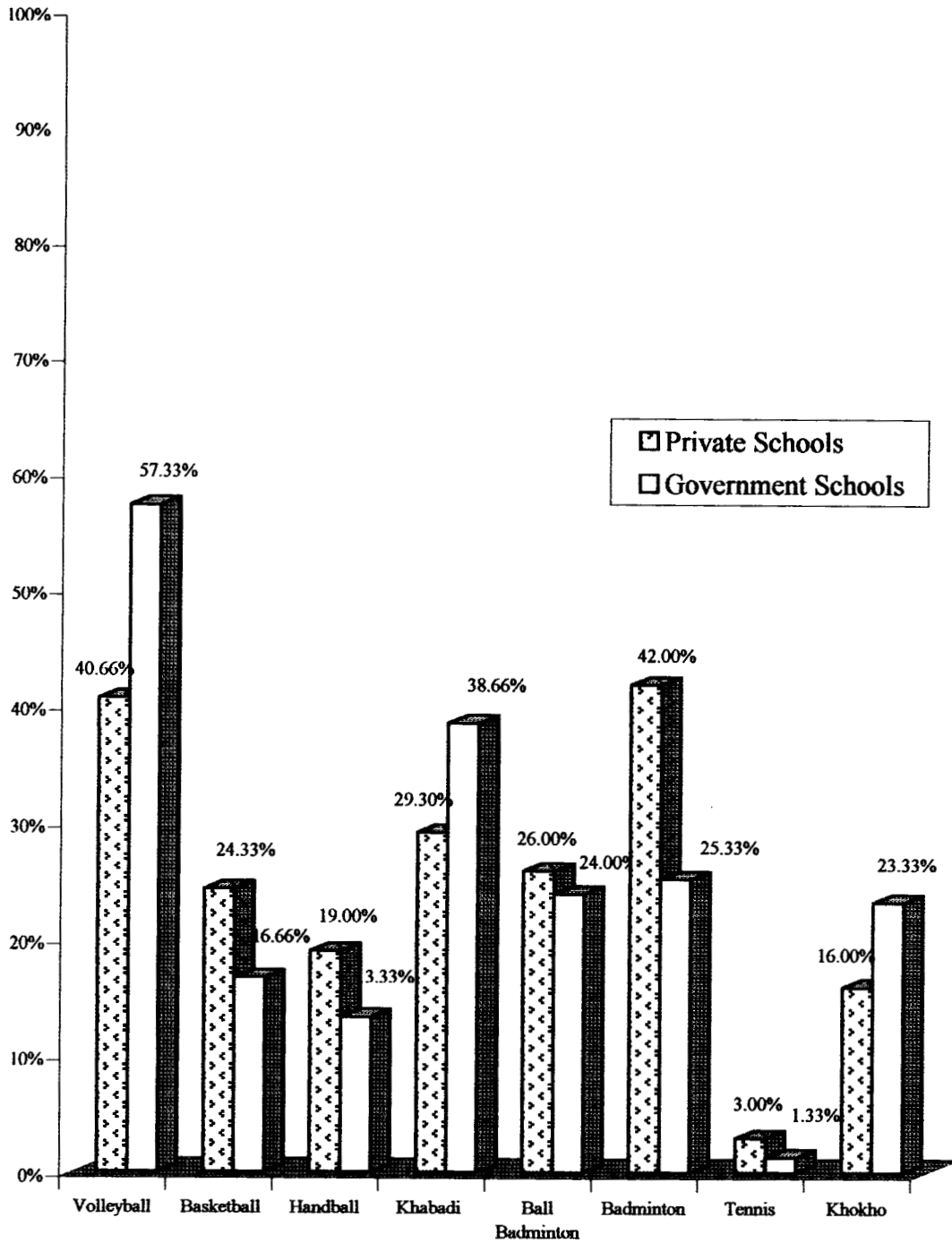
The details about the other separate court facilities available in the schools of Kerala for various games are given in table 12.

**Table 12**  
**Schools Having Separate Court Facilities for Various Games**

Name of discipline	Private schools		Govt. schools	
	No.	%	No.	%
Volleyball	122	40.66	172	57.33
Basketball	73	24.33	50	16.66
Handball	59	19.00	40	13.33
Kabaddi	88	29.30	116	38.66
Ball Badminton	78	26.00	72	24.00
Badminton	128	42	76	25.33
Tennis	9	3	4	1.33
Khokho	49	16	70	23.33

Table 12 indicates that except in Volleyball, Kabbadi and Khokho, private schools have more court facility than the government schools, at an average of one each. Bar diagrams showing the details of the separate court facility in the schools are graphically shown in figure 9.

**Fig. 9**  
**Other court facilities in the schools**



**Equipment facilities in the schools**

Number of schools having various items of Athletic equipments with the average number of items, number of schools having various games equipment and the average number is shown in Tables 12 and 13.

**Athletics Equipment**

Availability of athletics equipment in the schools of Kerala is given in table 13

Table 13

## Availability of Athletic Equipments in the Schools

Items	Private Schools			Govt. Schools		
	No. of Schools	%	Total Number/ Average	No. of Schools	%	Total Number/ Average
Shot	300	100	765/ <b>2.55</b>	300	100	700/ <b>2.33</b>
Disc	300	100	765/ <b>2.55</b>	286	95.33	640/ <b>2.13</b>
Javelin	286	95.33	771/ <b>2.57</b>	264	88	590/ <b>1.96</b>
Hammer	203	67.66	321/ <b>1.07</b>	162	79.66	250/ <b>0.83</b>
Hurdles	70	23.33	400/ <b>1.46</b>	36	12	206/ <b>0.68</b>
High jump upright	251	83.66	295/ <b>0.98</b>	230	76.66	230/ <b>0.74</b>
Foam pit	12	4	12/ <b>0.04</b>	8	2.66	8/ <b>0.02</b>
Cross bar	205	68.33	234/ <b>0.78</b>	154	51.33	154/ <b>0.51</b>
Measuring tap	269	89.66	242/ <b>1.47</b>	228	76	368/ <b>1.22</b>
Vaulting pole	56	18.66	76/ <b>0.25</b>	60	20	60/ <b>0.2</b>
Paul vault box	36	12	36/ <b>0.12</b>	12	4	12/ <b>0.04</b>
Starting block	87	29	148/ <b>0.49</b>	42	14	60/ <b>0.21</b>
Relay baton	206	68.66	1124/ <b>3.75</b>	198	66	1028/ <b>3.42</b>
Victory stand	108	36	108/ <b>0.36</b>	134	44.66	156/ <b>0.52</b>
Stop watch	138	46	217/ <b>0.72</b>	92	30.66	100/ <b>0.33</b>

Table 13 indicates that both 100% private and government schools have shot at an average of 2. 100% private schools have Disc but only 95.33% schools have Disc in Government section. 95.55% private schools have Javelin and 88% government schools have Javelin.

67.66% of private schools and 79% of government schools have Hammer. Only 23.33% private schools have hurdles but only 12% of the government schools have hurdles. 84% private and 76% government schools have high jump uprights. Only 4% private schools and 2.66% government schools have form pits. 68.33% private schools have crossbars, 51.33% government schools have cross bars. 89.66% private and 76% government schools have measuring tapes. 18.66% private schools, 20% government schools have vaulting poles. Only 12% private schools and 4% government schools provide starting blocks. 68.66 and 66% private and government schools have relay battens. 36% private schools and 44.66% government schools have victory stands. 46% private and 30.66 government schools have stop watches.

Table 13 indicates that majority of the schools are lacking enough athletics equipment. Form pit and starting block are only in

12 and 36 schools respectively. Generally schools are not providing adequate number of sports equipment to the department of physical education.

### Games equipment in the stock of schools of Kerala

The details of availability of game equipment in the schools are given in table 14.

**Table 14**

#### Games Equipment in the Stock and Average Number of Items

Items	Private schools			Government Schools		
	No. of schools	%	Total Number/ Average	No. of schools	%	Total Number/ Average
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Football	257	85.7	924/ <b>3.08</b>	198	66	740/ <b>2.46</b>
Volleyball	252	84	664/ <b>2.21</b>	228	76	676/ <b>2.25</b>
Basketball	106	35.33	464/ <b>1.54</b>	52	17.33	304/ <b>1.01</b>
Handball	111	37	<b>341/1.13</b>	96	32	220/ <b>0.73</b>
Tennis racket	17	5.66	90/ <b>0.3</b>	2	0.6	12/ <b>0.04</b>
ST Racket	208	69.33	955/ <b>3.18</b>	186	62	1428/ <b>4.76</b>
T.T.Racket	19	6.33	82/ <b>0.27</b>	8	2.66	36/ <b>0.12</b>
T.T.Board	10	3.33	17/ <b>0.06</b>	4	1.33	4/ <b>0.01</b>
Cricket bat	133	44.33	362/ <b>1.20</b>	104	34.66	214/ <b>0.71</b>
Bating glove	104	34.66	201/ <b>0.7</b>	68	22.66	104/ <b>0.34</b>
Keeping glove	112	37.33	190/ <b>0.63</b>	48	16	64/ <b>0.21</b>
Stump	136	45.33	712/ <b>2.37</b>	102	34	340/ <b>1.13</b>
Bat pad	100	33.33	184/ <b>0.6</b>	58	19.33	110/ <b>0.36</b>

(1)	(2)	(3)	(4)	(5)	(6)	(7)
Cricket net	19	6.33	25/ <b>0.08</b>	6	2	6/ <b>0.02</b>
Cricket mat	19	6.33	19/ <b>0.08</b>	4	1.33	4/ <b>0.13</b>
Khokho post	31	10.33	31/ <b>0.21</b>	52	17.33	104/ <b>0.34</b>
Weight training set	25	8.33	106/ <b>0.35</b>	12	4	20/ <b>0.06</b>
Medicine ball	46	15.33	92/ <b>0.30</b>	12	4	36/ <b>0.12</b>
Chess board	133	44.33	378/ <b>1.26</b>	94	31.33	182/ <b>0.60</b>
Jercy set	95	31.66	336/ <b>1.12</b>	108	36	118/ <b>0.39</b>
Hockey stick	30	10	357/ <b>1.19</b>	294	28	294/ <b>0.98</b>
Carom board	78	26	128/ <b>0.42</b>	122	82	122/ <b>0.40</b>
Weighing machine	77	25.66	121/ <b>0.40</b>	72	258	72/ <b>0.24</b>
Skipping rope	160	53.33	1640/ <b>5.46</b>	952	140	952/ <b>3.17</b>
Indian club	7	2.33	100/ <b>0.33</b>	44	6	44/ <b>0.14</b>
Rings	103	34.33	1063/ <b>3.54</b>	704	122	704/ <b>2.34</b>
Wands	10	3.33	258/ <b>0.86</b>	12	4	12/ <b>0.04</b>
Wooden club	7	2.33	160/ <b>0.53</b>	70	4	70/ <b>0.23</b>
Lazime	35	11.66	618/ <b>2.06</b>	404	26	404/ <b>1.34</b>
Tug of war	18	6	18/ <b>0.06</b>	6	6	6/ <b>0.02</b>
Gymnastic mat	1	0.33	3/ <b>0.01</b>	6	2	6/ <b>0.02</b>
Parallel bar	7	2.3	12/ <b>0.04</b>	2	2	2/ <b>0.006</b>
Ramon Ring	1	0.33	4/ <b>0.01</b>	0	0	0/0
Pumal Horse	0	0	0/0	0	0	0/0
Vaulting horse	0	0	0/0	0	0	0/0
Horizontal bar	3	3	1/ <b>0.01</b>	0	0	4/0
Uneven bar	0	0	0/0	0	0	0/0
Multi gym	1	0.33	1/ <b>0.003</b>	1	0.33	1/ <b>0.003</b>
Ball Badminton racket	54	18	361/ <b>1.20</b>	288	44	288/ <b>0.96</b>

Table 14 indicates that majority of the schools have footballs and volleyballs. Rest of the items are not available in more than 60% of the schools. Tennis and T.T. equipment are available only in a few schools, that is 5.60% in private and only 0.6% in government schools Cricket equipment are available in around 40% schools. Table indicates the very poor stock of weight training sets, medicine ball, Indian clubs, Rings, wards, wooden. Lazime is available in very few schools. Gymnastics equipment are zero in both cases. Table generally indicates that schools are not providing adequate game equipment.

#### **Physical Infrastructure facilities in the schools**

Details of the number of schools having various infrastructure facilities for physical education in private schools and government schools are presented in table 15.

Table 15

## Physical Infrastructure Facilities Available in the Schools

Items	Private School				Government school			
	Having		Not having		Having		Not having	
	No.	%	No.	%	No.	%	No.	%
Store room	189	63	111	37	116	38.67	184	61.33
Dressing room	55	18.33	245	81.67	28	9.33	272	90.67
Recreation hall	18	6	282	94	0	0	300	100
Swimming pool	1	0.33	299	99.67	0	0	300	100
Health club	25	8.33	275	91.67	20	6.67	280	93.33
First aid kit	223	74.33	77	25.67	190	63.33	110	36.67
Public addressing system	258	86	42	14	264	88	36	12
Indoor stadium	16	5.33	284	94.64	7	2.33	293	97.67
Compound wall for ground	107	35.67	193	64.33	114	38	186	62
TV video facility	62	20.67	238	79.33	72	24	228	76
Permanent gallery	22	7.33	278	92.67	18	6	282	94

Table 15 indicates that 63% of the private schools have separate store room facility. In Government schools it is only 38.66%. 18.33% of the private schools provides dressing room for

players, in government schools it is only 9.33%. Only 6% of the private schools have recreation hall and none of the government schools has recreation hall. None of the government schools has swimming pools and 0.33% private schools have swimming pools. 8.33% of the private schools and 6.66% government schools have health clubs. 74.33% of the private schools and 63.33 of the government schools keeps equipped first aid kit in the department of physical education. 86% of private schools and 88% government schools have public addressing system in the school used for sport activities.

Only 5.33% of private schools have indoor stadium whereas in government schools only 2.33% have indoor facility. 35.66% of the private schools have a permanent compound wall for the play area, in government schools 38% have compound wall. 20.66% of private schools provides T.V. Video facility, 24% of the government schools have TV video facility. 7.33% of private schools have permanent gallery for the play field and in government school 6% has permanent gallery. Bar diagrams showing the various infrastructure facilities available in the private and government schools in percentage are given in Fig 10 (a) and (b).

**Fig. 10**  
**Physical infrastructure facilities in the schools**

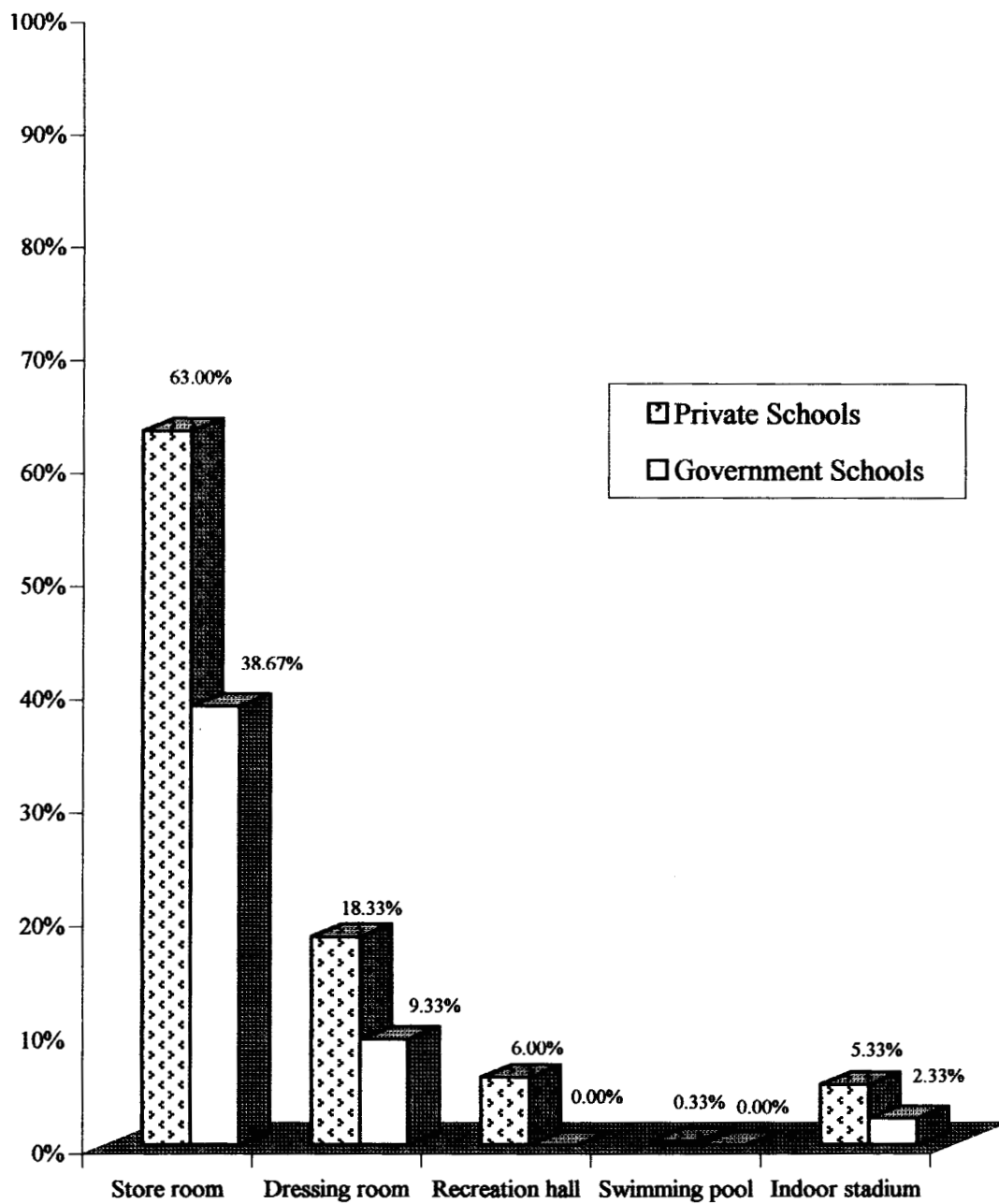
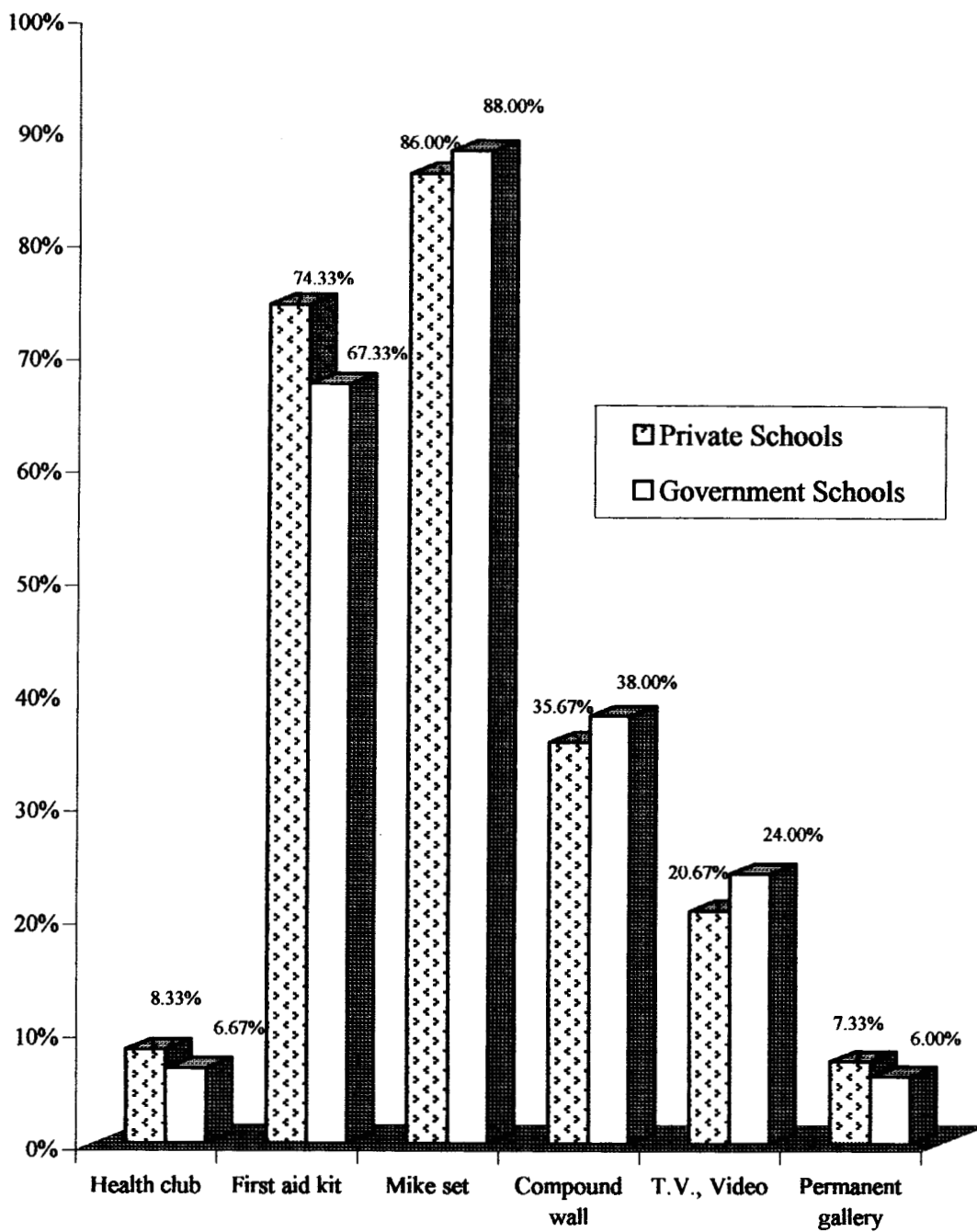


Fig. 10 contd .



### Periodicals and books on physical education in the schools

Details of the number of schools having sports magazine and sports related books and their average number are given in Table 16.

**Table 16**

#### Periodicals and Books of Physical Education Available in the Schools

Items	Type	Number of schools	Percentage	Average Number
Magazine available	Private	74	24.66	0.78
	Government	23	7.66	0.05
Books on physical education	Private	140	46.66	3.49
	Government	112	37.33	3.24

Table 16 indicates that 24.66% of the private schools have sports magazines in the schools whereas only 15.33% of the government schools have sports magazine. 46.66% of private schools and 37.33% government schools have sports related books in the school library at an average of 3.49 and 3.24 respectively.

### Maintenance of school registers

Details of the number of schools maintaining the stock register of sports goods, issue register and attendance register are given in table 17.

Table 17

**Sports Registers Keeping in the Physical Education Department**

Registers	Private schools				Govt. Schools			
	Maintaining		Not maintaining		Maintaining		Not maintaining	
	No.	%	No.	%	No.	%	No.	%
Stock register	255	85	45	15	250	83.33	50	16.66
Issue register	123	41	177	59	102	34	198	66
Auction Register	79	26.33	221	73.66	60	20	240	80

Table 17 indicates that 85% private schools and 83.33% government schools properly maintain the stock register of sports goods. 41% private schools and 34% Government schools keeps issue register of sports articles. Only 26.33% private schools and 20% government schools maintain registers.

**Financial Management**

Schools collect sports fee from the students. This will be insufficient for the activities. To generate more fund other than special fee, physical education teachers seek the aid of PTA, Management, Sponsor or donors. Details of the budgetary provision:

of the schools for the year 2003-2004 and the aid from the other government agencies are given in tables 18 and 19.

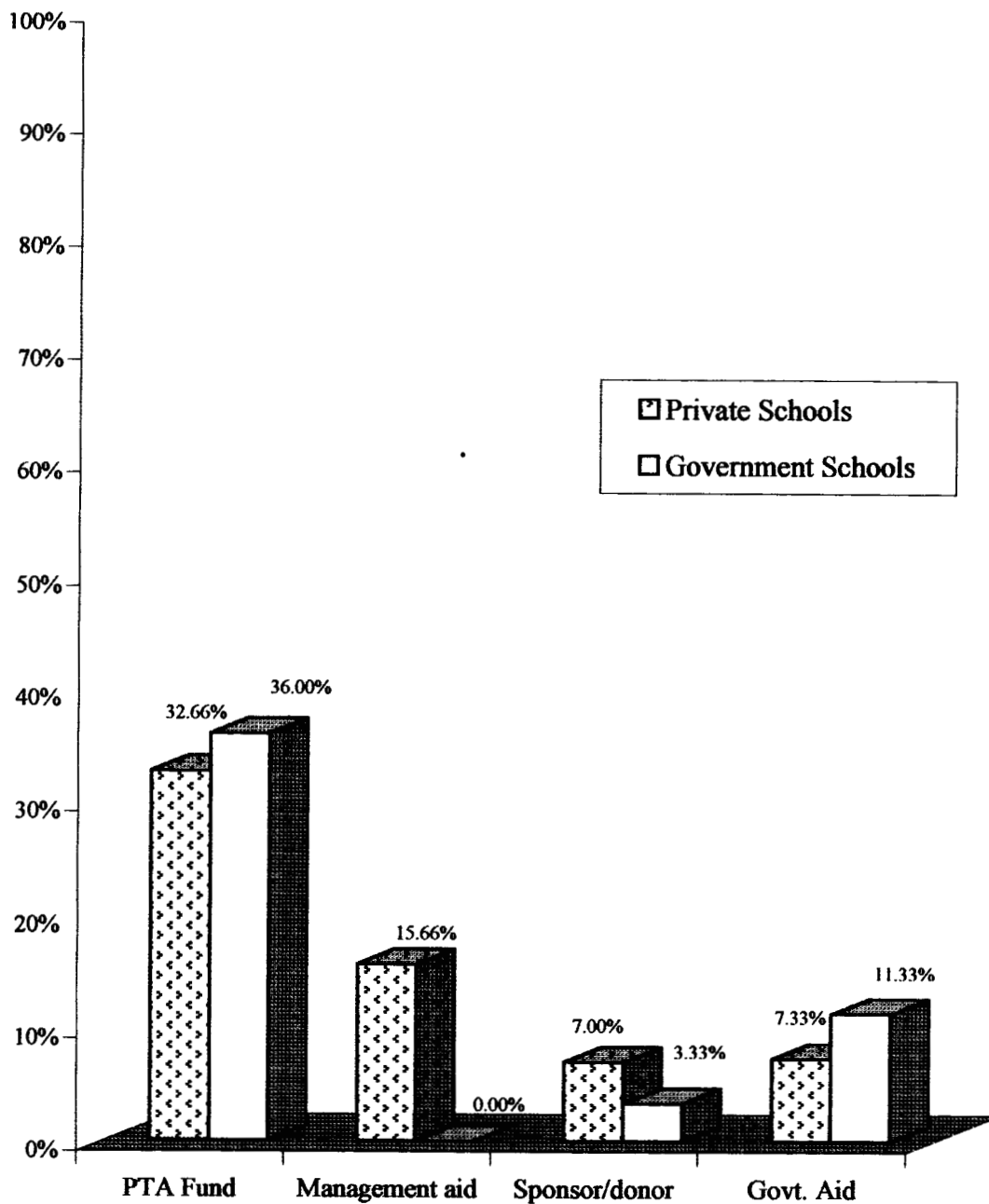
**Table 18**

**Sources of income for the Physical Education Activities for the Year 2003-04**

Type	PTA contribution		Management Aid		Sponsor donor		Government Aid	
	No	%	No	%	No	%	No	%
Private school	98	32.66	47	15.66	21	7	20	7.33
Govt. schools	108	36	0	0	10	3.33	30	11.33

Table 18 indicates that 32.66% private schools and 36% government schools have received sports fund from the school PTA committees. 15.66% private schools are aided by their school management. 7% of private schools received sports fund from the sponsors or donors but in the government section it is only 3.33%. 11.33% of the government schools are aided by the government this year. Whereas in the private section it is only 7.33. Bar diagram showing the details of financial aid from different source is given in Figure 11.

**Fig. 11**  
**Sources of income for sports activities for the year 2003-04**



**Financial aid received by the schools from various governmental agencies up to the year 2003-2004**

Schools are receiving grants from various governmental agencies for the development of infrastructure facilities in the schools. Details of the schools that received financial aid up to the year 2003-04 are given in table 19.

**Table 19**

**Number of Schools that Received Financial Aid up to the Year 2003-2004 from Various Sources**

Funding Agency	Private School		Government School	
	No.	%	No.	%
MLA Fund	10	3.33	0	0
MP Fund	7	2.33	3	1
Grama panchayath fund	13	4.33	7	2.33
Block fund	7	2.33	13	4.33
District Panchayat fund	6	2	4	1.33
Sports council grant	11	3.66	4	1.33
Not received any grant from above all sources	247	82.33	269	89.66

Table 19 indicates that 82.33% of private schools and 89.66% of government schools have not received any financial aid so far from the above 6 agencies for the development of infrastructure facilities of sports in the schools.

## Planning

Details of the budgeting and the related bodies exist in the schools for physical education and details of this year's budget allocation and other details about planning are given in tables 20 to 24.

## Implementation of budgetary principles in the schools

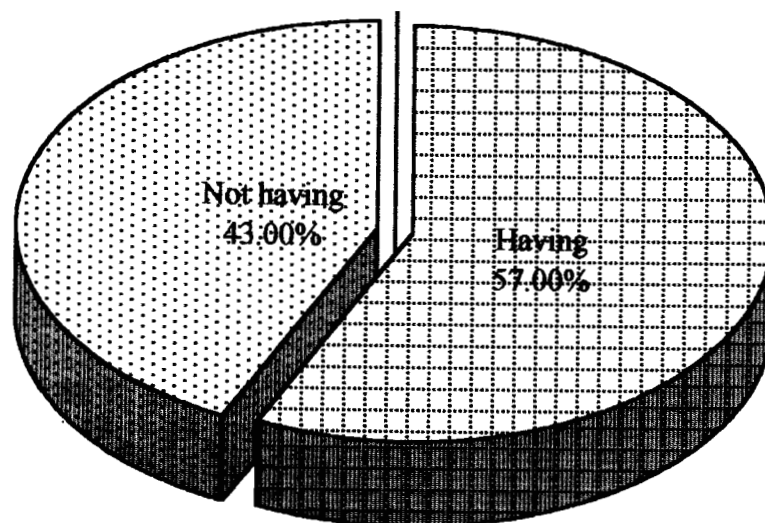
Proper planning of activities according to the budgetary provisions is essential. Details of the budgetary principles adopted in the schools is given in table 20.

**Table 20**  
**Budgetary Control in the Schools**

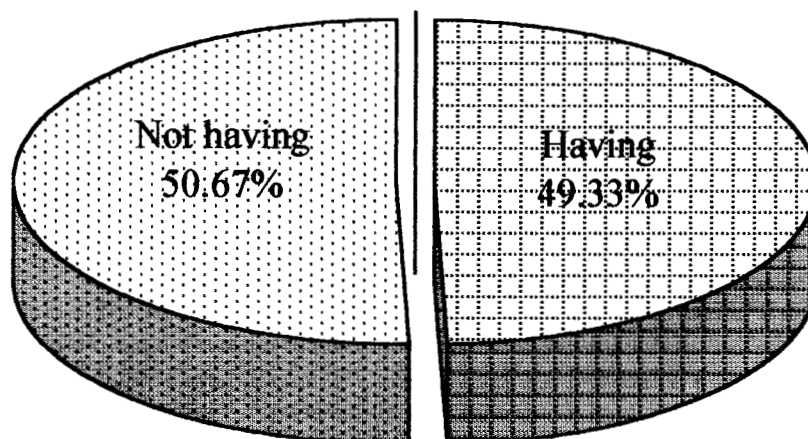
Schools	Having		Not having	
	Number	%	Number	%
Private schools	171	57	129	43
Government school	148	49.33	152	50.67

Table 20 indicates that 57% of private schools having budgeting every year and 43% of private schools have no budgeting. 49.33% of government schools have budgeting and 50.67% government schools does not have. Pie Diagram showing the details of budgeting in private schools and government schools is given in Figure 12(a) and 12(b)

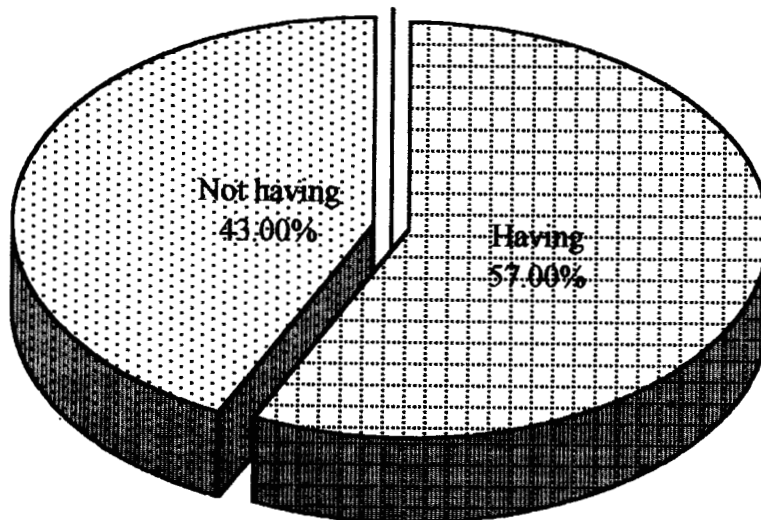
**Fig. 12 (a)**  
**Budgetting process in Private schools**



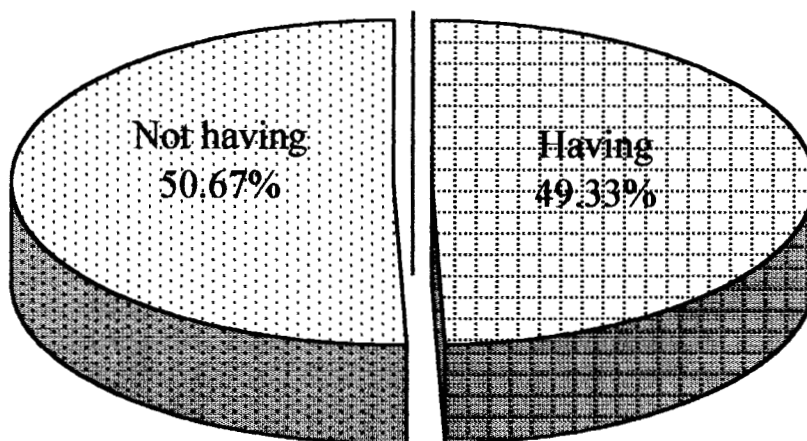
**Figure 12 (b)**  
**Butgetting process in Government School**



**Fig. 12 (a)**  
**Budgetting process in Private schools**



**Figure 12 (b)**  
**Butgetting process in Government School**



### **Involvement of Physical Education Teacher in the Budgeting**

The involvement and role of physical education teachers in the budgetary process in the schools is given in table 21.

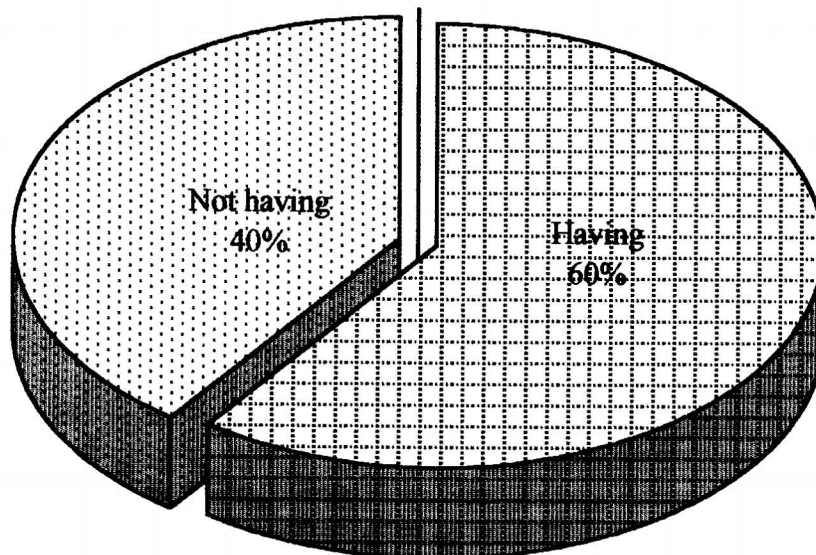
**Table 21**

#### **Role of Physical Education Teachers in the Budgeting Process**

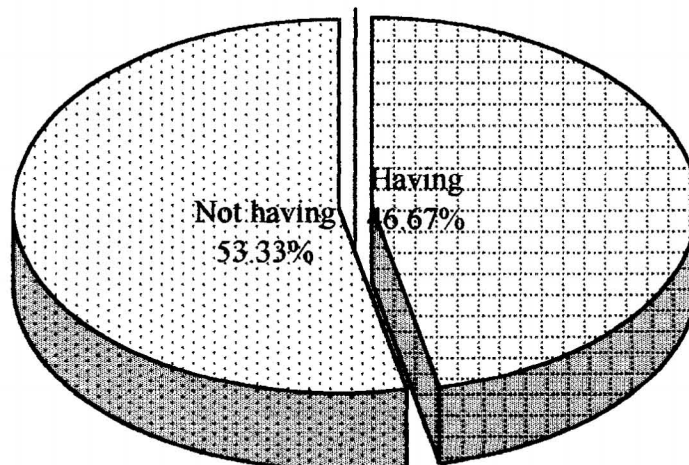
Schools	Having		Not having	
	Number	%	Number	%
Private schools	180	60	120	40
Government school	140	40.67	160	53.33

Table 21 indicates that in 60% of private schools, physical education teachers are members of the budget committee and in 40% of private schools physical education teachers are not members. In 40.67% government schools physical education teacher is a member of the committee and in 53.33% government schools Physical education teacher is not a member of the budget committee. Pie diagram showing the answer for the question is given in figure 13(a) and 13(b).

**Fig. 13 (a)**  
**Involvement of physical education teachers in budgetting process  
in Private schools**



**Figure 13 (b)**  
**Involvement of physical education teachers in budgetting process  
in Government Schools**



### Establishment of Advisory Committees

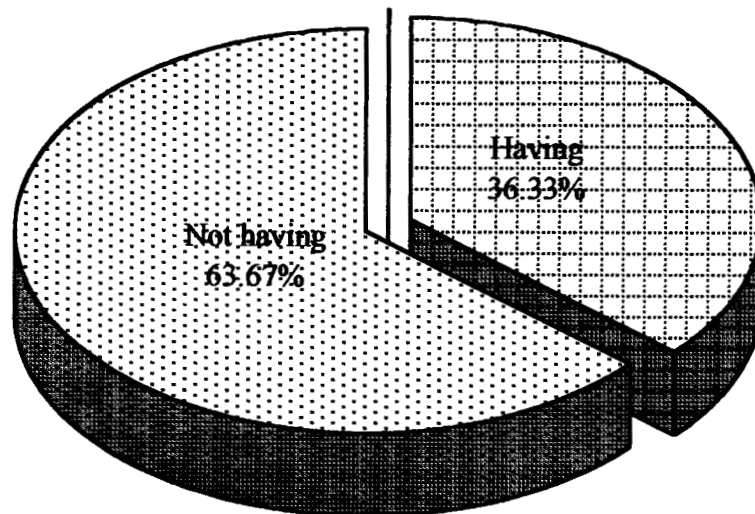
For the smooth functioning of the physical education activities in the schools advisory committees are essential. Number of schools having an advisory committee for physical education is given in table 22.

**Table 22**  
**Advisory Committees in the Schools**

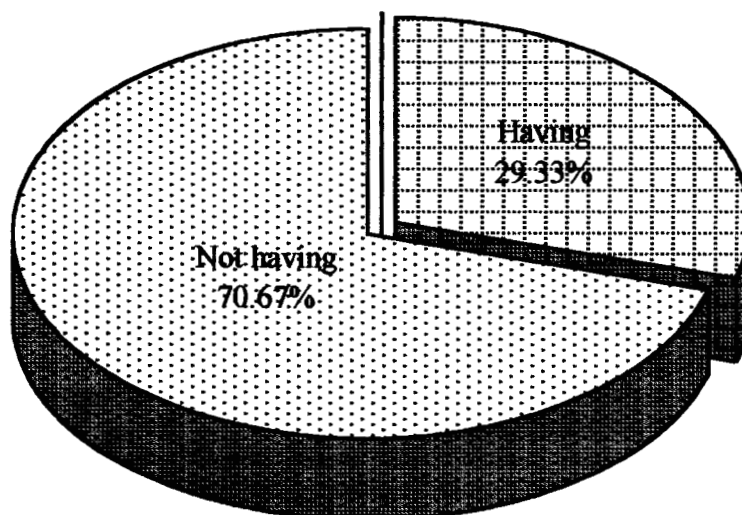
Schools	Having		Not having	
	No.	%	No.	%
Private School	109	36.33	191	63.67
Government school	88	29.33	212	70.67

Table 22 indicates that in 36.33% of private schools advisory committee for physical education exists. Whereas in government sector, only 29.33% schools have got advisory committee for physical education. Pie diagram showing answers for the question is given in Figure 14(a) and 14(b).

**Figure 14 (a)**  
**Establishment of advisory committee for physical education in**  
**Private Schools**



**Figure 14 (b)**  
**Establishment of advisory committee for Physical education in**  
**Government schools**



## Utilisation of Budgetary Provisions

Details of the budget utilisation by the government and private schools in the year 2003-2004 are given in table 23

**Table 23**

### Budget Utilization by the Schools

Items	Private schools		Government Schools	
	No.	%	No.	%
Purchase of sports goods	255	85	214	71.33
Annual school sports meet conducting expenses	270	90	297	99
Inter school competition participation expenses	275	91.66	202	67.33
Play field construction	91	30.33	84	28
Play field maintenance	98	32.66	60	20
Scholarship to students	50	16.66	10	3.3

Table 23 indicates that majority of the private schools have allotted sports fund for the purchase of sports goods, conduct of sports meet and participation of the school in competitions. But for play field construction, and play field maintenance many schools have not spent enough. Only 16.66% private schools and 3.3% government schools allocated fund for giving scholarship to sports students.

### Sufficiency of sports fund

Details of the opinion of physical education teachers regarding the sufficiency of sports fund to meet the activities in the schools, are given in table 24.

**Table 24**

#### Sufficiency of Sports Fund in the Schools

Schools	Sufficient		Not sufficient	
	No.	%	No.	%
Private schools	27	9	273	91
Government schools	11	3.66	289	96.33

Table 24 indicates that in only 9% of the private schools and 3.66% of government schools physical education teachers have the opinion that the physical education fund is sufficient for the activities. 91% of private and 96.33 of government school teachers found the sports fund insufficient for the activities. Pie diagram giving the answer for the question "Is sports fund sufficient?" is graphically shown in Figure 15(a) and 15(b).

Figure 15 (a)  
Sufficiency of sports fund in Private schools

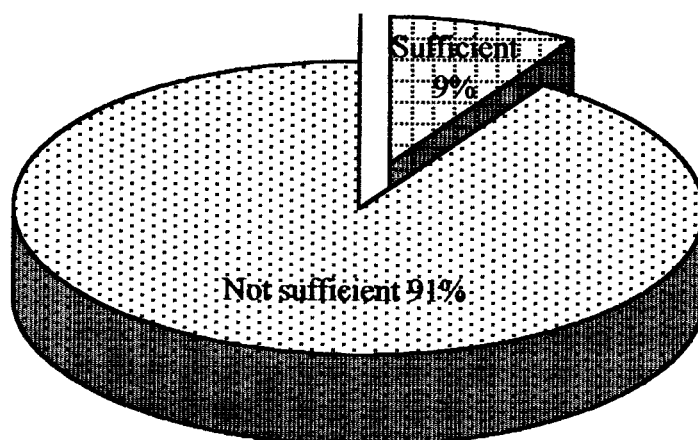
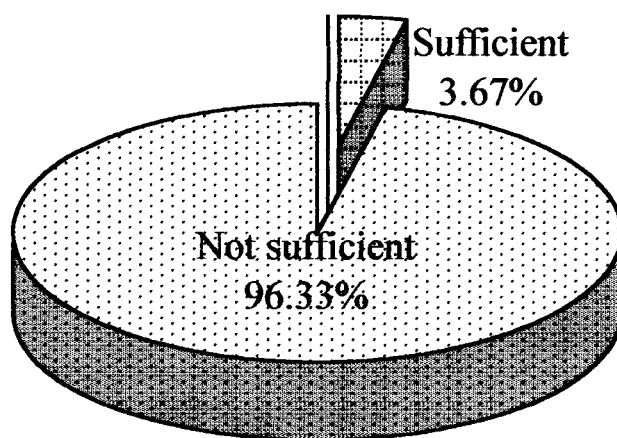


Figure 15 (b)  
Sufficiency of sports fund in Government schools



## PHYSICAL EDUCATION ACTIVITIES IN THE SCHOOLS

### Inter School Athletic Competitions

In Kerala schools are first competing in the educational district athletic meet at the first stage. After that the medallists are included in the educational district teams. Two or three educational district teams participate in the revenue district meet. In the next stage all the revenue districts teams are competing in the state meet. Finally the state team participates in the national level athletic meets. In the games section too the same system is followed. Students are motivated to participate and win medals because of grace mark and cash prize. The school which receives high position in the state meet gets cash prize Rupees One lakh and Rs.50,000 for the second prize. Sports schools in the state are competing separately. Competition category are under 14, under 17 and under 19. Separate competition gives ample opportunity to the general school to win medals.

Details about the schools participated in the educational district athletic meet is given in table 25.

### Participation of the school athletic team in educational district meet 2003-2004

Details of the schools participated in the educational district athletic meet in the year 2003-2004 is given in table 25.

**Table 25**

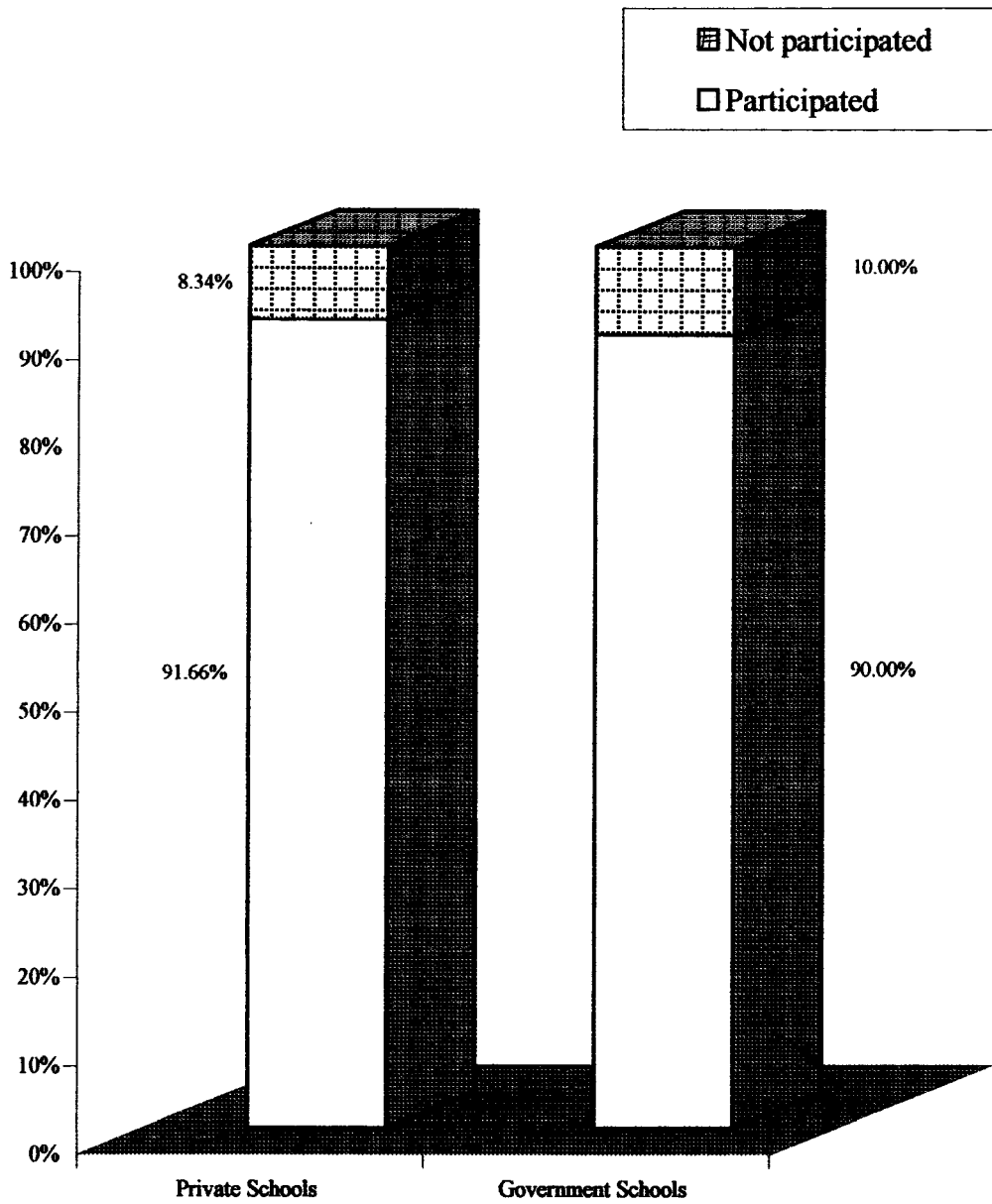
#### Athletic Meet Participation of the Schools

Schools	Participated		Not participated	
	No.	%	No.	%
Private schools	275	91.66	25	8.33
Government schools	270	90	30	10

Table 25 indicates that 91.66% private schools participated in the education district meet whereas 90% government schools participated.

Average number of participants from the private schools is 14 in boys section, 6 in girls section and 20 in aggregate. From the government schools 13 in boys section 8 in girls and 11 in aggregate is the average number of participants. Bar diagram showing the percentage number of schools participated in the education district meet is given in Figure 16.

**Fig. 16**  
**Athletic meet participation of schools 2003-04**



The study results also shows that majority of schools are participate in the meet only for name sake. 51.66% of the private schools and 86.66% government schools have not won even a third place even in the educational district meet. This reveals the present state of activities of schools. Active participation and training are limited into a few percentage of schools.

### **Inter School Games Competition and Participation**

The details about the schools having various teams for games competitions and details about the participation of the schools in the inter school championships are given in tables 26 and 27.

### **Teams in the Schools**

Details of the number of game teams in the schools is given in table 26

**Table 26**  
**Number of teams in the schools**

Schools	Private schools		Government schools	
	No.	%	No.	%
No teams at all	80	26.67	138	46
1 to 3 teams	140	46.67	114	38
4 to 6 teams	45	15	26	8.67
Above 7 teams	35	11.66	22	7.33

Table 26 indicates that 26.67 private schools are not fielding any teams in the educational district games competitions. About 46% of government schools are not fielding any teams in the lowest level competitions. 46.67% of private and 38% of government schools field 1 to 3 teams. 15% of private and 8.67% of government schools are field 4-6 teams. 11.66% of private and 7.33% of Government schools fielding above 7 teams. Aggregate average number of teams in private school is 1.23 and of government 1.42. Pie diagram showing the number of schools with number of teams in percentage is shown in Figure 17(a) and 17(b).

Fig. 17 (a)  
Number of teams in Private schools

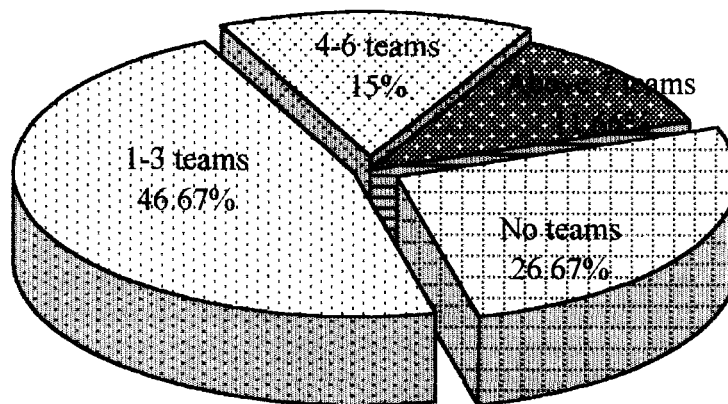
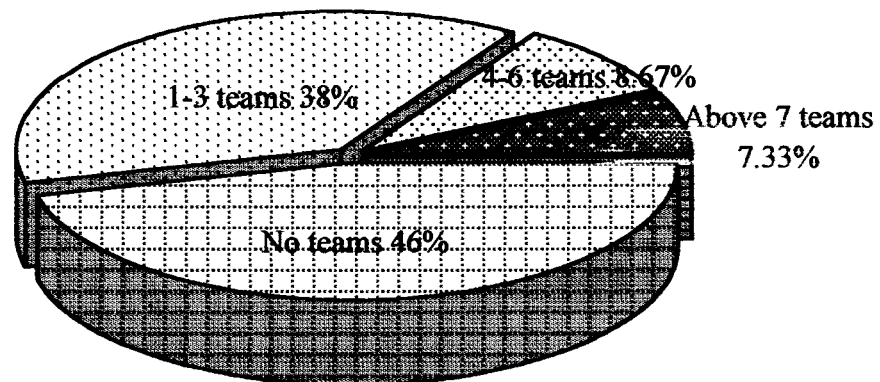


Figure 17 (b)  
Number of teams in Government Schools



### Open championship participation

Details of the schools participated in the open championships 2003-2004 is given in table 27.

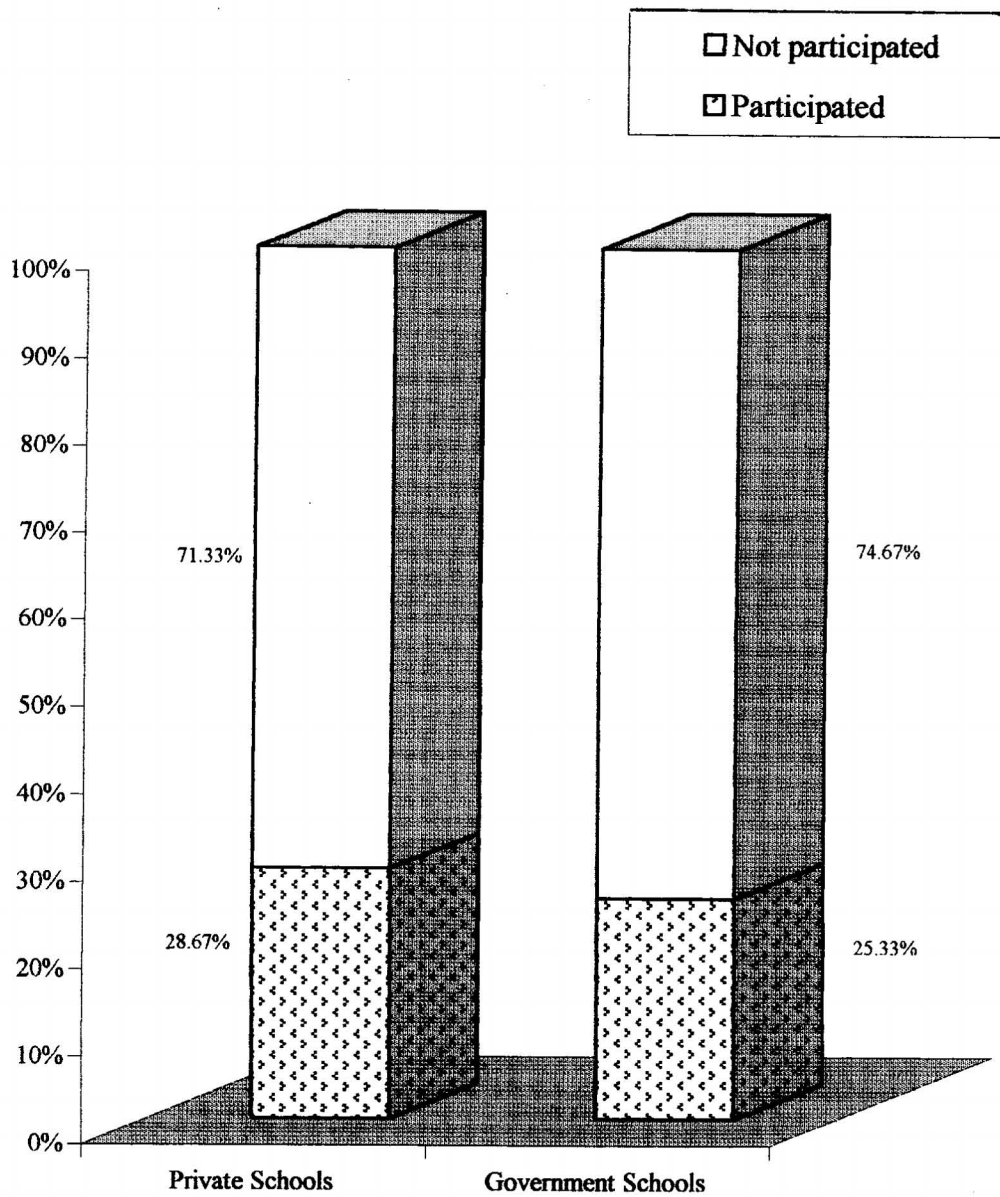
**Table 27**

#### **Number of Schools Participated in the Open Championships this Year**

Type	Participated		Not participated	
	No.	%	No.	%
Private schools	86	28.67	214	71.33
Government schools	76	25.33	224	74.67

Table 27 indicates that 28.67% of private school participated in the open championship and 71.33% did not participated in any open championships. 25.33% of government schools participated and 74.67% did not participated. Bar diagram showing the details of participation in the open championship this year is shown in Figure 18.

Fig. 18  
Participation by the open championships 2003-04



## Coaching of teams

### Number of schools utilized the service of special coaches

In majority of schools physical education teachers give coaching for inter school participation. Some schools utilise the service of special coaches for better performance in the competition. Details of the schools utilized the service of other coaches is given in table 28.

**Table 28**

#### Schools Utilised the Service Special Coaches

Type	SAI coaches		Sports Council Coaches		Former PETs		Former Sportsmen		Private coaches	
	No.	%	No.	%	No.	%	No.	%	No.	%
Private school	2	0.66	3	1	9	3	58	19.33	28	9.33
Govt. school	0	0	0	0	8	2.66	46	15.33	10	3.33

Very few (0.66%) private schools utilised the service of SAI coaches. None of the government schools received the service of the SAI coaches. 1% private schools received the service of sports council coaches. None of the government schools received the service of sports council coaches. 3% of private school and 2.66% utilised the service of the former physical education teachers 19.33% private schools and 15.33% government schools utilised former sportsmen

for coaching. 9.33% of private schools utilised private coaches whereas only 3.33% government schools used private coaches. 100% physical education teachers are giving limited coaching. Very few schools are arranging additional coaches.

### Refreshment

As an incentive some schools give refreshments to the students who participate in the school coaching camps. Details of the schools arranged refreshment for coaching, is given in table 29.

**Table 29**

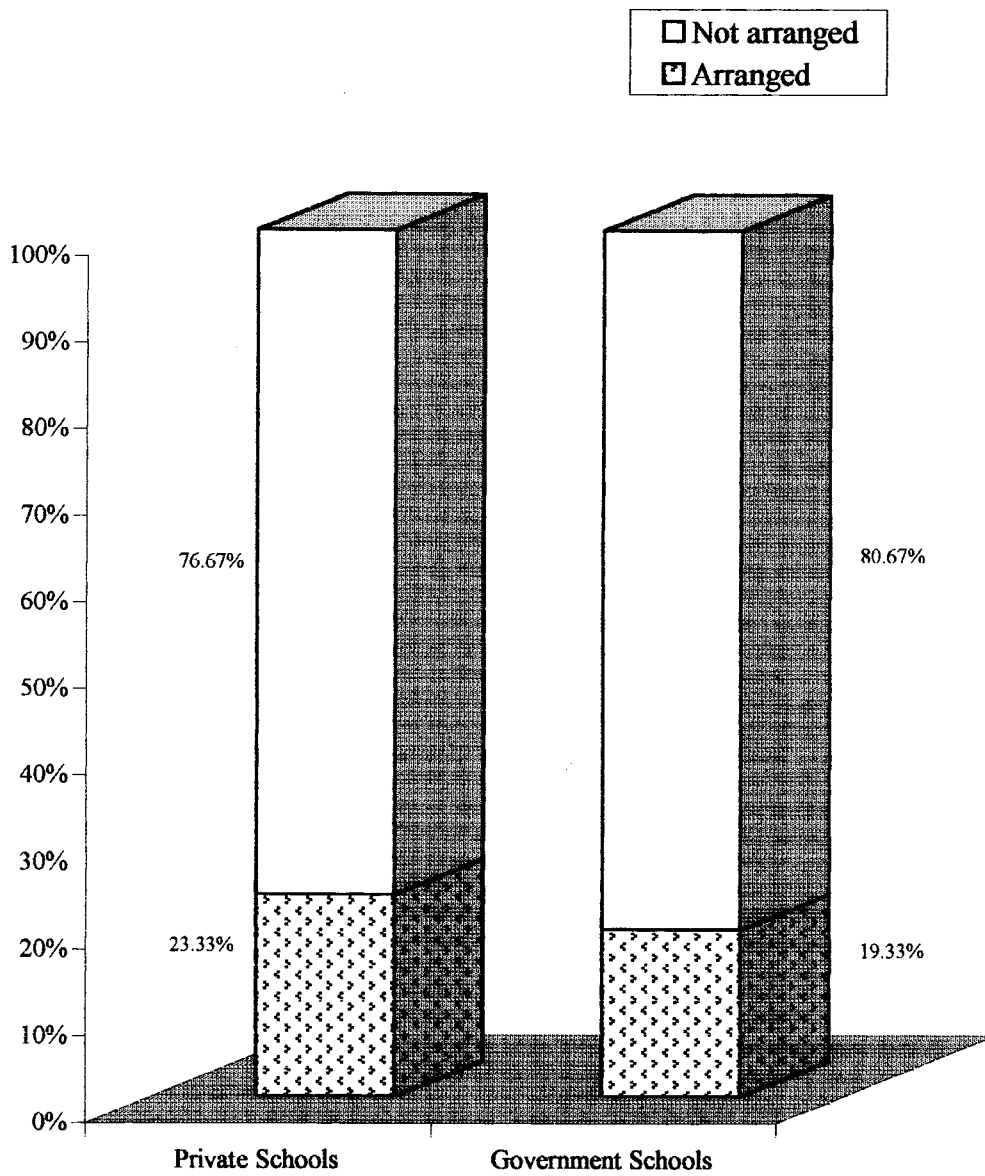
**Number of Schools giving Refreshment for Students Who Attend the School Team's Coaching**

Type	Giving		Not Giving	
	No.	%	No.	%
Private schools	70	23.33	230	76.66
Government schools	58	19.33	224	80.64

Table 29 indicates 23.33% of private schools and 19.33% of government schools arrange refreshment to the sports students during coaching. Majority of schools are not giving refreshment.

Bar diagram showing the details is given in Figure 19.

Fig. 19  
Refreshment arrangement by the schools for coaching camps



89% of private schools teacher and 85.33% of government school teachers are giving coaching after the regular class time. Some teachers in both sections are also giving coaching during the class hours.

### **Affiliation of Schools with District Association**

Schools participate in the open championship. Details of the schools having affiliation with district sports association is given in table 30.

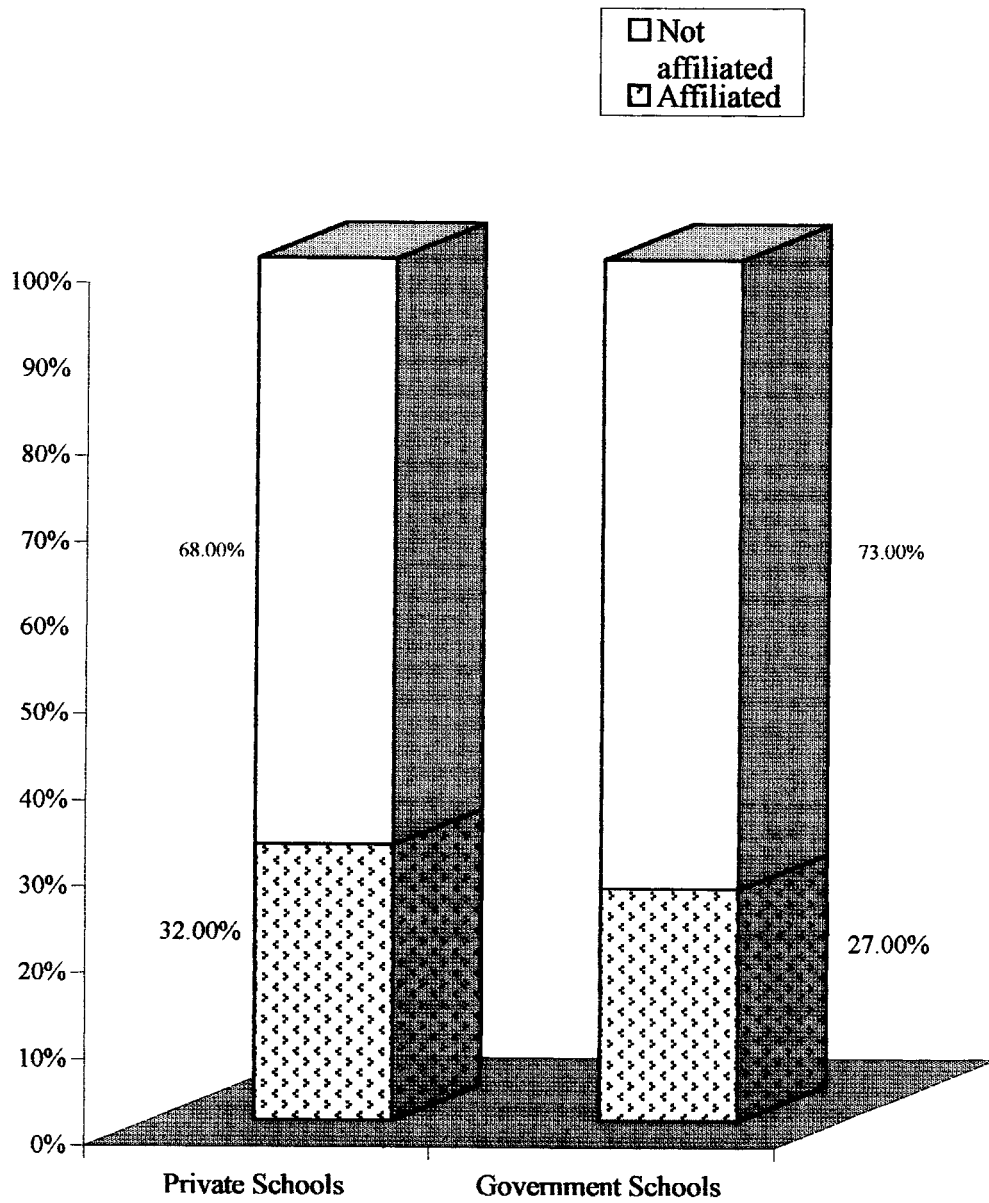
**Table 30**

#### **Affiliation of Schools with District Sports Associations**

Type	Affiliated		Not Affiliated	
	No.	%	No.	%
Private schools	96	32	204	68
Government schools	81	27	219	73

Table 30 indicates that 32% of private schools and 27% of government schools are affiliated to the district sports association. Graphical representation of the affiliation is given in Figure 20.

Fig. 20  
 Affiliation of schools to District Sports Associations



## INTRAMURAL ACTIVITIES

Details about interclass competitions, annual athletic meet, number of participants in the meet, various physical education general and specific activities are given in tables from 31 to 34.

### Inter class/Inter house games competitions other than annual athletic meet

Schools conduct inter house and inter class competitions. Table 31 shows the details of schools conducting inter house/ inter class competitions regularly.

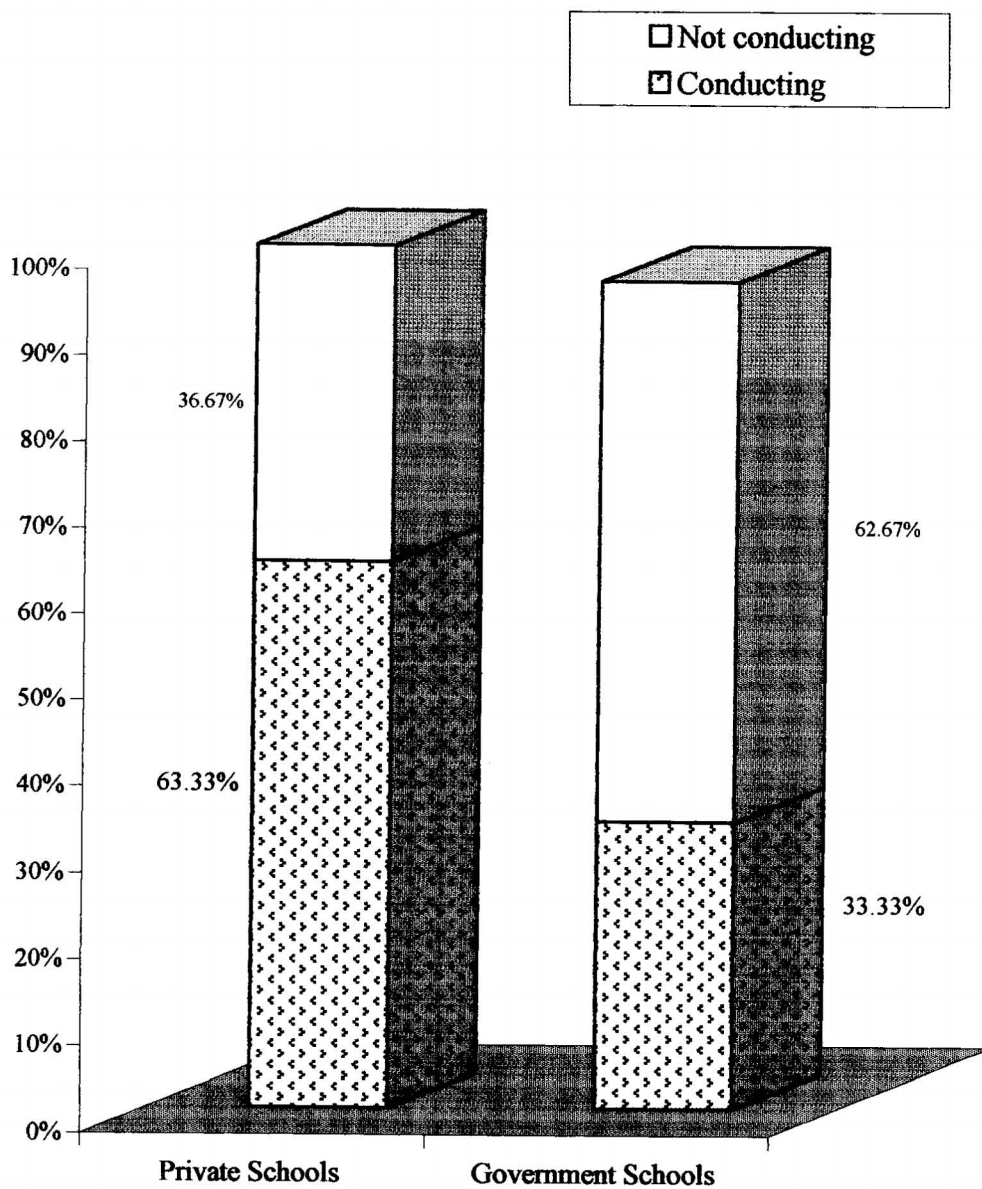
**Table 31**

#### Number of schools conducting interclass/inter house competitions regularly

Type	Conducting regularly		Not conducting	
	No.	%	No.	%
Private schools	190	63.33	110	36.67
Government schools	112	37.33	188	62.67

Table 30 indicates that 63.33% of the private schools are conducting inter class/inter house games competition but in government schools only 37.33% are conducting interclass/inter house competitions. Bar diagram showing the number of schools that conducted and did not conduct inter house competitions is given in Figure 21.

Fig. 21  
Schools conducting inter class/inter house competition regularly



### Annual Sports Meet Details

Annual sports meet is the colourful item of physical education in the schools. Details of the number of schools conducting annual athletic meet every year is given in table 32.

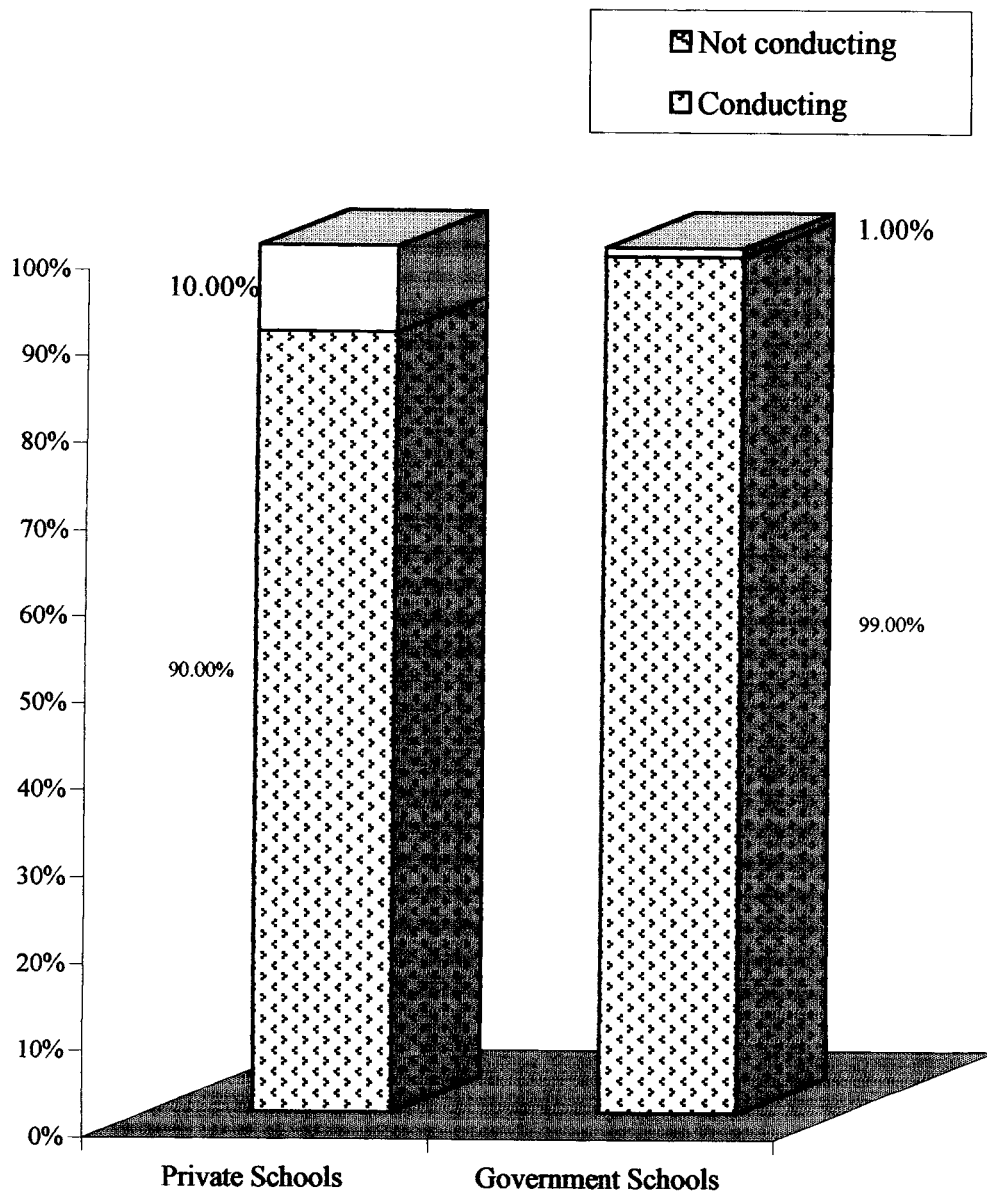
**Table 32**

#### Schools Conducting Annual Sports Meet Every Year

Type	Conducting		Not conducting	
	No.	%	No.	%
Private schools	270	90	30	10
Government schools	297	99	3	1

Table 32 indicates that 90% of the private schools conduct sport meet every year. 10% of private schools did not conduct sports meet regularly. Whereas 99% of the government schools conduct annual sports meet every year. Bar diagram showing the number of schools that conduct and does not conduct sports meet every year is shown in Figure 22.

**Fig. 22**  
**Schools conducting annual sports meet every year**



### Participation of Students in Annual Sports Meet

Details of the average number of participated students in the school annual sports meet is given in table 33.

**Table 33**

**Average participation of students in the annual sports meet 2003-2004**

Type	Boys	Girls	Total
Private schools	171	106	297
Government schools	157	129	286

Table 33 indicates that students are participating in the annual sports meet in an average of 277 in private schools and 286 in government schools.

Attendance of the student on the sports day is not compulsory in 37% private schools and 34% government schools. Attendance is compulsory in majority of the schools.

Only 6% private schools and 3.33% government schools give cash prize to the winners in annual sports meet. 85% private and 93.33% government schools give certificates. 19.33% private schools give medals along with certificates. 30.66% private and 23.33% government schools give mementos along with certificates. The

number of schools giving incentives for participation is poor in both cases.

90% of private schools and 86% of government schools are conducting athletic events for subject teachers.

### Group Mass PT Programme

Whole school group mass PT programme is a special event in the schools. Details of the school conducting mass PT Programme is given in table 34.

**Table 34**

#### Whole Group Mass P.T Programme in the Schools

Type	Conduct weekly one		Conduct Monthly one		Conduct yearly one		Nil	
	No.	%	No.	%	No.	%	No.	%
Private schools	86	28.67	75	25	39	13	100	33.33
Government schools	64	21.33	50	16.66	52	17.33	134	44.66

Table 34 indicates that 33.33% private schools and 44.66% government schools are not conducting whole school group mass P.T. Pie diagram showing the percentage number of schools conducting whole school group mass PT programme is given in Figure 23(a) and 23(b).

Fig. 23 (a)  
Whole Group Mass PT in Private Schools

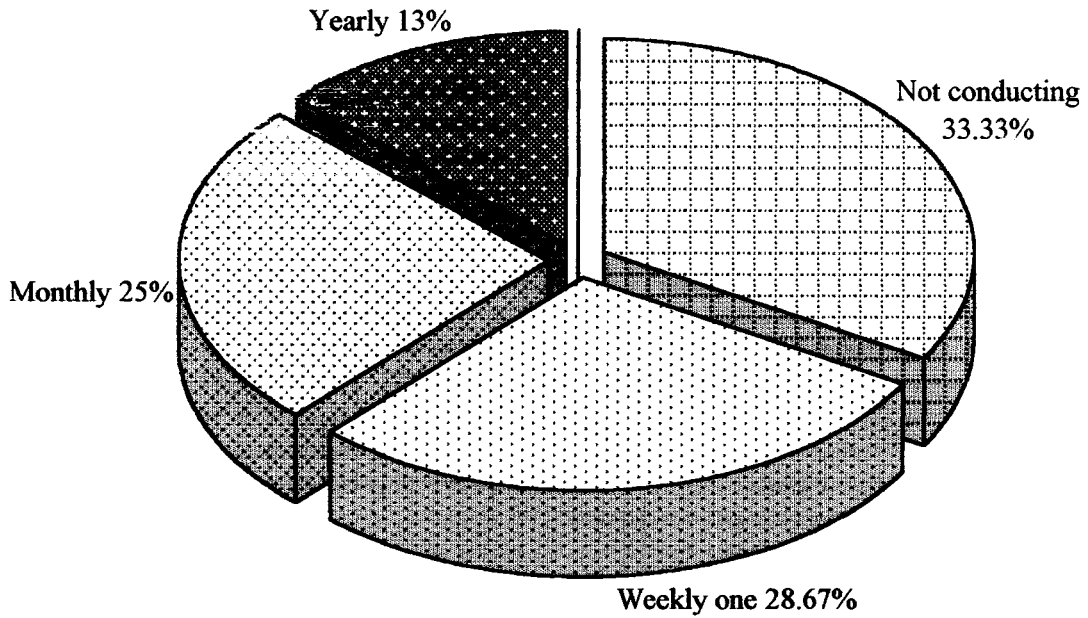
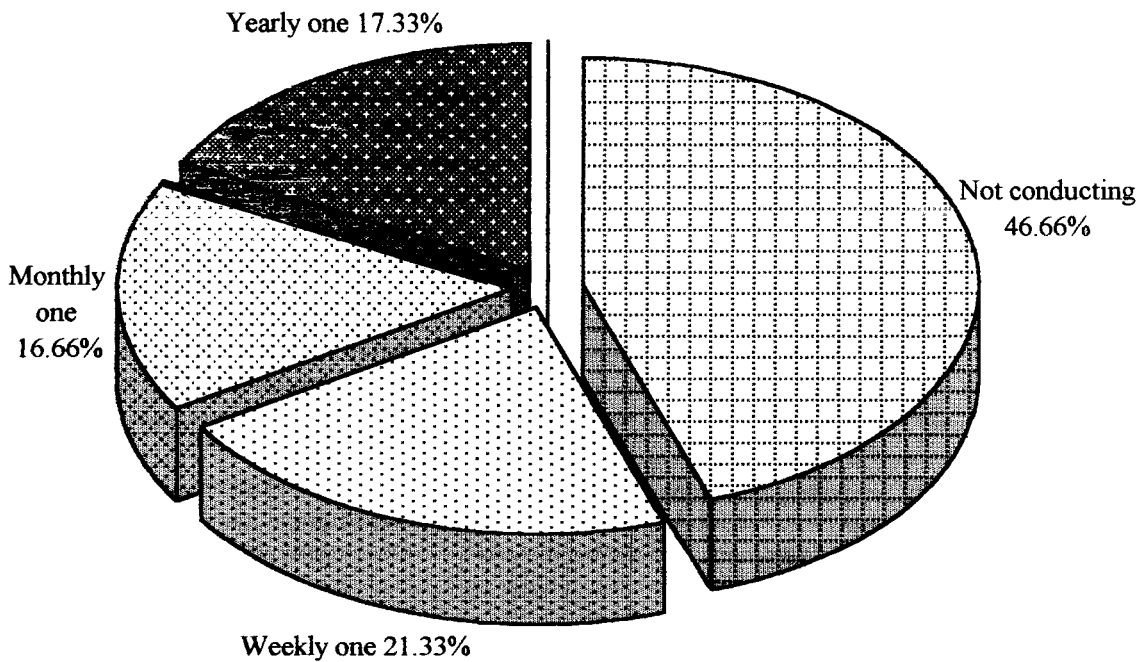


Fig. 23 (b)  
Whole Group Mass PT in Government Schools



### General and Specific Physical Education Activities in the Schools

Details of the schools conduct general and specific physical education activities other than sports and games are given in table 35.

**Table 35**

#### General and Specific Activities of Physical Education in the Schools

Activities	Private schools		Govt. Schools	
	No.	%	No.	%
Physical fitness test	88	29.33	130	43.33
Posture deformity test	52	17.33	60	20
First aid class	102	34	130	43
Class mass PT	206	68.66	220	73.33
Marching	167	55.66	200	66.66
Talent identification test	49	16.33	50	16.66
Sports for handicapped	14	4.66	4	1.33
YOGA	22	7.33	146	48.66
HEALTH EDUCATION CLASS	125	41.66	146	48.66
MINOR GAMES	198	66	202	67.33
Video show of sports	8	2.66	8	2.66
Sports quiz	94	31.33	82	27.33

### **Special Duty of the Physical Education Teachers**

In 84.66 private schools and 84% government schools, physical education teachers are in charge of school general assembly and in charge of school discipline.

### **PHYSICAL EDUCATION PERIODS AND ITS UTILISATION**

The details of the physical education period allotment, its utilisation and off hours utilisation are given in tables from 36 to 37.

#### **Period Allotment**

Allotment of physical education periods in the school time table is given in table 36.

Table 36

## Physical education period allotment in the schools

	Type	1 hour per week		2 hour per week		No hour	
		No.	%	No.	%	No.	%
8 <sup>th</sup> Std.	Private school	192	64	108	36	0	0
	Govt. school	180	60	120	40	0	0
9 <sup>th</sup> Std	Private school	228	76	72	24	0	0
	Govt. school	180	60	120	40	0	0
10 <sup>th</sup> std	Private school	52	17.33	0	0	248	82.66
	Govt. school	32	10.66	4	1.33	264	88
+1	Private school	119	62.30	72	37.69	0	0
	Govt. school	38	23.17	126	76.82	0	0
+2	Private school	74	38.74	117	61.25	0	0
	Govt. school	42	25.60	122	74.39	0	0

Table 36 indicates that 64% private schools and 60% government schools allotted 1 hour per week for a division in 8th standard. 36% of private and 40% of government schools allotted 2 hours per week. 76% private and 60% government schools allotted one hour per week for a division in a standard. 24% of private and 40% of government schools allotted 2 hour per week in 9th standard.

82.99% private schools and 88% government schools did not offered any period for 10th classes. Due to academic load the students in 10th standard are exempted from sports and competition activities.

In higher secondary classes 62.30% in private schools allotted one hour per week for one +1 batch. In government schools 23.17 schools allotted one hour per week. 37.69% higher secondary schools allotted 2 hours per week for one +1 batch and 76.82% government higher secondary schools allotted 2 hours for +1 batch. 38.74% private higher secondary schools allotted 1 hour per week for +2 batch. 25.60% percent govt. schools allotted 1 period per batch. 61.25% private and 74.39% government schools allotted 2 hour per week.

#### **Utilisation of physical education period**

In the schools of Kerala periods are allotted to physical education in the school time table. But these periods are not utilised properly in the absence of a uniform syllabus. Activities in these periods are left to the interest of the physical education teachers. Details of the choices of physical education teachers for utilising the periods are given in table 37.

Table 37

Choices of physical education teachers for utilising the physical education periods

Utilisation method	School	I Preference		II Preference		III Preference		IV Preference	
		No.	%	No.	%	No.	%	No.	%
Allowing the student to play according to their interest	Private schools	72	24	42	14	69	23	45	15
	Government schools	58	19	56	18.66	94	31.33	58	19.33
Organised practice of sports and games under supervision of the teacher	Private schools	122	40.66	77	25.66	50	16.66	9	3
	Government schools	124	41.33	102	34	48	16	10	3.33
Mass PT general physical education activities	Private schools	82	27.33	110	36.66	40	13.33	11	3.66
	Government schools	90	30	86	28.66	44	14.66	36	12
Classroom teaching	Private schools	4	1.33	21	7	54	18	118	39.33
	Government schools	20	6.66	30	10	58	19.33	116	38.66

Table 37 indicates that physical education teachers in the schools are mainly utilising the periods allotted to them for team practice in the competition season, mass PT and general activities. 24% private school teachers and 19% government schools allow the students to play according to the interests. Very few teachers prefer to take theory classes - 1.33% and 6.66% private and government respectively.

In the absence of syllabus for physical education 43.33% private school teachers and 36% government teachers are taking physical education teaching classes at their own interest.

Government of Kerala has introduced grading of the students under Sarva Siksha Abayan (S.S.A.) programme. But 52% private schools and 36% government schools teachers are grading the student according to their own criteria - such as assessment of sports performance, participation in sports, etc. Remaining 47.33% private schools and 64 government schools did not conduct any grading because there is no clear instruction or criteria for grading students. Majority of the teachers are of the opinion that present system of grading is unscientific.

100% physical education teachers are of the opinion that the existing number of physical education teacher are not sufficient for grading purpose. Therefore the work load and student teacher ratio should be restructured.

#### **Duty of physical education teachers in off hours of other subjects**

The school headmasters and principals are utilising the service of physical education teachers to engage free hours of other teachers. The details of the number of schools engaging off hours is given in table 38.

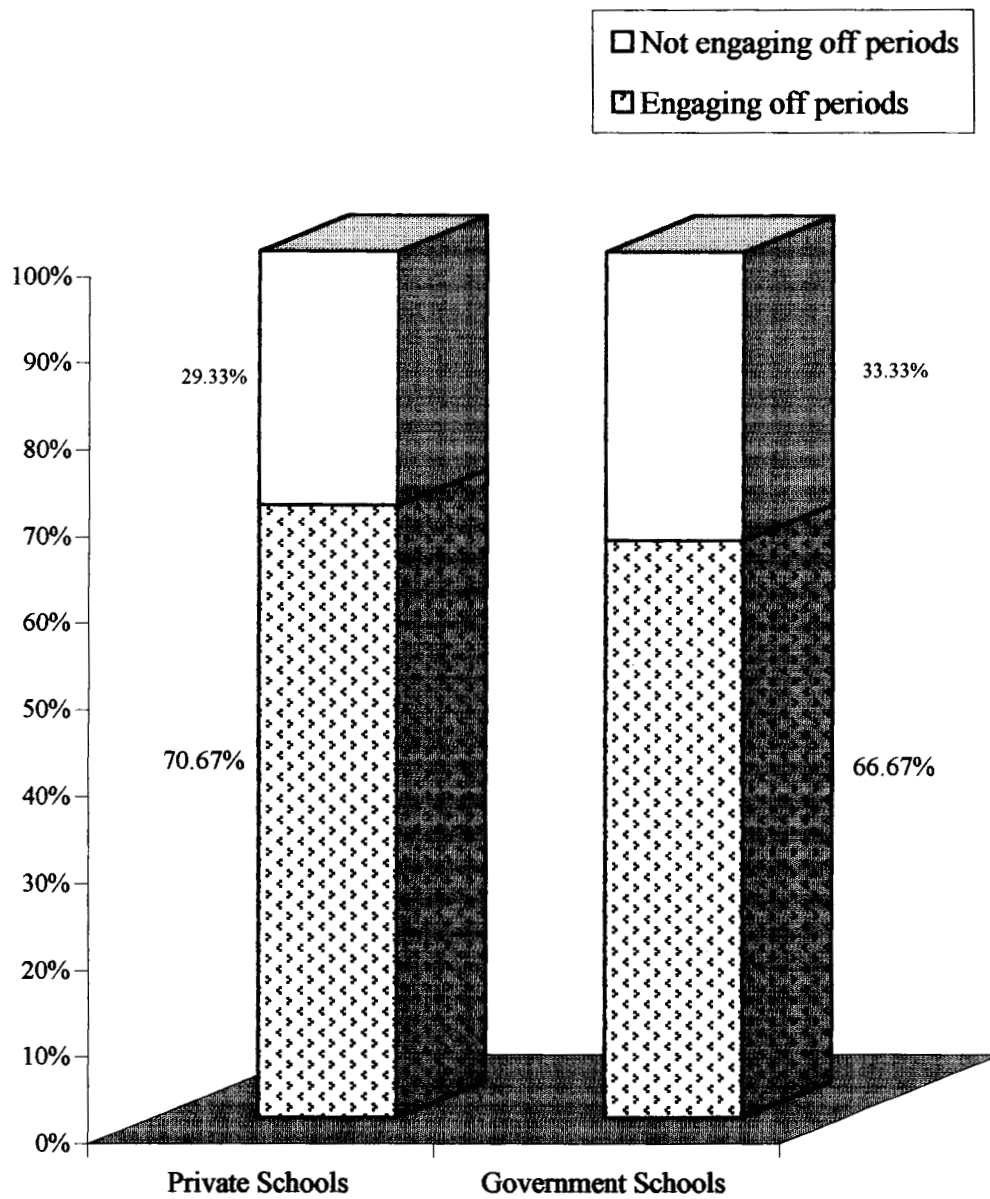
**Table 38**

#### **Physical education teachers engaging off periods of other subjects**

Schools	Engaging		Not engaging	
Private schools	212	70.66	88	29.33
Government school	200	66.66	100	33.33

Table 38 indicates that in 70.66% private schools and 66.66% government schools physical education teachers are engaging the off hours of other subjects. Bar diagram showing the percentage of physical education teachers engaging off periods of other subjects is given in Figure 24.

**Fig. 24**  
**Physical education teachers engaging off periods of other subjects**



### **Students participation in physical education activities**

Details of the rate of participation of the students in the physical education activities - team game practice coaching, reasons for poor participation in the view of the physical education teachers are given in tables 39 and 40.

### **Rate of participation by the students in sports activities**

Generally physical education teachers are facing the problem of poor participation by the students in the competitive sports activities. The range of participation by the students is given in table 39.

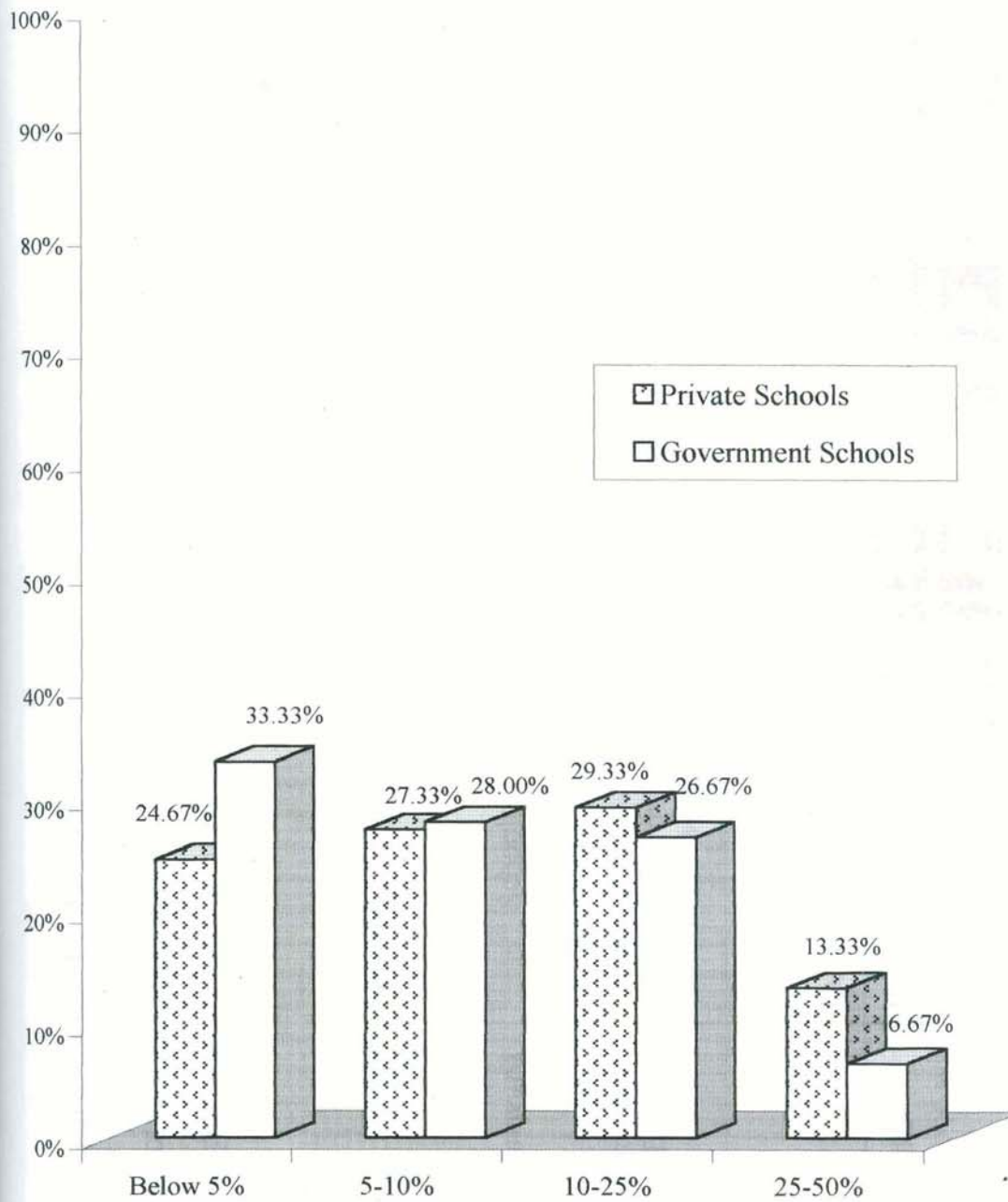
**Table 39**

**Percentage of Students Participation in Sports Activities in the Schools**

Sl. No.	Percentage of total strength of the students	Private schools		Government schools	
		No.	%	No.	%
1	Below 5%	74	24.67	100	33.33
2	Between 5-10%	82	27.33	84	28
3	Between 10-25%	88	29.33	80	26.67
4	Between 25-50%	40	13.33	20	6.67
5	More than 50%	16	5.33	16	5.33

Table 39 indicates that 24.67 private and 33.33 government school students participation in sports and competition activities is below 5% of the total strength of students. Participation in the 27.33% and 28% private and government school respectively is between 5-10%. Participation in the 29.83% private and 26.67% government schools is between 10% and 25%. Participation in 13.83 private schools and 6.67% government schools is between 25% and 50% of the student strength. Participation in the 5.33% private schools and 5.33% government school is above 50%. Bar diagram showing the percentage of the number schools and its participation is given in Figure 25.

**Fig. 25**  
**Rate of participation by the students in sports activities in the schools**



### Reason for poor participation by the students

The reasons indicated by the Physical education teachers for poor participation by the students in the school sports activities is presented in table 40.

Table 40

Reasons indicated by the Physical Education Teachers regarding poor participation of students in sports activities

Reason put forward	School	Teachers' 1 <sup>st</sup> preference		Teachers' 2 <sup>nd</sup> preference		Teachers' 3 <sup>rd</sup> preference		Teachers' 4 <sup>th</sup> preference	
		No.	%	No.	%	No.	%	No.	%
Students does not feel the necessity of participation	Private schools	85	28.33	56	18.66	65	21.66	40	13.33
	Government schools	108	36	36	12	86	28.66	30	10
No time due to academic load	Private schools	45	15	71	23.16	57	19	42	14
	Government schools	44	14.66	102	34	72	24	28	9.33
Students feels that sports participation will affect their study	Private schools	66	22	49	16.33	38	12.66	12	4
	Government schools	102	34	78	26	50	16.66	30	10
Other teachers discourages the students	Private schools	93	31	74	24.66	64	21.33	73	24.33
	Government schools	16	5.33	44	14.66	40	13.33	65	21.66

Table 40 indicates that the reasons put forward for poor participation is justified by the physical education teachers.

### Co-operation by the Teachers, Head of the Institutions and Parents towards Physical Education in the Schools

The opinions of the physical education teachers regarding the co-operation of the subject teachers, headmasters and parents are given in table 41.

**Table 41**

#### Opinion of the Physical Education Teachers regarding the Co-operation of the Teachers, Headmasters and Parents towards Physical Education Activities in the Schools

	Type	Not Satisfactory		Satisfactory		Very Satisfactory	
		No.	%	No.	%	No.	%
Co-operation of other teachers towards physical education activities	Private school	56	18.66	216	72	28	9.33
	Govt. school	100	33.33	166	56.33	34	<del>10.33</del>
co-operation of headmasters/ principals	Private school	88	29.33	184	61.33	28	9.33
	Govt. school	72	24	170	56.66	58	19.33
Co-operation of parents	Private school	148	49.33	122	40.67	30	10
	Govt. school	124	47.33	148	49.33	28	12.66

Table 41 indicates that 18.66% of private school subject teachers' co-operation towards physical education is not satisfactory. Co-operation of other teachers in the 33.33% government school is not satisfactory. 72% private schools 56.33 government schools teachers are satisfactorily co-operating. 9.33% private and <sup>10.33</sup>~~8~~% government school teachers are very satisfactorily co-operating. Majority of teachers are co-operating in both sections.

29.33% private school headmaster and 24% government schools headmasters are not co-operating with sports activities and physical education in the schools. But 61.33% private school and 56.66% government school headmasters are satisfactorily co-operating. 9.33% private and 19.33 government schools headmasters are co-operating very well. Majority of the headmaster/principals are co-operative.

49.33% private schools parents and 47.53% government school parents are not co-operating with sports activities of their students. 40.67% private and 49.33% government schools parents are satisfactorily co-operating. Only 10% private school parents and 12.66% government school parents are very satisfactorily co-operating.

### **Job Satisfaction of Physical Education Teachers**

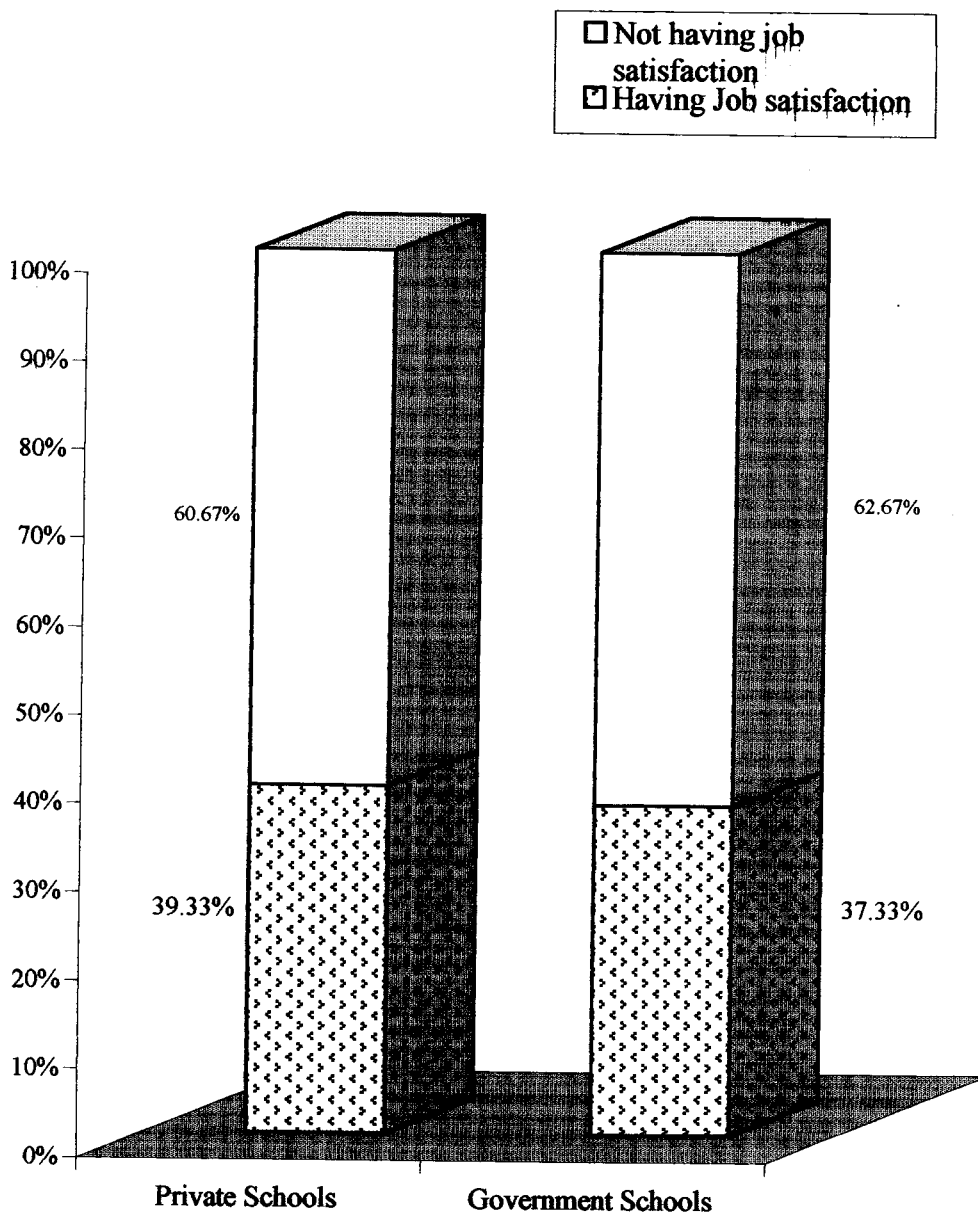
The opinion of the teachers about their job satisfaction is given in table 42.

**Table 42****Job Satisfaction of Physical Education Teachers**

Schools	Having job satisfaction		Not having job satisfaction	
	Count	Percentage	Count	Percentage
Private schools	118	39.33	182	60.64
Government school	112	37.33	188	62.66

Table 42 indicates that 39.33% private school physical education teachers are able to utilise ability and 37.33% government school PET are able to utilise their ability. But 60.67% private school PETs and 62.67% government school PETs are not able to utilise the ability. Bar diagram showing the answers are given in Figure 26.

**Fig. 26**  
**Job satisfaction of physical education teachers**



### Evaluation Process in the School

The details of annual report of physical education, evaluation and inspection are given in tables from 43 and 44.

### Annual Report of Activities

Details of the submission of annual reports by the Physical Education Teachers are given in table 43.

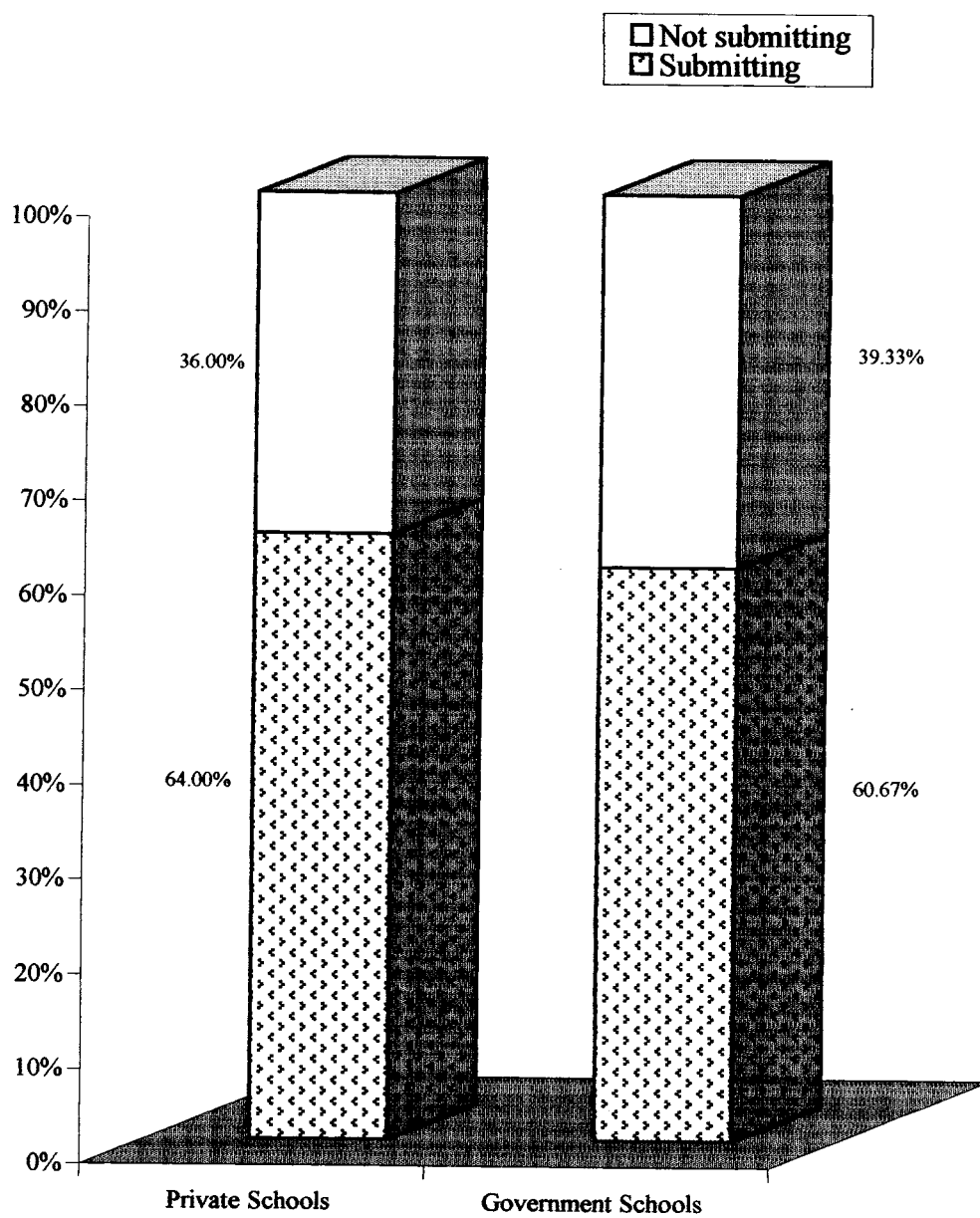
**Table 43**

#### Submission of Annual Reports

Schools	Submitting		Not submitting	
Private schools	192	64	108	36
Government school	182	60.67	118	39.33

Table 43 indicates that 64% private schools physical education teachers submit annual report of activities to the head of the institution whereas in government school 60.67 submit it. Bar diagram showing the answer is given in Figure 27.

**Fig. 27**  
**Submission of Annual Reports**



### Evaluation by the school authorities

Teachers are asked in the questionnaire about the yearly evaluation of activities by the school authorities. The answers from teachers are given in table 44.

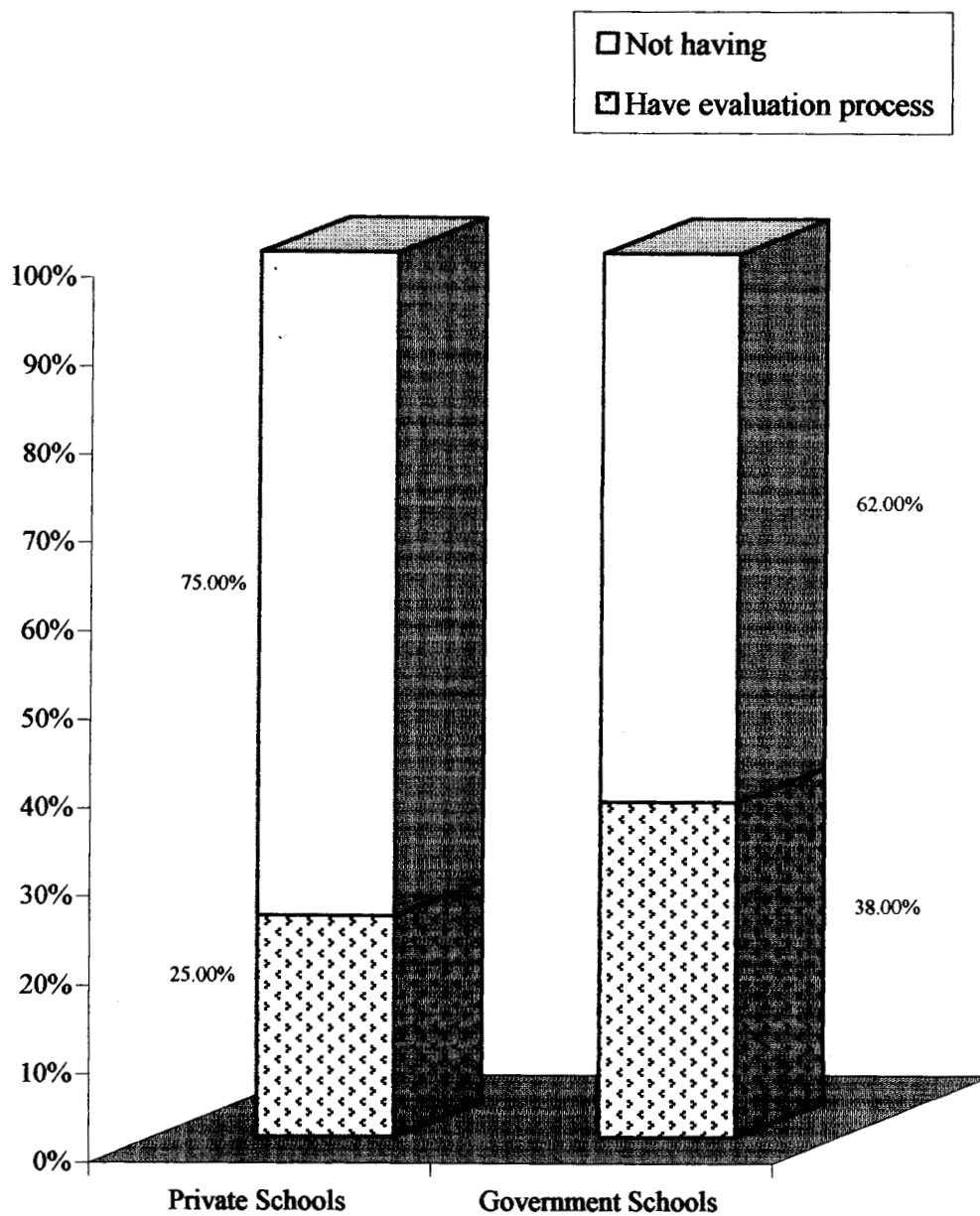
**Table 44**

#### Evaluation Process of Activities by the School Authorities

Schools	Having		Not Having	
	No	%	No	%
Private schools	75	25	225	75
Government school	114	38	186	62

Table 44 indicates that only 25% private schools have yearly evaluation of the activities by the school authorities. In government schools 38% have evaluation process. Bar diagram showing answer for the question is given in Figure 28.

**Fig. 28**  
**Evaluataion process in the schools**



### **Opinion of the teachers about the Restructuring of the present system**

Almost all teachers in physical education in the schools of Kerala are agree with the restructuring of present system for an improved programme. The details of the answer regarding the question about restructuring is given in table 45.

**Table 45**  
**Opinion of the Physical Education Teachers about the Restructuring of the Present System**

Teachers	Agree		Not agree	
	No.	%	No.	%
Private School Teachers	298	99.33	2	0.67
Government school Teachers	297	99	3	1

Table 45 indicates that 99.33% of the private school physical education teachers and 99% government school physical education teachers are agree with the complete restructuring of the present system of physical education in the state.

### **Responses of the Teachers About the Content of the New System:**

Details of the physical teachers' responses towards the suggestions made by the research scholar for improving the standard of physical education in the state of Kerala is given in table 46.

Table 46

**Responses of the Physical Education Teachers  
about the 7 Suggestions put forward for Restructuring the Existing System**

Suggestions		Private school teachers agree with		Govt. school teachers agree with	
		No.	%	No.	%
1	Physical education should be brought into school curriculum as compulsory teaching and examination subject	290	96.66	300	100
2	Minimum participation in the physical education practical should be made compulsory to all students.	291	97	288	96
3	Physical fitness development programme should be introduced to all students	265	88.33	288	96
4	For spotting talent from the schools each and every students should undergo talent identification screening	253	84.33	276	92
5	Physical education teachers should be given provision for attending orientation and refresher courses periodically	288	96	270	90
6	More number of physical education teachers should be appointed over and about the existing strength for better quality	277	92.33	270	90
7	Physical education teachers should provide guideline about instruction for uniformity in the activities	275	91.66	295	98.33

Table 46 indicates that almost all the physical education teachers working in the government and private schools of Kerala agree with the seven suggestions put forward for the restructuring of the system of physical education in the state.

### **Other activities related to physical education in the schools**

Details of the other activities of physical education in the schools of Kerala is given in table 47.

**Table 47**

### **Other Activities of the Physical Education Teachers**

Suggestions	Private schools		Government schools	
	No.	%	No.	%
Conducting summer coaching camp	15	5	10	3.33
Teaching swimming in the river and ponds	13	4.33	9	3
Conducting state and district level open championships	14	4.66	6	2
Teaching basic gymnastics for students under 14 category	10	3.33	5	1.66
Teaching marshal arts in schools	6	2	0	0

## **RESULT OF THE STUDY**

Described below is the result of the study arrived at on the basis of the analysis and interpretation of the data.

### **General Information**

As per the information collected most of the high schools and higher secondary schools in Kerala included the upper primary wing too. This is as a result of the upgradation of the upper primary schools as high schools and recently as higher secondary schools.

### **The Number of Physical Education Teachers**

At present, there is only one post of physical education teacher in the secondary schools. An additional post will be sanctioned only when there is an upper primary section with a minimum of 500 students.

Seventy five per cent of the private schools and eighty percent of the government schools are working with one physical education teacher. Twenty one per cent of the private schools and eight percent of the government schools are working with two physical education teachers. Nearly one per cent of the private schools and government schools are working with three physical education teachers. In eight

per cent of the private schools and eleven percent of the government schools the post of the physical education teacher is vacant.

In Kerala, the higher secondary section in schools was introduced a decade ago. At present the existing physical education teachers working in the secondary section are given charge of higher secondary section too. For this additional duty they are paid Rs.50 per month.

#### **Gender-wise Details of the Physical Education Teachers**

In private schools, there are 76.46 per cent of male and 23.54 per cent of female teachers. In government schools have 58.9 per cent of male teachers and 41.10 per cent of female teachers.

#### **Professional Qualification of the Physical Education Teachers**

Eighty per cent of the physical education teachers working in private schools have only certificate qualification in physical education (CPed), whereas seventy six percent of physical education teachers working in the government schools are certificate holders. Bachelor degree holders in physical education are 11.35 per cent in private schools, and 15.34% in government schools. Masters degree holder in private schools are 8.87 per cent and in government section it is only 8.59 per cent. Minimum qualification prescribed

for the post of physical education teachers in the secondary schools in Kerala is only a certificate course in physical education. Therefore the physical education teachers working in the high schools are getting only the pay scale of upper primary teachers. Due to this anomaly in qualification and pay scale, the physical education teachers are not included in the mainstream of the high school education system in the state.

#### **Additional qualifications**

Seventy two per cent of the physical education teachers in the private schools and eighty five percent of the government schools are without any additional qualifications. 28 per cent of the private school physical education teachers have additional qualifications like NIS Diploma, M. Phil, NIS Certificate. The following are the related data.

In private schools NIS Diploma – 2.77 per cent, M.Phil. 0.55, NIS Certificate – 2.49, other bachelor degree – 9.4 per cent and Master degree other than physical education- 1.93 percentage.

In government schools NIS Diploma holders are 4.45 per cent. M.Phil 1.22, NIS certificate 1.84, other bachelor degree 7.36 and

other post graduation only 0.61 per cent. There are no Ph.D. holders in both streams.

#### **Inservice Course Attended by the Physical Education Teachers**

Sixty six percent of the private school physical education teachers and sixty nine percent of the government school physical education teachers have not attended any inservice course during their entire service. Remaining physical education teachers in both streams attended 1 to 3 inservice courses. Therefore, the majority of the physical education teachers have seen unaware of the latest developments in the field of physical education and sports.

#### **Infrastructure Facilities**

Ninety one percent of the private schools have play grounds of their own, remaining ten percent of schools depends on private and public grounds. Ninety two percent of the high schools have their own play area and rest eight percentage of the schools depends on public and private grounds.

As per the government regulation a school should have minimum 3 acres of land at their disposal.

**Location of the Play Area**

The main play area of sixty four per cent of the private school and sixty seven percent of the government schools is located inside the school compound. The remaining percentage of the schools have their own play area at a distance of 500 meter or within a kilometer.

**Size of the Play Area**

The standard minimum size of the play area for a secondary school recommended by the Government of India is between 3-5 acres.

As per the information collected 36.33 per cent of the private schools and 35.33 per cent of the government schools have play area of the size below 0.5 acres. The size of the play area of the 33.73 per cent of the private schools and 36 per cent of the government schools is between 0.5 to 1.5 acres. 29 per cent of the private and 16.66 per cent of the government schools have play area of the size 1.5 acre to 3 acres. Seven per cent of the private and twelve per cent of the government schools have above 3 acres of land as play area.

### **Athletic Track Facility in the schools**

Fifty seven per cent of the private schools and sixty per cent of the government schools have no sufficient play area to mark at least a 200 metres track for athletics. 40.66 per cent of the private and 36 per cent of the government schools have 200 track facility in the school. Only 2.33 per cent of the government schools have 400 metre track facility in the school. The majority of the schools conduct athletic events on non-standard tracks due to the inadequate size of the play area.

### **Separate court Facilities Available in the Schools Other Than the Main Play Field**

Only a few schools in the state have court facilities for engaging in various games apart from the main area. The percentage of schools having separate courts in the schools is given below:

Volleyball court – private schools 40.66 per cent, government schools 57.33 per cent; Basketball court – private schools 24.33 per cent, government schools 24.33 per cent. Likewise Handball court 19 per cent and 13.33 respectively. Kabbadi court 29.30 per cent and 38.66 per cent. Ball badminton court 26 per cent, 29.30 percent. Badminton court 42 per cent, 25.33 per cent, Tennis court only 3 per cent and 1.33 per cent. Khokho court is available only in

16 per cent of the private schools and 23.33 per cent of the government schools.

Volleyball court is available in almost 50 per cent of the private and government schools. Private schools have comparatively more court facilities than government schools.

### **Sports Equipment Facilities**

#### **Athletics Equipment**

The majority of the private and government schools do not provide sufficient variety of sports equipment and not in sufficient number. Athletics equipment are available in majority of schools but there are only a few items.

Shot, Discus, Hammer, High jump upright, cross bar, measuring tape and relay baton are the pieces of equipment commonly available in majority of schools, in very small numbers. These pieces of equipment are mainly used for athletic meet and very few are used for nominal coaching.

Hurdles, vaulting pole, victory stand, starting block, stop watches are available in few schools. Comparatively private schools

have more items than that of government schools and also in greater numbers.

### **Games Equipment**

85.7 per cent of the private schools and 66 per cent of the government schools have footballs in the stock. 84 per cent of the private schools and 76 per cent of the government schools have volley ball, at an average of 3 or 2. Rest of the games equipment are available in very few schools.

Badminton racket is available in 69.33 per cent of private schools and 62 per cent of the government schools. Basket ball, handball, cricket equipment, chess board, skipping rope, carom board, weighing machine are available in some schools and in very small numbers.

General physical education activity equipment such as Indian club, wards, wooden clubs, dumb bells, laziium, etc are available in very few schools.

Gymnastic equipment are not available in any of the schools. Comparatively, private schools have more variety of games equipment and in more numbers than that of the government schools.

### **Physical Infrastructure facilities**

To run a sound physical education programme in an institution sufficient infrastructure facilities like indoor stadium, health centre, recreation hall, store room etc are essential.

The present study result shows the poor state of physical infrastructure facilities available in the schools of the Kerala, as detailed below.

	<b>Private school</b>	<b>Government school</b>
Storeroom	63 %	38.67 %
Dressing room	6 %	Nil
Swimming pool	1 %	Nil
Health club	8.33 %	6.67 %
First aid kit	74.33 %	63.33 %
Public addressing system	86 %	88 %
Indoor stadium	5.33 %	2.33 %
T.V. Video	20.67 %	7.33 %
Permanent gallery	7.33 %	7.33 %

In comparison private schools have more infrastructure facilities than that of the government schools.

### **The availability of periodicals, books on physical education**

Twenty four per cent of the private schools and only 7.66 per cent of the government schools provide periodicals and books on physical education in the school reading room and library. In comparison, private schools provide more books and periodicals than that of the government schools.

### **Keeping various Records and Registers**

A well managed stock and store in physical education will have sufficient records and registers in the department.

The study result shows that 85 per cent of the private schools and 83 per cent of the government school physical education teachers maintain stock register. But only 41 per cent of the private and 34 per cent of the government school physical education teachers maintain issue registers of equipment. Of the total schools only 26.33 per cent private and 20 per cent of the government schools maintain auction register of the unserviceable equipment. The conclusion is that majority of the private and government schools do not properly manage the department of physical education.

### **Budget and Financial Management**

The main source of income physical education wing in the schools is sports fee collected from the students. Along with the special fee athletic fee is also collected from the student, this amount is for the Education Department to conduct State Sports Competitions. The details of fee collection is given below.

	<b>Special fee</b>	<b>Athletic fee</b>	<b>Yearly term</b>
Upper Primary	Re. 1	Rs.2	Two term
High school	Rs.1.50	Rs.2	Two terms
Higher secondary	Rs.7	Rs.18	One term

The sports fund from special fee is as per the strength of the students. Therefore to generate sufficient money for sports activities physical education teachers seeks the help of other sources such as P.T.A., Management, Sponsor, etc.

### **Financial Aid Received by the Schools from Various Sources**

During the academic year 2003-2004, 32.66 per cent of the private schools and 36 per cent of the government schools received financial aid from the school P.T.A. fund for the physical education activities. Like wise 15.66 per cent of the private schools

management provided financial aid to the physical education activities. Only 7 per cent of the private and 3.33 per cent of the government schools received sponsorship or donation. 7.33 per cent of the private and 11.33 per cent of the government school received grant from government.

#### **Financial aid from Government Agencies for the Development of Sports Infrastructure**

Up to the year 2003-2004 only 17.67 percent of the private schools and 10.34 per cent of the government schools received financial aid for the development of sports infrastructure facilities in the school, from the agencies such as grama panchayath, municipal, corporation, block, district panchayath, M.L.A. fund, M.P. fund and sports council grant.

#### **Budgeting Process for Physical Education**

Of the total number schools under study 57 per cent of the private schools and 49.33 per cent of the government schools have budgeting for physical education.

#### **Role of Physical Education Teacher in Budgeting**

Sixty per cent of private school physical education teachers are involved in budgeting in the school, only 40.67 per cent of

government schools physical education teachers have role in school budgeting.

### **Advisory Committee**

Only in 36.33 private schools and 29.33 government schools have advisory bodies for physical education

### **Utilisation of the Budgetary Provisions**

The major share of the sport fund in the schools is being utilised by the majority of schools for nominal purchase of sports goods, conducting the school sport meet and participation of school teams in the inter school competitions. Only 30.33 per cent of the private and 28 per cent of the government schools utilised the fund for the construction. Like wise of the 32.66 per cent of the private and 20 per cent of the government schools spend on play ground maintenance. Only 16.66 per cent of the private and 3.33 per cent of the government schools spent money on giving scholarship to students.

### **Lack of Sports Fund**

The study result shows that 91 per cent of the private school physical education teachers and 96.33 per cent of the government

school physical education teachers are of the opinion that the sports fund available in schools is insufficient to conduct the activities in a well organised manner.

### **PHYSICAL EDUCATION ACTIVITIES IN THE SCHOOLS**

A sound physical education programme provides the students with a variety of general and specific physical education and sports activities. These activities are designed to develop the personality of the child.

The study result shows that the present activities in the schools of the state is not uniform and not focused on the objectives of physical education. The major activities are only competition oriented sports and games. The choice or interest of the physical education teachers decides the nature of activities. Major activities and performance of the schools are described here.

#### **Participation in the Inter School Athletic Championship**

Majority of the schools participate in the athletic competition. The organisation of the competition as detailed below:

Students participate in three age groups such as under 19, under 17 and under 14. Athletics competition starts from

educational district level. Thus the educational district teams will compete in revenue district meet. The revenue district teams compete in the state meet and finally in state team in the national level meet. Students from various sports schools in the state will meet directly in the state meet and separately.

This categorisation give good opportunity to the ordinary school students to come up with their performance. The medal winners I, II and III are eligible for grace mark and cash awards. The schools who win maximum medals in the state meet are eligible for cash prize of Rs.1 lakh for the first, Rs. 50,000 for the II and so on. The state meet is being organised by the directorate of Public Instruction. The revenue level meets and educational district level meets are organised under the auspices of district sports and games association, an association of physical education teachers with financial assistance from district educational authorities.

The winners (I, II, III) of educational meet are also eligible for sports quota admission in their higher studies. Despite all these activities and motivation very few schools are giving adequate training and encouragement to the students.

Kerala has a glorious history in the national level athletic meet. Kerala is the overall champions in the national school athletic meet

for the last consecutive 6 years. Kerala has produced a number of international athletes. Majority of them are the products of the schools of Kerala.

But majority of schools in the state cannot stake a claim in this great achievement. The main effort behind this is the contribution of sports schools and certain good management schools like Kesavan Memorial School, Koorathode, as well as the hard work of their physical education teachers. Very few government schools also come in the list of medallist but that are exceptional cases.

The study result shows that during the academic year 2003-04, 91.66 per cent of the private schools have participated in the educational district meet. Average number of participants in private stream is, boys 14 and girls 6 with an average of 20 students. From government schools boys 13, girls 8 and aggregate 21 is the participation rate.

The medal position of the schools in the educational district meet shows that 51.66 per cent of the private schools could not win even a third place. 86.66 per cent of the government schools are also not in the medal tally. This results shows that majority of government schools participate in this meet without sufficient

training and motivation. This is perhaps due to the poor state of infrastructure facilities in the schools and other lacunae.

### **Games and Teams in the School**

The main activities of physical education is the nominal competition-oriented team practice and participation in the various competitions at various levels. Physical education teachers give practice in few games of their choice or specialization or in the locally popular games.

Games competitions also take place in the same age category as in the athletics. Higher secondary students are eligible to participate in under 19 and under 17 category as per the date of birth.

During the academic year 2003-04, 46.67 per cent of the private schools fielded 1 to 3 teams whereas in government stream 38 per cent of the schools are fielded 1-3 teams. Fifteen per cent of the private and 8.67 per cent of the government schools fielded 4 teams. Only 11.60 per cent of the private schools and 7.33 per cent of the government schools fielded 7 and above teams. There are few private schools even with 15 teams in various games but these are exceptional cases. It is shocking to note that 46 per cent of the

government schools has not fielded even a single team whereas 26.67 per cent of private schools also not fielded any team. This result shows the clear state of inactiveness of the physical education wing in the schools. The reason for this state of affairs may be the poor state of infrastructure facilities or poor support from the school authorities.

### **Open Championship Participation**

Various district sports associations conducts competitions in sports and games. During the year 2003-2004 only 28.66 per cent of the private schools and 25.33 per cent of the government schools have participated in the open championships. Such as association championships mini games etc.

### **Coaching and Training in the Schools**

In majority of the schools physical education teachers organise coaching in few games for participating in the various competitions. Very few percentage of schools utilised the service of other coaches for better results only. 66 per cent of private schools had the service of SAI coaches. One percent of the private schools received the service of Kerala Sports Council coaches. 3 per cent of the private schools and 2.66 peer cent of the government schools utilised the

service of retired physical education teachers. Very few schools utilised the service of former sportsmen and private coaches.

### **Refreshment**

Only 23 per cent of private and 19.33 per cent of the government school provided refreshment to the students who attended the school coaching camps.

### **Timings of Coaching Camps**

Since the physical education periods are allotted in between the class hours physical education teachers arrange coaching mainly after class hours.

For organising camps after class hours and vacation coaching camps physical education teachers are eligible for kit allowance Rs.500 per annum. But the majority of the physical education teachers do not conduct vacation camps.

### **Affiliation of school teams**

Only 32 per cent of the private schools and 27 per cent of the government schools are affiliated to the various district sports associations.

### **Intramurals**

Interclass or inter house competitions are the life of physical education activities in the schools. These competitions offers opportunity to talented students to exhibit their talent and the spectator derive from and satisfaction out it.

The study result reveals that 63.33 per cent of the private schools have intramurals whereas only 37.33 per cent of the government schools have intramurals. Intramurals are limited to few ball games.

### **Annual Sports Meet**

The majority of the schools are conducting annual athletic meet every year. It is found that 92 per cent of the government schools conducted annual sports whereas 90 per cent of the private schools conducted meet. Majority of the schools conduct the annual sports meet in the non standard athletic tracks.

### **Incentives to the Winners in Sports Meet**

Majority of the schools offer only merit certificate to the prize winners in the annual athletic meet. Few schools provided medals, mementos and cash prizes.

**Event for Subject Teachers**

Ninety per cent of the private schools and eighty six percent of the government schools conduct athletic events for other teachers.

**Average Number of Participation by the Students in Sports Meet**

Majority of schools conduct annual sports meet before the inter school competitions. The average number of participants in the sports meet 2003-04 is 277 in private schools and 286 in government schools. Average of 106 girls participated in the private school meets whereas 129 girls participated in the government school sports meets.

**Attendance of Students on Sports Day**

63 per cent of the private schools and 66 per cent of the government schools insists the attendance of students compulsory on the sports day.

**Group Mass P.T. Programme**

28.67 per cent of the private schools and 21.33 per cent of government schools conduct whole school group mass P.T. programme. 25 per cent of the private schools and 16.66 per cent of the government schools conduct the event monthly once. Only 13

per cent private schools and 17.33 per cent of the government schools conduct once in a year.

### **General and Specific Activities**

A well planned physical education programme offers a lot of General physical education activities as well as specific sports and fitness activities.

The study result shows the percentage of schools conducted various activities.

	<b>Private school</b>	<b>Govt. school</b>
(a) Physical Fitness test	29 %	43.33 %
(b) Posture deformity test	17.33%	20 %
(c) Class on First Aid	34 %	43 %
(d) Class Mass P.T.	68.66 %	73.33 %
(e) Marching	55.66 %	66.66 %
(f) Talent identification test	16.33 %	16.66%
(g) Yoga	7.33 %	48.66 %
(h) Class on Health education	41.66 %	48.66 %
(i) Minor games	6.6 %	6.7 %
(j) Vedic show of sports	2.66 %	2.66 %
)k) Sport quiz	31.33 %	27.33 %

Very few physical education teachers conducted swimming practice in the ponds, rivers and back waters and teaches marshal arts like Kalaripayattu, Karate, etc. Few schools have wrestling and boxing teams.

#### **Special duties of physical education teacher**

- a) Majority of the physical education teachers in the private and government schools have the charge of school general assembly.
- b) All physical education teachers act as team managers of the school teams.
- c) Majority of the physical education teachers helps the head of institution in sports purchase and maintain the play field.

#### **Allotment of Physical Education Periods in the School Time Table**

At present physical education teachers are allotted one or two periods for a division in a week. Majority of the schools allotted one period to 8<sup>th</sup> and 9<sup>th</sup> standards. Large majority of the schools not allotted period for the 10<sup>th</sup> standard student due to over focus on final examination. Plus one, Plus two students are also have physical education periods. But there is no syllabus or prescribed programme to handle these hours. Therefore the physical education

teachers engage such periods for activities of their choice. For engaging higher secondary section the existing physical education teachers working in the secondary section are being paid Rs.50 per month as remuneration.

#### **Method of Utilisation of the Periods**

Since there is no prescribed programme, the physical education teachers are asked about the methods utilising the allotted periods. These activities according to the preference is described below:

- (a) Organise mass P.T., marching minor games and few other general activities.
- (b) Students practice the games under the supervision of physical education teachers.
- (c) Allowing the students to play some games at their choice or to spend the time without specific task.
- (d) Take theory class on the topic of physical education at their choice.

Due to allotment of physical education periods in between the regular hours, students are not able to do exercise or serious practice of games. Therefore the majority of students has no opportunity for exercise and play during their years of schooling.

### **Grading System**

Government of Kerala has introduced grading system in the education curriculum, in the year 2002-03. Physical education and health is included in the syllabus of grading. 52 per cent of the private schools conducted grading of students without any specific criteria. The remaining schools physical education teachers did not conduct grading because, the government authorities did not provide any guideline of grading the students in physical education.

Majority of the physical education teachers are of the opinion that grading all students in the school with the existing number of physical education teachers will not be successful.

### **Engagement of Free Hours by the Physical Education Teachers**

In seventy per cent of the private schools and in 66.66 per cent of the government schools physical education teachers engage the off hours of other subject teachers.

### **The percentage of Participation by the Students in Sports and Games**

The majority of students do not take part in sports and games in the schools. The percentage of participation observed by the physical education teachers is given below:

	<b>Private Schools</b>	<b>Govt. Schools</b>
Below 5 per cent	24.67 %	33.33 %
Between 5 and 10 percent	27.33 %	28 %
Between 10 and 25 per cent	29.33 %	26.67 %
Between 25-50	13.33 %	6.67 %
More than 50 per cent	5.33 %	5.33 %

### **The Reasons for the Poor Participation**

The following reasons are indicated by the physical education teachers for the poor participation of students in sports and games in the schools.

- (a) Students are not motivated to take part and they are unaware of the benefits.
- (b) Students have no time for participation due to heavy work load of studies in the schools.
- (c) Students focus only on studies and think that participation in sports and games will affect their studies.
- (d) A good number of subject teachers discharge the students from participating in sports.

There are some other reasons indicated by the teachers

- (a) Students are in a hurry for go home immediately after class hours.
- (b) A majority of students have private tuition just after class.
- (c) A good number of students hail from a poor background
- (d) Some of the parents discourage students from active participation in sports and games mainly because of academic interest.

**The Opinion of Physical Education Teachers about the Attitude of Subject Teachers, Head of the Institution and Parents towards Physical Education**

18.66 per cent of the private schools and 33.33 per cent of the government school physical education teachers observe that the other subject teachers in their schools are not co-operating with them in the physical education activities.

29.33 per cent of the private schools and 24 per cent of the government school physical education teachers feels that the headmasters are no co-operative towards school physical education activities.

Almost 50 per cent of the physical education teachers in private and government schools observe that parents do not have a positive approach towards physical education.

### **Job Satisfaction of the Physical Education Teachers**

Majority of the physical education teachers both in private and government schools are not derive satisfaction out of their job. This major grievances are as follows:

- a) Poor state of infrastructure facilities for physical education in the schools.
- b) Insufficient sports fund.
- c) Talented students are not participating in sports.
- d) Inadequate sports and encouragement from school and education authorities.
- e) Absence of a uniform syllabus and guideline.

### **Evaluation and follow up**

Sixty per cent of the private and government school physical education teachers submitted annual report of physical education activities to the head master. But majority of the school authorities not made any sort of evaluation of the physical education wing in the school. The government has not yet introduced any system of assessment or inspection about the infrastructure facilities and

activities in the schools. This result shows the poor state of physical education in the secondary and higher secondary schools in the state.

### **Suggestions made by the Physical Education Teachers**

Almost all physical education teachers are of the opinion that the existing system is not uniform, not systematic and not fruitful. They all agree with the complete restructuring of the system. The majority of them agree with the seven suggestions made by the investigator for the improvement of physical education in the schools in Kerala.

### **FINDING OF THE STUDY**

1. The majority of the secondary and higher secondary schools in Kerala are attached to upper primary sections.
2. There is a great disparity in the student-teacher ratio in the case of physical education in the schools.
3. There is only one post of physical education teacher in each secondary schools.
4. In the schools of Kerala the majority of physical education teachers are male but in government schools female physical

education teachers are comparatively more than that of private schools.

5. The majority of physical education teachers in the state possess only certificate course qualification in physical education.
6. Very few teachers have additional qualifications in physical education and graduation and post graduation other than physical education.
7. Inservice course programme for physical education teacher's in the state has not proved effective.
8. Physical education teachers working in the secondary schools are not in the main stream of the high school education system, either in pay scale or in qualification.
9. In higher secondary section, physical education teacher post is not yet created.
10. Ten per cent private and government schools are working without play area of their own.
11. The main play area of fifty per cent private and government schools are located out side the school compound, within 500 metres or 1 kilometres.

12. Size of the main play field of the majority schools in the state is just below 0.5 acres.
13. Majority of schools are working without standard minimum play area recommended for a secondary school.
14. Private schools have more play fields compared to that of government schools.
15. The majority of schools do not have sufficient area to mark even 200 meter athletic track.
16. Fifty per cent of the private and government schools have facility to play football and cricket.
17. Separate courts facilities for various games is very poor in the schools.
18. Private schools have more number of separate courts compared to that of government schools.
19. Footballs, volleyballs and badminton rackets are available in most of the schools but in less number.
20. Various other games equipment are not available in majority of the schools.

21. Private schools have more variety of games equipment compared to that of government schools.
22. Physical infrastructure facilities are poor in majority of the private and government schools.
23. Private schools have more infrastructure facilities compared to that of government schools.
24. There is a dearth of periodicals and books related to physical education in most of the schools.
25. Physical education store and records are not properly managed by the physical education teachers.
26. Special fee collection from the students is the main source of income for physical education in the schools.
27. Government of Kerala does not provide financial aid to the schools to improve the infrastructure facilities.
28. Fifty percent of schools do not have budgeting for physical education.
29. Physical education activities in the schools are fixed according to the interest of physical education teachers.

30. The activities of physical education in schools are not uniform in the absence of a uniform syllabus.
31. Major share of the sport fund used by schools are for conducting the annual athletic meet and for participating teams in the various competitions.
32. Majority of the physical education teachers are of the opinion that sports fund available in school is inadequate.
33. Some private schools and few government schools are conducting special coaching for better results.
34. Majority of the schools participate in the educational district athletic meet but for name sake.
35. School level coaching camps are organised after the regular class time.
36. The majority of schools do not provide refreshment to the participants in the school coaching camps.
37. Very few schools are affiliated to various district sports associations.

38. Majority of the private schools organise intramurals in few games but the government school are far behind in this.
39. Almost all schools conduct annual athletic meet regularly.
40. Majority of the schools provide certificates to the winners in the annual meet. Very few schools present cash awards, medals and mementos.
41. An average 300 students participate in the annual athletic meet in the schools.
42. Whole school group mass P.T. is a very rare activity in the majority of schools.
43. Majority of the physical education teachers do not organise various general and specific physical activities except mass PT, marching and minor games.
44. One or two periods are allotted to a division of 8<sup>th</sup>, 9<sup>th</sup>, Plus one and plus two in a week, without any syllabus.
45. Tenth standard students are exempted from physical education periods due to over academic burden.

46. In the absence of a syllabus or guideline physical education teachers utilise the allotted periods at their discretion.
47. Majority of physical education teachers are of the opinion that grading all students with the existing staff strength will not be successful.
48. There is no grading for higher secondary students.
49. Very few percentage of the total student strength in the schools take interest in participating sports and games.
50. There is no system of assessment or evaluation of activities and facilities of physical education in the schools by the school and higher authorities.
51. Large majority of the physical education teachers in the state stand for a complete restructuring of the existing system.
52. Almost all physical education teachers agree with the following suggestions:
  - a) physical education should be brought into the school curriculum as academic subject.

- b) Participation in physical education activities should be made compulsory for all students.
- c) Physical fitness development programme should be implemented for all students.
- d) For sporting talents, talent identification screening test should be implemented for all students.
- e) physical education teachers should have opportunity to attend periodical inservice courses.
- f) Sufficient number of physical education teachers may be appointed in secondary and higher secondary sections, for better quality.
- g) physical education teachers should be provided with guideline for activities.

### **Discussion of Findings**

The present study about the facilities and activities of physical education in the secondary and higher secondary schools in the state of Kerala reveals the true picture of draw backs and inadequacies in the existing system.

Schools are running without sufficient number of staff for physical education. Majority of the physical education teachers have lower qualification in physical education. Physical education teachers are not periodically instructed on the modern trends in physical education.

Schools are running without sufficient play fields, courts and equipment facilities planning and management of physical education wing in the schools is very poor. Sports fund available in schools is scarce.

Physical education activities in the schools are not uniform. Physical education teachers work on their interest and discretion. The present activities are competition oriented. Very few schools are giving serious coaching and practice for making good results.

General physical activities are not organised in majority of the schools. Students have rare opportunity to develop the physical fitness. Focus of education is only on academics. Physical education is neglected by the school and government authorities. Almost all physical education teachers stand for a complete resting of the existing system.

**A STUDY ON FACILITIES AND ACTIVITIES  
OF PHYSICAL EDUCATION IN THE SECONDARY  
AND HIGHER SECONDARY SCHOOLS OF KERALA STATE**

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**CHAPTER V**

**SUMMARY, CONCLUSIONS  
AND RECOMMENDATIONS**

## **Chapter V**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **SUMMARY**

Physical education as a branch of knowledge aims at building up of physically, mentally, socially and emotionally fit individual through the medium of physical activities, which are selected with a view to realising these outcomes.

The primary objective of physical education is to help each individual to achieve physical fitness, mental balance, social adjustments, emotional stability, moral and spiritual understanding and cultural development for which he is capable of.

The physical objectives of physical education are health and fitness development, ability to perform skills in various sports and games and development of neuro-muscular co-ordination.

Mental objective is the creation of a sound mind in a sound body. The social objectives are development of leadership qualities, ability to organise, co-operate and follow, self confidence, and sense of belonging, appreciation of others' skills and performance, respect of the right of others and good sportsmanship. Emotional objectives

are the development of the qualities like self control, fairness, perseverance and the readiness to take up activities of challenging nature.

The success of the physical education programme depends on a well planned curriculum, adequate facilities efficient management and effective evaluation process.

The purpose of the present study was to assess the existing facilities and activities of physical education in the secondary and higher secondary schools of Kerala state. The study also aimed at gathering information about the physical education personnel in schools and their opinion and suggestions regarding the present conditions.

The study was conducted by administering a questionnaire consists of 74 questions. For the convenience of the respondents questionnaire was prepared in regional language—Malayalam. Both Malayalam and English versions were given to some physical education teachers working in the schools and tested for validity. A trial run was done among 10 physical education teachers. Necessary corrections were in few questions which are found vague. Finally after consultation with experts and supervising teacher Malayalam version was finalised for administration. The questionnaire along

with a covering letter from the supervising teachers, a request letter from the investigator, a self addressed stamped envelope, were mailed to 500 physical education teachers each of private and government secondary and higher secondary schools (total 1000). The addresses of the schools were collected from the directory of schools in the state of Kerala published by Directorate of Public Instruction, Government of Kerala, Thiruvananthapuram.

In the initial stage only 403 filled in questionnaire were returned by the teachers. After a reminder to the rest another 204 more were returned. Finally 300 from private schools and 300 from government schools were considered for analysis. The scores were recorded in a well designed score sheet. The relevant information were analysed by percentage and average.

### **FINDINGS OF THE QUESTIONNAIRE**

The majority of private and government schools in the state are attached to the upper primary section. The student strength in most of the schools is above thousand (average strength in private schools 1490 and government schools 1264). The majority of the physical education teachers in private schools are male. However in government schools male teachers have only slight majority over

female teachers. At present there is only one post of physical education teachers in each high school.

A large proportion of the physical education teachers working in the secondary schools possess only a certificate course qualification (In Private schools CPED holders 79.78% and government schools 76.07%). Therefore the physical education teachers are paid only in the scale of pay of upper primary teachers. Very few physical education teachers possess additional qualifications in physical education or degree and post-graduation in subjects other than physical education.

A vast majority of the physical education teachers have not undergone any refresher course through out their service (Private school teachers not undergone inservice course 66.2% and government schools teachers 69.33%). There is no post of physical education teacher in the higher secondary schools. The existing physical education teachers with lower qualifications handle the physical education classes for the students of secondary and higher secondary sections.

The majority of the schools are running without sufficient play area. Play area of 36.33% of the private schools and 35.33% of the government schools are just below ½ acre. Only 2.33% private and

12% government schools have play area of more than 3 acres size. Separate court facilities for various games are quite insufficient in majority of schools. Private schools have more number of separate courts for various games than that of government schools.

Athletic equipment are available in most of the schools but only in limited number. Games equipment such as football, volleyball and badminton rackets are available in majority of schools, but not in required number. Remaining games equipment are available only in very few schools.

Physical infrastructure facilities except storeroom are very poor in majority of the schools. Majority of the private schools provide store room for physical education.

Private schools have more infrastructure facilities than that of the government schools. Records and registers in the department of physical education are poorly managed by the physical education teachers in majority of the schools.

Major source of income for physical education wing in the school is special fee collected from the students. But it is quite insufficient. So far various Governmental agencies have not funded the majority of schools for improving the infrastructural facilities. At

present the physical education activities are fixed according to the interest of physical education teachers. The available sports fund is mainly used for organising school sports, participating in various competition and nominal purchase of sports equipment. Physical education teachers are of the opinion that sports fund is quite inadequate.

The majority of schools participate in the educational district level athletic meet but without sufficient training. Therefore medal tally favours a very few number of schools. It is a shocking result that 86.66% of the government schools and 51.66% of private schools were not won even a third place in the educational district athletic meet 2003-2004. A slight majority of the schools have one or two teams in all the three age categories and in both boys and girls sections. There are many schools even without a single team. Private schools without team is 26% and government schools is 46%. This result shows the inactiveness of the physical education wing in the schools.

A few schools organise special coaching to the students to win medals in the state athletic meet.

The majority of the government schools do not conduct intramurals. Almost all schools organise school annual athletic meet

regularly. Majority of the schools provide certificate to the winners in the sport meet. Very few schools provide cash prize, medals, memento and trophies.

Majority of the physical education teachers claim that they organise Mass PT, marching and minor games. Majority of schools do not have equipment for organising mass drills. Most of the specific physical education activities are unknown to the students. A few physical education teachers claim that they organise fitness test, talent identification, health education class, first aid awareness and yoga.

Most of the physical education teachers are in charge of school general assembly and of discipline (84.66% private schools and 84% government schools). In the absence of a syllabus the physical education activities in the schools are not uniform. Therefore the physical education teacher utilise the allotted periods at their choice.

1 or 2 periods are allotted to 8<sup>th</sup>, 9<sup>th</sup>, plus 1 and plus 2 divisions in a week. Most of the schools have exempted the 10<sup>th</sup> standard students from physical education activities because of the because of the burden of final examination (82% private schools and

88% government schools are not given periods to X<sup>th</sup> standard students).

Almost all physical education teachers are of the opinion that the newly introduced grading system of students in physical education with the existing number of teachers will not be effective. Physical education teachers are not provided any guidelines or criteria of grading.

At present a very few percentage of students are taking part in the sports and games activities. The major reasons pointed out by the physical education teachers for the poor participation are lack of motivation, academic burden and lack of time, etc.

The physical education teachers feel disillusioned for the society, school and government authorities turn a deaf ear to their grievances. Physical education teachers feel constrained due to the inadequate facilities and shortage of fund to work with satisfaction.

There is no proper evaluation or assessment of the facilities and activities of physical education activities neither in the school level nor in the government level.

Almost all physical education teachers stand for the restructuring of the existing system and bring it into the school curriculum as an academic subject.

## **CONCLUSIONS**

On the basis of the result of the study the following conclusions are made.

- a. The facilities available for physical education in the secondary and higher secondary schools of Kerala are inadequate to run a sound programme.
- b. Due to the absence of a curriculum the existing activities of physical education in the schools are not uniform and systematic and also not based on the objectives of physical education.

The remaining inferences are as follows:

1. There is no syllabus or prescribed programme for physical education in the schools of Kerala.
2. There is only one physical education teacher in most of the schools to attend a large student population.

3. Most of the physical education teachers working in the secondary and even higher secondary schools possess only a certificate qualification (CPEd).
4. Physical education teachers are not in the main stream of secondary and higher secondary system in respect of pay scale and qualification.
5. There is no post of physical education teachers in higher secondary section.
6. Most of the schools are running without sufficient play area.
7. Sports equipment are not available in majority of schools.
8. Physical infrastructure facilities in the schools are very poor.
9. Swimming pools are not available in any of the schools.
10. Government schools are lacking sports infrastructural facilities than that of private schools.
11. Sports fund available in the school is quite insufficient.
12. Physical education activities are fixed according to the discretion or interest of the physical education teachers and local need, in the absence of a defined syllabus.

13. The present physical education activities in the schools are mainly competition oriented.
14. At present no physical education activities which are aimed at the development of wholesome personality of the students are organised in most of the schools.
15. Kerala's excellence in national level sports is the result of efforts of some private schools, very few government schools and mainly the sports schools/sports divisions. Most of the schools have no part in this achievement.
16. Participation of the majority of school teams in the educational district level competitions are without sufficient practice and coaching. Hence this participation become name sake.
17. At present very few percentage of students, are taking part in the sports and games activities in the schools.
18. Except annual athletic meet, intramurals are not organised in most of the schools.
19. Annual sports meet is the only regular activity of physical education wing in the most of the schools.

20. Students get poor incentives and motivation for taking part in physical education activities.
21. At present physical education is not a daily activity of students, it is limited to one or two periods in a week.
22. Majority of students are unaware of health and fitness development.
23. There is no physical education activities for 10<sup>th</sup> standard students in most of the schools.
24. The existing physical education periods are not properly utilised by the physical education teachers due to the absence of syllabus.
25. Newly introduced grading system in physical education is implemented without criteria or guidelines and also without sufficient orientation to the physical education teachers.
26. The physical education activities in the schools are not evaluated by the school or higher authorities.
27. Most of physical education teachers do not have job satisfaction due to the neglect of the school and government authorities towards physical education.

28. Almost all physical education teachers stand for restructuring of the existing system.

## **RECOMMENDATIONS**

Based on the result of the study the following recommendations are made.

1. Sufficient number of physical education teachers may be appointed in the secondary schools according to the student strength.
2. The qualification for physical education teachers in secondary schools and higher secondary schools may be fixed according to the standards.
3. Physical education teachers may be appointed in higher secondary section with immediate effect.
4. Each school should have a standard athletic track facility and separate court facilities for minimum various other games.
5. Each school should have the stock of sufficient number of sports equipment.
6. Each school should have facilities to conduct indoor activities.

7. The existing competition oriented activities should be continued with sufficient coaching and preparation to get maximum performance in the school level competitions.
8. School time table should be modified so as to make each student to take part in physical education activities daily.
9. Grading system should be made more effective with proper guideline and criteria.
10. Physical education should be brought in to the school curriculum as an academic subject, focussing on health and fitness which is the basic necessity for modern life.
11. Physical education practical should be made compulsory for all students.
12. Physical fitness development programme should be implemented for all students.
13. Talent identification test should be conducted for all students to sort out the talented students.
14. Physical education teachers should have an opportunity to attend periodical inservice courses.

15. Government may provide financial aid to each school every year for organising activities and improving facilities.
16. An agency may be set up at government level to assess and evaluate the facilities and programme in physical education in the schools.
17. Similar study may be conducted at different levels.
18. Similar studies may be conducted at the schools in the elementary and upper primary levels in the state of Kerala.

**A STUDY ON FACILITIES AND ACTIVITIES  
OF PHYSICAL EDUCATION IN THE SECONDARY  
AND HIGHER SECONDARY SCHOOLS OF KERALA STATE**

**MUHAMMED ALI PALLIYALI**

M.P.Ed., N.I.S. Diploma

*Thesis*  
*submitted to the University of Calicut*  
*for the award of the Degree of*  
**DOCTOR OF PHILOSOPHY**  
**IN**  
**PHYSICAL EDUCATION**

**DEPARTMENT OF EDUCATION  
UNIVERSITY OF CALICUT**

**2004**

# APPENDICES

## Appendix - I

From

Dr. P.T. Joseph  
Research Guide  
Dept. of Physical Education  
University of Calicut

To

All Physical Education Teachers  
High Schools and Higher Secondary Schools  
Kerala State

Sir,

Sub: Ph.D. Thesis work of Sri. Muhammed Ali Palliyali  
Request for co-operation in administering the questionnaire – reg

I am glad to inform you that Sri. Muhammed Ali Palliyali, Lecturer in Physical Education, MEASS College, Areacode, Malappuram district, is currently doing Ph.D. in Physical Education in the Department of Education, University of Calicut under my supervision on the topic titled: "A STUDY ON FACILITIES AND ACTIVITIES OF PHYSICAL EDUCATION IN THE SECONDARY AND HIGHER SECONDARY SCHOOLS OF KERALA STATE".

Hence I request you to kindly co-operate with him to collect the data and complete the study successfully.

Thanking you,

Yours faithfully,  
(Sd)  
**Dr. P.T. Joseph**  
Research Guide

**Appendix II**  
**QUESTIONNAIRE**

**For the Physical Education Teachers of Secondary and Higher Secondary Schools  
of Kerala**

**Topic for Research:** A Study on facilities and activities of Physical Education in the Secondary and Higher Secondary Schools of Kerala State

Note: Please examine the questions carefully before marking.

The information collected through the questionnaire will be used for the study purpose only

**GENERAL INFORMATIONS**

Name of the School : ..... year  
of establishment..... place: ..... educational district  
.....revenue district.....

1. Location of the school (please  $\sqrt{\quad}$ ) : Urban/Rural
2. Type of Manafement : Govt./Aided/Unaided
3. Medium of Instruction : Malayalam/English
4. Structure of the School : Boys/Girls/Mixed

If Upper Primary section is attached specify the number of students : Boys.....Girls.....Total.....

5. Number of students in Highschool : Boys..... Girls..... Total.....
6. Number of students in Higher Secondary : Boys..... Girls..... Total.....
7. Number of Physical Education Teachers in the School :UP..... High School..... HSS.....

**8. Details of Physical Education Personals :**

No.	Name of the Teacher	Age	Sex		Professional Qualifications				Additional Qualifications	No. of In service Courses attend
			M	F	CPE D	BPED/ BPE	MPED/ MPE	1 Year NIS		

25

9. Are you getting the pay scale of High School Teacher : Yes/No

10. Do you have the charge of Higher Secondary section : Yes/No

11. Specify the ownership of the main play field area using by the school :

*Own property of the School / Public Place(Panchayat, Municipal, Corporation) / Private Property*

12. Specify the location of the Play area : (√)

*With in the premises / within 500 mtr. / with in 1 Km.*

13. Specify the area using for Physical Education and Sports : (√)

*Below 1/2 acre / 1/2 to 1 1/2 acre / 1 1/2 to 3 acre / above 3 acre*

14. Mention the track facility available in the school : (√)

*400 / 200 / No facility*

15. Details of other seperate courts and feels available in the school for various games :

Court	No.	Court	No.	Court	No.
Volleyball		Badminton		Any other	
Basketball		Tennis			
Handball		Kho-kho			
Kabbadi		Seperate Football field			
Ball badminton		Seperate Hockey field			

16. Is there permanent gallery for the play field : (√) : Yes / No

**17. Details of the Stock of the sports equipments in the school**

**Athletics Equipments**

<b>Equipment</b>	<b>No</b>	<b>Equipment</b>	<b>No</b>
Shot		Vaultingpole	
Disc		Polevault box	
Javaline		Starting block	
Hammer		Relay batton	
Hurdles		Victory stand	
High jump upright		Stop watch	
Foam fit		Cross bar	
Measuring tap			

**Games Equipments**

<b>Equipment</b> ↓	<b>No.</b>	<b>Equipment</b> ↓	<b>No.</b>	<b>Equipment</b> ↓	<b>No.</b>
Football		Batting pad (pair)		Rings	
Volleyball		Net practice net		Wands	
Basketball		Cricket mat		wooden clubs	
Handball		Kho-kho post		Lazium	
Tennis racket		weight set (No.)		Tug of war rope	
Badminton racket		Medicine ball		Gymnastics mat	
Ball badminton racket		Chess board		Parallel bar	
T.T. Racket		Jersey set		Roman ring	
T.T. Board		Hockey stick		Pammal horse	
Cricket Bat		Caroms board		Vaulting horse	
Batting glove (pair)		weighing machine		Horizontal bar	
Keeping glove (pair)		Skipping rope		Un even bar	
Stump		Indian club		Multy gym	

**PHYSICAL INFRASTRUCTURE FACILITIES AVAILABLE IN THE SCHOOL (√)**

- 18. Seperate store room : having / not having
- 19. Dressing room for sports students : having / not having
- 20. Recreation hall : having / not having
- 21. Swimming pool : having / not having
- 22. Health centre : having / not having
- 23. First aid kit : having / not having
- 24. Public addressing sytem : having / not having
- 25. Indore stadium : having / not having
- 26. Compound wall for play field : having / not having
- 27. T.V. Video facility available for sports : having / not having
- 28. Number of sports magazines available in the School reading room : No. ....
- 29. No. of books on sports in the school library : No. ....
- 30. Mention the records keeping in the Department of Physical Education (√)

*Stock register*

*Issue register*

*Auction register*

**Budget and Planning**

31. Mention the sports fee collected from the students

*UP : Special Fee: Rs ..... Athletic fee to the state : Rs. ....*

*High School : Special Fee : Rs ..... Athletic fee to the state : Rs. ....*

*Higher Secondary : Special Fee : Rs ..... Athletic fee to the state : Rs. ....*

32. Mention the amount received for sports and games for the year 2003 - 2004.

Source	Range (√)			
	Below Rs. 2000	2000 - 5000	5000 - 10000	10000 above
Total sports fee				
PTA aid				
Management aid				
Sponsor/Donor				
Govt. aid				
Other				

33. Mention the amount received up to 2003 - 2004, from the following Govt. agencies for the development of sports infrastructure in the school.

Source	Range (✓)			
	Below Rs. 25000	25000 - 50000	50000 - 100000	100000 above
MLA Fund				
MP Fund				
Panchayat/Municipal/ Corporation Fund				
Block Fund				
District Panchayat Fund				
Sports Council grant				
Other				

34. Is there a budget committee exists in the school for physical education ? (✓): having / not having

35. Is the Physical Education teacher member of the budget committee: : Yes / No

36. Is there an advisory committee for Physical Education activities in the school : having / not having

37. Details of budget allocation for Physical Education activities the year 2003 - 2004

Item	Range (✓)			
	Below Rs. 1000	1000 - 1500	1500 - 2000	2000 above
Sports purchase				
Annual sports meet expense				
Team participation expense				
Construction of playfield				
Maintanance of playfield				
Scholarship to players				

38. Is the sports fund sufficient for the activities (✓) : Sufficient / Not sufficient

## PHYSICAL EDUCATION ACTIVITIES & ACHIEVEMENTS

39. Mention the number of students participated in the educational district athletic meet this year

Boys (No.)			Girls (No.)		
Senior (Under 19)	Junior (Under 17)	Sub Junior (Under 14)	Senior (Under 19)	Junior (Under 17)	Sub Junior (Under 14)
<b>Total</b>					

### Achievements of School team

40. Number of places won by the school athletes in various school level athletic meets.

Education District	No.	Revenue Dist.	No.	State	No.	National	No.
First Place		First Place		First Place		First Place	
Second Place		Second Place		Second Place		Second Place	
Third Place		Third Place		Third Place		Third Place	

**Mention the details about overall achievements if any:**

.....

.....

41. Name the teams participated in the educational district games championships 2003 - 2004.

Name of the team	(✓) Boys		(✓) Girls	
	Senior (Under 19)	Junior (Under 17)	Senior (Under 19)	Junior (Under 17)

**Achievements of the school teams in educational district games competition 2003 - 2004.**

No.	Name of the team	(✓)	
		Winner	Runners up

42. Mention the achievements of the school teams in the open championships, if any.

eg:- Association championships, mini games, etc.

1. ....

2. ....

3. ....

4. ....

43. Indicate the person give coaching to the school teams. (✓)

*Physical education teacher only / SAI Coaches / Sports council coaches*

44. Do you utilize the service of the following coaches. (✓)

*Retd. Physical education teachers / Former sportsmen / Private coaches*

45. Do you give refreshment to the players during school coaching camps (✓) : Yes / No

46. Mention the timing of coaching the school teams (✓)

*Class time / Before and after class / On holidays*

47. Mention the school teams having affiliation with district sports association.

1 ..... 2 ..... 3 ..... 4 ..... 5 .....

48. Mention the number of students received selection in to various teams (Including Athletics)

*Educational district team ..... Revenue district team ..... State team .....*

Mention the number of students received selection in to the association level teams.

*District sub-junior team ..... Junior team ..... State sub-junior team ..... State junior team .....*

49. Do you conduct interclass interhouse competitions regularly (√) : Yes / No

50. Do you conduct annual sports meet every year (√) : Yes / No

51. Number of students participated in the athletic meet 2003 - 2004.

Boys ..... Girls ..... Total .....

52. Is the attendance of the student compulsory on annual sports day (√) : Yes / No

53. Mention the incentives giving to the winners of sports day (√)

Cash prize / Certificate / Memento / Trophy

54. Do you conduct events for teachers on annual sports day (√) : Yes / No

55. Is there whole school group mass PT programme conducting in the school (√) : Yes / No

If conducting, specify: Weekly 1 / Monthly 1 / Yearly 1

56. Which of the following activities are done in your school regularly (√ in the box)

Physical Fitness Test for all student  sports for handicapped

Postural Deformity test  Yoga

First aid classes  Health Education Class

Class mass PT  Minor games

Marching  Video show of sports items

Talent identification test for all students  Sports quiz

57. Is the Physical Education teacher have the charge of school assembly and discipline (√):

having / not having

58. Mention the allotment of Physical Education periods in the school time table for a division in a week.

Class	No. of periods in a week (√)			
	1	2	3	4
8 <sup>th</sup> Standard				
9 <sup>th</sup> Standard				
10 <sup>th</sup> Standard				
+1 Division				
+2 Division				

59. Which of the following activities you are doing in the allotted Physical Education periods, number them in the blanks at your preference 1, 2, 3, 4.

- ( ) *Allowing the students to play according to their interest*
- ( ) *Class mass PT and General activities*
- ( ) *Organised practice of sports and games under the supervision of Physical Education teacher*
- ( ) *Classroom teaching*

60. Do you have a prescribed syllabus for Physical Education : having / not having  
 If no, are you handling theory classes on Physical Education at own your interest : Yes / No

61. Mention the present criteria of grading the students according to SSA programme.

.....

.....

.....

.....

62. Can you grade the students successfully : Yes / No

63. How many Physical Education teachers are needed more in your school according to the present student strength and activities : .....

64. Do you engage the off hours of other subjects : Yes / No

65. Mention the percentage of participation by the student in sports and physical education activities. (√)

*Below 5% / 5% to 10% / 10% to 25% / 25% to 50% / Above 50%*

66. Number the reasons in the blanks, for poor participation by the students in the sports activities, according to your preference 1, 2, 3, 4

( ) *Students feel that participation may affect their studies* ( ) *Lack of time for practice*

( ) *Students does not feel the necessity of participation* ( ) *Discouraging by other teachers*

( ) ..... ( ) .....

67. Mention the attitude of the other teachers towards Physical Education

: Not satisfactory / Satisfactory / Very satisfactory

68. Mention the attitude of the Headmaster towards Physical Education

: Not satisfactory / Satisfactory / Very satisfactory

69. Mention the attitude of the parents towards Physical Education

: Not satisfactory / Satisfactory / Very satisfactory

70. Are you satisfied with the present job : Yes / No

*If No please indicate the reasons*

a).....

b).....

c).....

d).....

71. Do you submit annual report of Physical Education activities every year to the head of the Institution: Yes / No

72. Is your activities are evaluating by the school authorities : Yes / No

73. Is there periodical inspection by the higher authorities to asses the facilities and activities in your school : Yes / No

74. Are you agree with the restructuring of the existing system of Physical Education in the schools of Kerala : Agree / Not agree

*Tick in the colums of the following suggestions, if you are agree with that*

1. *Physical Education should be brought to the school curriculum as a compulsory teaching and examination subject*

2. *Minimum participation in Physical Education practicals should be made compulsory to all students.*

5H

3. *Physical Fitness development programme should be implemented for all students.*
4. *For spotting talents, all students in the school should undergo tallent identification screening test.*
5. *Physical Education teachers should be provision for attending periodical inservice courses.*
6. *More number of Physical Education teachers should be appointed over and above the existing strength for better quality.*
7. *Physical Education teacher should be provided guideline for uniformity in the activities.*

Please mention about any other activities in your school other than the activities mentioned in the quetionnaire.

.....

.....

.....

.....

.....

.....

Name of Physical Education Teacher :

Signature :

**Thank You for your co-operation**

**Muhammed Ali. P (Signed)**

### Appendix III

## കേരളത്തിലെ സെക്കൻഡറി ഹയർ സെക്കൻഡറി സ്കൂളുകളിലെ കായിക അധ്യാപകർക്കുള്ള ചോദ്യാവലി

ഗവേഷണ വിഷയം : കേരളത്തിലെ സെക്കൻഡറി ഹയർ സെക്കൻഡറി സ്കൂളുകളിലെ കായിക സൗകര്യങ്ങളും പ്രവർത്തനങ്ങളും ഒരു പഠനം

കുറിപ്പ് : ■ ഈ ചോദ്യാവലിയിൽ നിന്നും ലഭിക്കുന്ന വിവരങ്ങൾ ഒരിക്കലും പ്രസിദ്ധപ്പെടുത്തുന്നതല്ലായെന്നും ഗവേഷണത്തിനു മാത്രം ഉപയോഗിച്ച് സ്വകാര്യമായി സൂക്ഷിക്കുന്നതാണെന്നും ഉറപ്പുനൽകുന്നു

■ ദയവായി ചോദ്യങ്ങൾ ശ്രദ്ധയോടെ വായിച്ച് വിവരങ്ങൾ നൽകുവാൻ അപേക്ഷ.

### പൊതുവിവരങ്ങൾ

സ്കൂളിന്റെ പേര് : .....തുടങ്ങിയ വർഷം.....

സ്ഥലം : ..... വിദ്യാഭ്യാസ ജില്ല : .....ജില്ല.....

1. സ്കൂൾ നിൽക്കുന്ന പ്രദേശം (✓ ചെയ്യുക) : പട്ടണം / ഗ്രാമം
2. ഏതുതരത്തിൽ പെടുന്നു : ഗവൺമെന്റ് / എയ്ഡഡ് / അൺ എയ്ഡഡ്
3. ഏത് മീഡിയം : മലയാളം / ഇംഗ്ലീഷ്
4. ഏതു ഗണത്തിൽ പെടുന്നു : ബോയ്സ് സ്കൂൾ / ഗേൾസ് സ്കൂൾ / മിക്സഡ് സ്കൂൾ  
 യു.പി. വിഭാഗം ഉണ്ടെങ്കിൽ കുട്ടികളുടെ എണ്ണം: ബോയ്സ് ..... ഗേൾസ് ..... ആകെ.....
5. ഹൈസ്കൂൾ വിഭാഗത്തിലെ കുട്ടികളുടെ എണ്ണം: ബോയ്സ് ..... ഗേൾസ് ..... ആകെ.....
6. പ്ലസ് 1, പ്ലസ് 2 വിഭാഗത്തിലെ കുട്ടികളുടെ എണ്ണം: ബോയ്സ് ..... ഗേൾസ് ..... ആകെ.....
7. സ്കൂളിലെ കായിക അധ്യാപകരുടെ എണ്ണം: യു.പിയിൽ.....ഹൈസ്കൂളിൽ .....  
 ഹയർ സെക്കൻഡറിയിൽ.....

### 8. കായിക അധ്യാപകരെക്കുറിച്ചുള്ള വിവരങ്ങൾ

No	കായികാധ്യാപകരുടെ പേര്	വയസ്സ് (എഴുതുക)	സെക്സ്		(✓) പ്രാഥമിക വിദ്യാഭ്യാസ യോഗ്യതകൾ				മറ്റ് യോഗ്യതകൾ Additional Qualifications	പങ്കെടുത്ത ഇൻ സർവ്വീസ് കോഴ്സുകളുടെ എണ്ണം
			M (✓)	F	CPEd	BPEd/ BPE	MPed/ MPE	1 year NIS		

9. കായികാദ്ധ്യപകർ എന്ന നിലയിൽ നിങ്ങൾക്ക് HSA ശമ്പളം ലഭിക്കുന്നുണ്ടോ ? (✓) ഉണ്ട് / ഇല്ല

10. ഹയർ സെക്കൻഡറിയിൽ കായിക അദ്ധ്യപകൻ ഇല്ലെങ്കിൽ ആ ചർച്ചതങ്ങൾ വഹിക്കുന്നുണ്ടോ ? ഉണ്ട്/ഇല്ല

11. കായിക പ്രവർത്തനങ്ങൾക്ക് ഉപയോഗിക്കുന്ന പ്രധാന മൈതാനത്തിന്റെ ഉടമസ്ഥത (✓) :

സ്കൂളിന്റെ സ്വന്തം / പഞ്ചായത്ത്-മുനിസിപ്പൽ-കോർപ്പറേഷൻ സ്ഥലം / സ്വകാര്യസ്ഥലം

12. പ്രധാന മൈതാനത്തിന്റെ സ്ഥാനം : സ്കൂൾ കോമ്പൗണ്ടിനുള്ളിൽ / തൊട്ടടുത്ത് / .....കി.മീ ഉള്ളിൽ

13. കായിക പ്രവർത്തനങ്ങൾക്ക് ഉപയോഗിക്കുന്ന മൊത്തം സ്ഥലം : (✓)

1/2 ഏക്കറിൽ താഴെ/ 1/2 മുതൽ ഒരു ഏക്കർ വരെ/ 1 മുതൽ 3 വരെ/ 3 ന് മുകളിൽ

14. സ്കൂളിൽ അത്ലറ്റിക് മീറ്റ് നടത്തുവാനുള്ള ട്രാക്ക് സൗകര്യം : (✓)

400 മീ. / 200 മീ. / ട്രാക്കിടാനുള്ള സൗകര്യം ഇല്ല.

(ട്രാക്കിനുള്ളിൽ ഫുട്ബോൾ, ക്രിക്കറ്റ്, ഹോക്കി എന്നിവ കളിക്കാറുണ്ടോ) (✓) : ഉണ്ട് / ഇല്ല

15. സ്കൂളിൽ ഉള്ള പ്രത്യേകം തയ്യാറാക്കിയ മറ്റ് സ്ഥിരം കോർട്ടുകളുടേയും ഫീൽഡുകളുടേയും ഗ്രൗണ്ടുകൾ ഉടേയും വിവരം. (എണ്ണം എഴുതുക)

കോർട്ട് ↓	എണ്ണം	കോർട്ട് ↓	എണ്ണം	കോർട്ട്	എണ്ണം
വോളി ബോൾ		ബാഡ്മിന്റൺ		മറ്റുള്ളവ	
ബാസ്കറ്റ് ബോൾ		ടെന്നീസ്			
ഹാൻഡ് ബോൾ		ഖൊ-ഖൊ			
കബഡി		(പ്രത്യേകം) ഫുട്ബോൾ ഫീൽഡ്			
ബോൾ ബാഡ്മിന്റൺ		(പ്രത്യേകം) ഹോക്കി ഫീൽഡ്			

16. പ്രധാന സ്റ്റേഡിയത്തിന് സ്ഥിരം ഗാലറി ഉണ്ടോ ? (✓) : ഉണ്ട് / ഇല്ല

17. ഇപ്പോൾ സ്റ്റോക്കിലുള്ള ഉപയോഗിക്കാവുന്ന കുളിഉപകരണങ്ങളുടെ വിവരം (എണ്ണം എഴുതുക)  
അതല്ലെങ്കിൽ ഉപകരണങ്ങൾ

ഉപകരണം	↓	എണ്ണം	↓	ഉപകരണം	↓	എണ്ണം
ഷോട്ട്				വാൾട്ടിംഗ് പോൾ		
ഡിസ്ക്				പോൾ വാൾട്ട് ബോക്സ്		
ജാവലിൻ				സ്റ്റാർട്ടിംഗ് ബ്ലോക്ക്		
ഹാമർ				റിലെ ബാറ്റൺ		
ഹർഡിൽസ്റ്റ്				വിക്റ്ററി സ്റ്റാന്റ്		
ഹൈജമ്പ് സ്റ്റാൻഡ്				സ്റ്റോപ്പ് വാച്ച്		
ഫോം പിറ്റ്						
ക്രോസ് ബാർ						
മെഷറിംഗ് ട്രേപ്പ്						

ഗെയിംസ് ഉപകരണങ്ങൾ

ഉപകരണം	എണ്ണം	ഉപകരണം	എണ്ണം	ഉപകരണം	എണ്ണം
ഫുട്ബോൾ		ബാറ്റിംഗ് പാഡ് (ജോഡി)		റിംഗ്സ്	
വോളിബോൾ		നെറ്റ് പ്രാക്റ്റീസ് നെറ്റ്		വാൺസ്	
ബാസ്ക്കറ്റ്ബോൾ		ക്രിക്കറ്റ് മാറ്റ്		വുഡൺക്ലബ്ബ്സ്	
ഹാൻഡ്ബോൾ		ഖൊ ഖൊ പോസ്റ്റ്		ലേസിംഗ്	
ടെന്നീസ് റാക്കറ്റ്		വെയ്റ്റ് ട്രെയിനിംഗ് സെറ്റ് (No)		കമ്പവലി വടം	
ബാഡ്മിന്റൻ റാക്കറ്റ്		മെഡിസിൻ ബോൾ		ജിംനാസ്റ്റിക്സ് മാറ്റ്	
ബോൾബാഡ്മിന്റൻ റാക്കറ്റ്		ചെസ്സ് ബോർഡ്		പാരലൽ ബാർ	
ടി.ടി. റാക്കറ്റ്		ജഴ്സി സെറ്റ്		റോമൻ റിംഗ്	
ടി.ടി. ബോർഡ്		ഹോക്കിസ്റ്റിക്ക്		പമൽ ഹോഴ്സ്	
ക്രിക്കറ്റ്ബാറ്റ്		കാരംബോഡ്		വാൾട്ടിംഗ് ഹോഴ്സ്	
ബാറ്റിംഗ് ഗ്ലൗസ് (ജോഡി)		വെയിങ് മെഷീൻ		ഹോറിസോണ്ടൽ ബാർ	
കീപ്പിംഗ് ഗ്ലൗസ് (ജോഡി)		സ്ക്കിപ്പിംഗ് റോപ്പ്		അൺ ഈവൺ ബാർ	
സ്റ്റമ്പ്		ഇന്ത്യൻ ക്ലബ്ബ്		മൾട്ടി ജിം	

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**സ്കൂളിൽ താഴെ പറയുന്ന ഏതെല്ലാം ഉണ്ട് ? (√)**

- 18. കായിക വിഭാഗത്തിന് പ്രത്യേകം സ്റ്റോർ റൂം ഉണ്ട് / ഇല്ല
- 19. കായിക താരങ്ങൾക്ക് ഡ്രസ്സിംഗ് റൂം ഉണ്ട് / ഇല്ല
- 20. റിക്രിയേഷൻ ഹാൾ ഉണ്ട് / ഇല്ല
- 21. സിമ്മിംഗ് പൂൾ ഉണ്ട് / ഇല്ല
- 22. ഹെൽത്ത് സെന്റർ ഉണ്ട് / ഇല്ല
- 23. ഫസ്റ്റ് ഏഡ് കിറ്റ് ഉണ്ട് / ഇല്ല
- 24. (സ്കൂളിൽ) മൈക്ക് സെറ്റ് ഉണ്ട് / ഇല്ല
- 25. ഇന്റോർ സ്റ്റേഡിയം ഉണ്ട് / ഇല്ല
- 26. മൈതാനത്തിന് ചുറ്റുമതിൽ ഉണ്ട് / ഇല്ല
- 27. ടി.വി. വീഡിയോ സൗകര്യം ഉണ്ട് / ഇല്ല
- 28. സ്കൂൾ റീഡിംഗ് റൂമിൽ ഉള്ള സ്പോർട്സ് മാഗസിനുകളുടെ എണ്ണം.....
- 29. സ്കൂൾ ലൈബ്രറിയിൽ ഉള്ള സ്പോർട്സ് പുസ്തകങ്ങളുടെ എണ്ണം .....
- 30. സ്കൂളിൽ താഴെ പറയുന്ന ഏതെല്ലാം സ്പോർട്സ് റജിസ്റ്ററുകൾ സൂക്ഷിക്കുന്നു (ഉള്ളവ √ ചെയ്യുക).  
സ്റ്റോക്ക് റജിസ്റ്റർ
ഇഷ്യൂ റജിസ്റ്റർ
ലേല റജിസ്റ്റർ

**ബഡ്ജറ്റ്**

- 31. ഒരു കൂട്ടിയിൽ നിന്നും ഒരു വർഷം വാങ്ങുന്ന സ്പോർട്ട്സ് ഫീസിന്റെ വിവരം  
 യു. പി വിഭാഗം : സ്കൂൾ സ്പോർട്ട്സ് ഫീസ് : രൂപ..... സ്റ്റേറ്റിലേക്കുള്ള അത്ലറ്റിക് ഫീസ് : രൂപ.....  
 ഹൈസ്കൂൾ : സ്കൂൾ സ്പോർട്ട്സ് ഫീസ് : രൂപ..... സ്റ്റേറ്റിലേക്കുള്ള അത്ലറ്റിക് ഫീസ് : രൂപ.....  
 +1, +2 വിഭാഗം : സ്കൂൾ സ്പോർട്ട്സ് ഫീസ് : രൂപ..... സ്റ്റേറ്റിലേക്കുള്ള അത്ലറ്റിക് ഫീസ് : രൂപ.....
- 32. ഹൈസ്കൂൾ വിഭാഗത്തിലും ഹയർ സെക്കൻഡറിയിലും കായിക വിദ്യാഭ്യാസത്തിന് 2003 - 2004 വർഷത്തിൽ ലഭിച്ച സംഖ്യയുടെ വിവരം.

ഇനം	പരിധി (√ ചെയ്യുക)			
	2000 രൂപയിൽ താഴെ	2000 - 5000	5000 - 10000	10000 അതിന് മുകളിൽ
ആകെ സ്പോർട്സ് ഫീസ്				
പി.ടി.എ വിഹിതം				
മാനേജ്മെന്റ് സഹായം				
സ്പോൺസർ/ സംഭാവന				
ഗവൺമെന്റ് വിഹിതം				
മറ്റുള്ളവ				

33. ഇതുവരെ ഗവൺമെന്റ് ഏജൻസികളിൽ നിന്ന് സ്കൗൾ കായിക വകുപ്പിന് സൗകര്യങ്ങൾ ഉണ്ടാക്കുന്നതിന് ലഭിച്ച ഫണ്ടിന്റെ വിവരം

ഇനം	പരിധി (√ ചെയ്യുക).			
	25000 രൂപയിൽ താഴെ	25000 - 50000	50000 - 100000	100000 അതിന് മുകളിൽ
എം. എൽ. എ ഫണ്ട്				
എം. പി. ഫണ്ട്				
പഞ്ചായത്ത്/മുനിസിപ്പൽ/ കോർപ്പറേഷൻ				
ബ്ലോക്ക് ഫണ്ട്				
ജില്ലാ പഞ്ചായത്ത് ഫണ്ട്				
സ്പോർട്സ് കൗൺസിൽ ഗ്രാന്റ്				
മറ്റുള്ളവ				

34. സ്കൂളിൽ കായിക പ്രവർത്തനങ്ങൾക്ക് ബഡ്ജറ്റ് സുന്ദരമായ നിലവിലുണ്ടോ? (√) ഉണ്ട് / ഇല്ല

35. കായിക അദ്ധ്യാപകൻ ബഡ്ജറ്റ് കമ്മിറ്റിയിൽ അംഗമാണോ? അതെ / അല്ല

36. കായിക പരിപാടികൾക്ക് സ്കൂളിൽ ഉപയോഗ സമിതി നിലവിലുണ്ടോ? ഉണ്ട് / ഇല്ല

37. 2003 - 2004 കാലയളവിൽ താഴെ പറയുന്ന ഓരോ വിഭാഗത്തിനും നീക്കിവെച്ച തുക

ഇനം	പരിധി (√ ചെയ്യുക)			
	1000 രൂപയിൽ താഴെ	1000 - 1500	1500 - 2000	2000 അതിന് മുകളിൽ
സ്പോർട്ട്സ് പർച്ചേസ്				
സ്കൗൾ സ്പോർട്ട്സ് മീറ്റ് ചിലവ്				
സ്കൗൾ ടീമുകളെ പങ്കെടുക്കുന്നതിനുള്ള ചിലവ്				
കളിക്കള നിർമ്മാണം				
കളിക്കള മിനുക്ക് പണികൾ				
കളിക്കാർക്ക് സ്കോളർഷിപ്പ്				

38. കായികരംഗത്തിനുവേണ്ടിയുള്ള തുക പരിപാടികൾക്കനുസരിച്ച് പര്യാപ്തമാണോ? അതെ/ അല്ല

2003 - 2004ലെ സ്കൂളിലെ കായിക പ്രവർത്തനങ്ങളും കൈവരിച്ച നേട്ടങ്ങളും

39. സ്കൂളിൽ നിന്ന് വിദ്യാഭ്യാസജില്ല അത്ലറ്റിക് മീറ്റിൽ പങ്കെടുത്ത കുട്ടികളുടെ വിവരം

ആൺകുട്ടികൾ (എണ്ണം)			പെൺകുട്ടികൾ (എണ്ണം)		
സീനിയർ (അണ്ടർ 19)	ജൂനിയർ (അണ്ടർ 17)	സ. ജൂനിയർ (അണ്ടർ 14)	സീനിയർ (അണ്ടർ 19)	ജൂനിയർ (അണ്ടർ 17)	സ. ജൂനിയർ (അണ്ടർ 14)
ആകെ					

സ്കൂൾ ടീമുകളുടെ ഈ വർഷത്തെ പ്രധാനകായിക നേട്ടങ്ങൾ

40. അത്ലറ്റിക്സിൽ ഈ വർഷം നേടിയ സ്ഥാനങ്ങൾ (എണ്ണം എഴുതുക)

വിദ്യാഭ്യാസ ജില്ല	എണ്ണം	വെസ്റ്റ് ജില്ല	എണ്ണം	സ്റ്റേറ്റ്	എണ്ണം	നേഷണൽ	എണ്ണം
First Place		First Place		First Place		First Place	
Second Place		Second Place		Second Place		Second Place	
Third Place		Third Place		Third Place		Third Place	

ഓവറോൾ നേട്ടങ്ങൾ ഉണ്ടെങ്കിൽ ചുരുക്കി എഴുതുക

.....  
 .....

41. തെയിംസ് ഉറപ്പാക്കി ഈ വർഷം വിദ്യാഭ്യാസജില്ല മത്സരങ്ങളിൽ പങ്കെടുത്ത പ്രധാന ടീമുകൾ ഏതെല്ലാം ?

ടീമിന്റെ പേര് എഴുതുക	(✓ ചെയ്യുക) ആൺകുട്ടികൾ		(✓ ചെയ്യുക) പെൺകുട്ടികൾ	
	സീനിയർ (അണ്ടർ 19)	ജൂനിയർ (അണ്ടർ 17)	സീനിയർ (അണ്ടർ 19)	ജൂനിയർ (അണ്ടർ 17)

**വിദ്യാഭ്യാസ ജില്ല ഗെയിംസ് ഇനങ്ങളിൽ സ്കൂൾ ടീമുകളുടെ നേട്ടങ്ങൾ (സ്ഥാനം ടിക്ക് ചെയ്യുക)**

ക്രമ നമ്പർ	ഗെയിമിന്റെ പേര് എഴുതുക	(√ചെയ്യുക)	
		വിന്നർ	റണ്ണർ അപ്പ്

**42. സ്കൂൾ ടീമിന്റെ ഈ വർഷത്തെ മറ്റ് പ്രധാന നേട്ടങ്ങൾ**

ഉദാഹരണം : അസോസിയേഷൻ കളികൾ, മിനി ഗെയിംസ്, സൂബ്രദോ കപ്പ് തുടങ്ങിയവ (ചുരുക്കി എഴുതുക)

1. ....
2. ....
3. ....
4. ....

**ഈ വർഷത്തെ അപേക്ഷിച്ച് മികച്ച നേട്ടം കൈവരിച്ച വർഷങ്ങൾ ഉണ്ടെങ്കിൽ ചുരുക്കി വിവരിക്കുക (വർഷം, മെഡൽ നില, സ്ഥാനങ്ങൾ)**

.....

.....

.....

**43. ടീമുകൾക്ക് പരിശീലനം നൽകുന്നത് ആര് ? (√ചെയ്യുക)**

കായിക അദ്ധ്യാപകർ / SAI കോച്ചുകൾ / സ്പോർട്ട്സ് കൗൺസിൽ കോച്ചുകൾ.

**44. സ്കൂൾ ടീമുകളെ പരിശീലിപ്പിക്കാൻ ഈ ഗണത്തിൽപ്പെട്ടവരെ ഉപയോഗിക്കാറുണ്ടോ ?**

മുൻ കായികതാരങ്ങൾ / മുൻ കായികാദ്ധ്യാപകർ / സ്വകാര്യ കോച്ചുകൾ

**45. കോച്ചിംഗിനു വരുന്ന കുട്ടികൾക്ക് റഫ്രഷ്മെന്റ് നൽകാറുണ്ടോ ? ഉണ്ട് / ഇല്ല**

**46. സ്കൂൾ ടീമുകൾക്ക് കോച്ചിംഗ് നൽകുന്ന സമയം**

ക്ലാസ്സ് സമയം / ക്ലാസ്സിന് മുമ്പും ശേഷവും / അവധി ദിനങ്ങളിൽ മാത്രം

47. ജില്ല അസോസിയേഷനിൽ അഫിലിയേഷൻ ഉള്ള പ്രധാന ടീമുകൾ ഏതെന്ന് എഴുതുക.

1 ..... 2 ..... 3 ..... 4 ..... 5 .....

48. ഈ വർഷം സ്കൂൾ തലമതസരങ്ങളിൽ വിവിധ ടീമുകളിലേക്ക് സെലക്ഷൻ ലഭിച്ച കുട്ടികളുടെ എണ്ണം (അത്ലറ്റിക്സ് ഉൾപ്പെടെ) വിദ്യാഭ്യാസ ജില്ല ടീം ..... റവന്യൂ ജില്ല ടീം ..... സ്റ്റേറ്റ് ടീം..... അസോസിയേഷൻ തലമതസരങ്ങളിൽ വിവിധ ടീമുകളിലേക്ക് സെലക്ഷൻ ലഭിച്ച കുട്ടികളുടെ എണ്ണം ജില്ല സബ്ജൂനിയർ ടീം ..... ജൂനിയർ ടീം ..... സ്റ്റേറ്റ് സബ്ജൂനിയർ ടീം ..... സ്റ്റേറ്റ് ജൂനിയർ ടീം.....

49. സ്കൂളിൽ പതിവായി ഇന്റർക്ലാസ് ഇന്റർഹൗസ് മത്സരങ്ങൾ നടത്താറുണ്ടോ ? (√ ചെയ്യുക)

ഉണ്ട് / ഇല്ല

50. എല്ലാ വർഷവും സ്പോർട്സ് മീറ്റ് നടത്താറുണ്ടോ ?

ഉണ്ട് / ഇല്ല

51. ഈ വർഷത്തെ സ്കൂൾ സ്പോർട്സ് മീറ്റിൽ പങ്കെടുത്ത കുട്ടികളുടെ എണ്ണം :

ആൺ..... പെൺ..... ആകെ.....

52. സ്പോർട്സ് ദിനത്തിൽ കുട്ടികളുടെ ഹാജർ നിർബന്ധമാക്കാറുണ്ടോ ? ഉണ്ട് / ഇല്ല

53. സ്പോർട്സ് ദിനത്തിൽ നൽകാറുള്ള പ്രോത്സാഹങ്ങൾ (നൽകുന്നവ √ ചെയ്യുക )

ക്യാഷ് പ്രൈസ് / സർട്ടിഫിക്കറ്റ് / മെഡൽ / മെമറോ-ട്രോഫി

54. അധ്യാപകർക്കുവേണ്ടി സ്പോർട്സ് ഇനങ്ങൾ നടത്താറുണ്ടോ ?

ഉണ്ട് / ഇല്ല

55. സ്കൂൾകുട്ടികൾ ഒന്നിച്ച് പങ്കെടുക്കുന്ന മാസ്റ്റ് P.T പ്രോഗ്രാം നടത്താറുണ്ടോ? ഉണ്ട് / ഇല്ല

ഉണ്ടെങ്കിൽ എപ്രകാരം: ആഴ്ചയിൽ ഒരിക്കൽ / മാസത്തിലൊരിക്കൽ / വർഷത്തിൽ ഒരിക്കൽ

56. സ്കൂളിൽ താഴെ പറയുന്ന ഏതെല്ലാം പരിപാടികൾ നടത്താറുണ്ട്

(ഉള്ളവ എല്ലാം ബോക്സിൽ √ ചെയ്യുക)

മുഴുവൻ കുട്ടികൾക്കുമുള്ള

Physical Fitness Test

വികലാംഗർക്കുള്ള കായികമത്സരങ്ങൾ

ആകാര വൈകല്യ പരിശോധന

(Postural Deformity)

യോഗസന ക്ലാസ്സ്

ഫസ്റ്റ് എയ്ഡ് ക്ലാസ്സുകൾ

Health Education Class

ക്ലാസ് മാസ് പി.ടി

മൈനർ ഗെയിംസ്

മാർച്ചിംഗ്

സ്പോർട്സ് ഇനങ്ങളുടെ വിവിധോപപ്രദർശനം

മുഴുവൻ കുട്ടികൾക്കുമുള്ള

Talent Identification Test

സ്പോർട്സ് കിസ്

57. കായികാദ്ധ്യാപകന് സ്കൂൾ അസംബ്ലിയുടെ ചുമതല ഉണ്ടോ ? ഉണ്ട് / ഇല്ല

58. ആഴ്ചയിൽ ഒരു ഡിവിഷന് അനുവദിച്ചിട്ടുള്ള കായികവിദ്യാഭ്യാസ പീരിയഡിന്റെ വിവരം

ക്ലാസ്	ആഴ്ചയിൽ പീരിയഡുകളുടെ എണ്ണം (✓ ചെയ്യുക)			
	1	2	3	4
8ാം തരം ഒരു ഡിവിഷനിൽ				
9ാം തരം ഒരു ഡിവിഷനിൽ				
10ാം തരം ഒരു ഡിവിഷനിൽ				
പ്ലസ് 1 ഒരു ഡിവിഷനിൽ				
പ്ലസ് 2 ഒരു ഡിവിഷനിൽ				

59. Physical Education പീരിയഡ് താഴെ പറയുന്നവയിൽ പ്രധാനമായും എന്തിന് വേണ്ടി ഉപയോഗിക്കുന്നു എന്ന് പരിപാടിയുടെ മുൻഗണനാ ക്രമത്തിൽ (1, 2, 3, 4) അക്കമിടുക.

- ( ) കുട്ടികളുടെ ഇഷ്ടത്തിന് കളിക്കാൻ അവസരം നൽകുന്നു
- ( ) മാസ് PT നടത്താൻ ഉപയോഗിക്കുന്നു
- ( ) കളികൾ അദ്ധ്യാപകന്റെ മേൽനോട്ടത്തിൽ പരിശീലിക്കുന്നു
- ( ) ക്ലാസ്സും ടീച്ചിംഗ് നടത്തുന്നു

60. നിങ്ങൾക്ക് കരിക്കുലത്തിന്റെ ഭാഗമായി Physical Education ന് നിർദ്ധിഷ്ട സിലബസ് നിലവിലുണ്ടോ ? ഉണ്ട് / ഇല്ല

ഇല്ലെങ്കിൽ നിങ്ങൾ സ്വന്തം നിലയിൽ Physical Education തിയറി ക്ലാസ്സുകൾ എടുക്കാറുണ്ടോ? ഉണ്ട് / ഇല്ല

61. SSA പദ്ധതിപ്രകാരം കുട്ടികൾക്ക് Physical Education മാർക്ക് നൽകുന്ന മാനുവേൾ എന്ത് ? (ചുരുക്കി എഴുതുക)

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.....

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62. നിലവിലുള്ള ഗ്രേഡിംഗ് സമ്പ്രദായം വിജയകരമായി നടത്താൻ കഴിയുന്നുണ്ടോ ? ഉണ്ട് / ഇല്ല

63. ഇപ്പോഴുള്ള കുട്ടികളുടെ എണ്ണത്തിനനുസരിച്ച് ഗ്രേഡിംഗ് ശരിയാവണം നടത്തുവാൻ എത്ര കായികാദ്ധ്യാപകരുടെ കൂടി സേവനം ആവശ്യമുണ്ട് :  
 വേണ്ടകായിക അദ്ധ്യാപകരുടെ എണ്ണം .....

64. നിങ്ങൾ ഒഴിവുള്ള പീരിയഡുകളിൽ Physical Education ക്ലാസ്സുകൾ എടുക്കാറുണ്ടോ ? ഉണ്ട്/ ഇല്ല

65. Annual Sports Meet ഒഴികെ, ഇപ്പോൾ സ്കൂളിലെ മൊത്തം കുട്ടികളിൽ എത്ര ശതമാനം സ്പോർട്സ്/ഗെയിംസ് പരിശീലന പരിപാടിയിൽ പങ്കെടുക്കുന്നുണ്ട് ? (ഏത് റേഞ്ചിൽ വരുന്നു എന്ന് ✓ ചെയ്യുക)

5%ത്തിൽ താഴെ / 5% നും 10% ഇടയിൽ / 10% നും 25% ഇടയിൽ / 25% നും 50% ഇടയിൽ / 50 ന് മുകളിൽ

66. പങ്കാളിത്തക്കുറവിന് കാരണമായി കാണുന്നവയിൽ താഴെ പറയുന്നവയിൽ മുൻഗണനാ ക്രമത്തിൽ അക്കമിടുക

- ( ) പഠനത്തെ ബാധിക്കുമെന്ന കുട്ടികളുടെ ഭയം ( ) കുട്ടികളുടെ സമയക്കുറവ്  
 ( ) കുട്ടികൾക്ക് ആവശ്യബോധമില്ലായ്മ ( ) മറ്റുധ്യാപകരുടെ പ്രോത്സാഹനക്കുറവ്  
 ( ) ..... ( ) .....

67. കായിക പരിപാടികളോട് മറ്റുധ്യാപകരുടെ സഹകരണം :

തുപ്തികരമല്ല / തുപ്തികരം / വളരെ തുപ്തികരം

68. കായിക പരിപാടികളോട് ഹെഡ്മാസ്റ്ററുടെ സഹകരണം :

തുപ്തികരമല്ല / തുപ്തികരം / വളരെ തുപ്തികരം

69. കായിക പരിപാടികളോട് രക്ഷിതാക്കളുടെ സഹകരണം :

തുപ്തികരമല്ല / തുപ്തികരം / വളരെ തുപ്തികരം

70. കായികാധ്യാപകനെന്ന നിലയിൽ താങ്കളുടെ കഴിവുകൾ പ്രയോജനപ്പെടുത്തുന്നതിനും

പ്രവർത്തികൾ നടപ്പാക്കുന്നതിനും തടസ്സമായി നിൽക്കുന്ന പ്രധാന കാരണങ്ങൾ ചുരുക്കി ഏഴുതുക.

- a).....  
 b).....  
 c).....  
 d).....

71. നിങ്ങൾ Physical Education വാർഷിക റിപ്പോർട്ട് മേലധികാരിക്ക് നൽകാറുണ്ടോ ?

ഉണ്ട് / ഇല്ല

72. സ്കൂളിലെ കായികപരിപാടികളിൽ ഒരു സമിതി വാർഷികാവലോകനം(Evaluation) ചെയ്യാറുണ്ടോ?

ഉണ്ട് / ഇല്ല

73. വിദ്യാഭ്യാസ വകുപ്പിലെ ഉന്നത അധികാരികൾ എല്ലാ വർഷവും സ്കൂളിലെ കായിക സൗകര്യങ്ങളും പരിപാടികളും അവലോകനം ചെയ്യാൻ വരാറുണ്ടോ ? ഉണ്ട് / ഇല്ല

74. ഒരു നവീകരിച്ച കായിക പരിപാടി നടപ്പാക്കുന്നതിനുവേണ്ടി നിർദ്ദേശിക്കുന്ന കാര്യങ്ങളിൽ താങ്കൾ ഏതിനോടെല്ലാം യോചിക്കുന്നു. (യോചിക്കുന്നവ എല്ലാം  $\sqrt$  ചെയ്യുക)

1. സ്കൂൾ കായിക വിദ്യാഭ്യാസം, ശാസ്ത്രീയമായി പരിഷ്കരിച്ച സിലബസ്സോടെ മറ്റ് വിഷയങ്ങളെ പോലെ നിർബന്ധപാഠ്യ പരീക്ഷാവിഷയമാക്കണം
2. കായിക വിദ്യാഭ്യാസത്തിലെ പ്രായോഗിക പരിപാടികളിൽ (Practicals) 'മിനിമം' പങ്കാളിത്തം മുഴുവൻ വിദ്യാർത്ഥികൾക്കും നിർബന്ധമാക്കണം
3. എല്ലാ വിദ്യാർത്ഥികൾക്കും കായികക്ഷമതാ വികസന പരിപാടി നടപ്പിലാക്കണം

4. എല്ലാ വിദ്യാർത്ഥികളെയും 'പ്രതിഭ നിർണ്ണയ പരിശോധന' (Talent Identification Screening) യ്ക്ക് വിധേയമാക്കി കണ്ടെത്തി സ്കൂളിൽ നിന്നു തന്നെ ശാസ്ത്രീയ പരിശീലനം നൽകണം.
5. കായിക അദ്ധ്യാപകർക്ക് കാലോചിതമായ പരിശീലനം (Refresher Courses) നടപ്പിലാക്കണം.
6. കായിക പരിപാടികൾ വിജയകരമായി നടപ്പിലാക്കുന്നിന് അദ്ധ്യാപക-വിദ്യാർത്ഥി അനുപാതം പരിഷ്കരിക്കണം
7. കായികാദ്ധ്യാപകർക്ക് കൃത്യമായ മാർഗ്ഗ നിർദ്ദേശങ്ങൾ (Guideline) നൽകണം

ഈ ചോദ്യാവലിയിൽ പരാമർശിച്ചിട്ടില്ലാത്ത മറ്റേതെങ്കിലും സ്പോർട്ട്സ്/കായിക വിദ്യാഭ്യാസപരിപാടികൾ താങ്കളുടെ സ്കൂളിൽ നടത്തുന്നുണ്ടെങ്കിൽ അതിന്റെ വിവരം സ്ഥലപരിമിതി കണുസരിച്ച് ചേർത്ത് എഴുതുക

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പേര് :

ഒപ്പ് :

**താങ്കളുടെ സഹകരണത്തിന് നന്ദി**  
**മുഹമ്മദലി. പി (ഒപ്പ്)**

**A STUDY ON FACILITIES AND ACTIVITIES  
OF PHYSICAL EDUCATION IN THE SECONDARY  
AND HIGHER SECONDARY SCHOOLS OF KERALA STATE**

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