

A Study of Sports Facilities and physical Education programs in Government Sponsored Institutions of Kashmir valley

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ABSTRACT: The aim of this study was to examine physical education and sports programs and infrastructure in institutions across four districts of Kashmir valley. A maximum of 120 government sponsored senior secondary institutions (30 of each district) were selected using simple random sampling. The data was gathered using a self-created questionnaire, surveys, and the self-observation approach. The purpose of this article is to observe and analyze the physical education and sports programs and infrastructure in government sponsored institutions of Kashmir valley. Percentile ratio was used to examine the collected data. With the exception of the schools in pulwama district, the schools in Anantnag, Kulgam, and Shopian have all been determined to be adequate in terms of physical education and sports facilities and activities in government sponsored institutions of Kashmir valley.

Keywords: sports, facilities, programs, government sponsored institutions.

INTRODUCTION:

Since the process of globalization, there seems to be an immediate need to renovate the pedagogical system in order to meet citizens issues and meet the millennium development goals (MDGS). It's indeed common knowledge that both students and teachers require facilities such as libraries, scholarly resources, fitness equipment, and teaching materials, among other things. Primary fitness has become a part of society since the dawn of time. It allows players to interact with people from all around the world. Students are often seen as representatives for the institution to which they belong. Physical education and sports provide a

favourable atmosphere in which they can groom their intrinsic characteristics and then develop their personalities in a desirable way. In light of this, the present researcher made utmost efforts to investigate the state of strategies, programmes, and facilities in the institutions of Kashmir valley.

Recognizing the significance of playgrounds in India "India needs playgrounds, not the Bhagwat Gita," Swami Vivekananda once said. Sportsmanship, teamwork, bravery, togetherness, dedication, and leadership are better developed on the playing field than in the classroom. Physical education has never been more important as part of a healthy lifestyle than it is now. A programme is a set of steps that must be followed or objectives that must be met. (Jack 1946) has reported that progress in sports depends primarily on available sports facilities, Physical education teachers, sports infrastructure, and long term systematic training that play a vital role in nurturing the talent to the peak performance in a given sports. Factors such as number of years of continued physical education, size of playgrounds and grading system used in physical education showed no significance difference between large and small schools. Rink and Hensley (1996) categorically suggested that the effective teaching, ideal resources such as facilities and equipment, and the policy followed by the school were all important elements in determining the success of a physical education program.

According to Xiong (2007), the Chinese Government identified the purpose of sport infrastructure's role in the nation's fitness level and implemented a nationwide policy in 1995 to improve spending on sport in China. Whereas elite sport had been the main focus in China since 1960 (Hong, 2008), the aim of this new policy was to increase sport participation among the wider population. A large portion of the money raised for China's National Fitness Program was then spent on building sport facilities, especially in the urban areas. The aim of the present research was to assess the efficiency of infrastructure and programmes in government sponsored institutions in the districts of Anantnag, Kulgam, Shopian and Pulwama in the Indian UT of Jammu & Kashmir. The study's main goals were to test for the presence of indoor and outdoor facilities, physical training teachers, the level of participation of education institutions in sports and games, the quality of tools provided, the institution's per-student budgeting process, sports programmes organised, and the number of participants allowed to enroll in the institutions.

Sports infrastructure:

A robust sports infrastructure is necessary to raise the level of sports and encourage participation in sports. It leads to success in the fields of sports and health when a country provides a competent sports infrastructure to encourage sports in that country. Another factor which influences participation in physical activity is government sponsorship. A player with good equipment will be able to perform better. It is the primary obligation of educational institutions such as schools and colleges to provide appropriate sports facilities to its students. School is a fundamental and pre-requisite for any child, as it is where each child's foundation is built. Every individual does have the opportunity to go to school and pursue his or her aspirations and goals in life with the help of education. Sports is now an essential part of every school's curriculum. Each student will have the same right to own the institution's sports facilities and compete in various sports contests.

Review of literature:

Black (1) surveyed 100 secondary schools in Illinois, In effectiveness of programs the schools surveyed ranged from 29.66 per cent to 56.33 par cent, A mean of 39.67 percent was found when the total score was considered* School size, accreditation, and town size were all factors found to relate positively and significantly to the total score. Accredited schools scored significantly higher than non-accredited schools. Schools in larger towns had higher scores than the schools located in smaller towns. The division, Locker and shower Area, correlated highest with the total score and Organization and administration of Class Programs correlated lowest with the total score.

Harshad Mishra and Deepak Mehta (2018) [4] studied on an analysis on the growth of physical education facilities in senior secondary schools of Madhya Pradesh. School education is therefore considered the foundation on which the integrated personality of a child is developed from the grass root level. Numerous policies and programmes have been introduced by the Central and State Governments for the upliftment of the standard of the school education including the physical education and sports both for the Government and non-Government institutions in the country. Education process aims at the holistic development of the personality of an individual in order to ensure his/her congruence with social milieu. Any learning when imparted through physical activity is

termed as physical education and similarly it is also targeted at the all-round development of personality of an individual through games and sports. Physical education and sport, although closely linked, are not synonymous. Sport is formalized physical activity involving competition or challenges against oneself, others or the environment, with an emphasis on winning. It begins in play and develops through games and challenges. On the other hand the focus in the physical education curriculum is on the child's holistic development, stressing personal and social development, physical growth, and motor development.

Suresh Patil and Vithal D. Metri (2016) [7] worked on a survey of physical education and sports facilities and achievement in government and aided high schools at Koppal taluk. The purpose of the study is to find out sports facilities in the aided and government high schools. The study is restricted to Koppal taluk only to find out the sports facilities, survey method was used to collect the data. For collecting the data questionnaire has been utilized. Questionnaire is prepared on the basis of hypothesis and research the information from aided and government high schools of Koppal taluka. The author personally went to the high schools and interviewed the physical education directors and head master, with the help of above questionnaires. The collected data was tabulated and analyzed. The Physical education in general, plays a prominent role in all programme of education as an integral growth of the individual, since its functions cannot be selected by any other part of the college's curriculum. It is for this reason that all colleges authorities have to provide opportunities to develop leadership qualities and facilities for participation in activities that will help pupils to achieve these objective that are valuable in life.

Trudeau and Shephard (2008) found that allocating up to an additional hour per day of curricular time to physical activity programmes does not affect the academic performance of primary school students negatively, even though the time allocated to other subjects usually shows a corresponding reduction.

White (9) surveyed 100 secondary schools in Iowa using the La Porte Score Card Number II. He found the schools ranging from 19.00 per cent to 69.66 per cent in program effectiveness. The divisions, Swimming Pool and Modified Individual Activities, were the lowest scoring of the ten divisions, the reasons for the differences in scores were not given.

Zaman (1995) related that Quaid-i-Azam regarded the pursuit of physical education and sports as an integral part of the educational process, it made strong an individual physically, mentally and morally. This education supports in learning discipline and develop the habit of team work.

METHODOLOGY:

For carrying out the present investigation, 120 government sponsored schools of Anantnag, Kulgam, Shopian and Pulwama districts of Kashmir were randomly selected (n=30 from each district). The data were collected from Physical education teachers/ principals of the schools by using self-developed questionnaire, personal interviews and inspection methods. Keeping in view the formulated objectives, a questionnaire was developed by the investigator with the help of experts in the area of physical education and sports. The test-re-test reliability was found to be 0.73.

The data for the present empirical investigation were gathered by administering the said questionnaire on physical education teachers and principals of the schools. For the purpose of additional facts, personal interviews and self-observation methods were also used. The data thus collected were systematically tabulated and analyzed using MS-Excel 2003. The open questions were analyzed by coding the data into categories and developing and sorting them into items for their simple description. The results have been presented in the following tables:

Table 1: Showing difference of facilities and programmes of physical Education and Sports in the Government sponsored institutions Kashmir.

S.No	Facilities & Programs	Pulwama		Anantnag		Kulgam		Shopian	
		Superior	Good	Superior	Good	Superior	Good	Superior	Good
(i)	Gymnasium	0%		0%		0%		0%	
(ii)	Indoor games facility	30%		50%		20%		0%	
(iii)	Outdoor games facility	80%		90%		70%		50%	
(iv)	P.E Teacher Appointed	50%		70%		80%		40%	
(v)	Quality of equipments	Average 90%		Average 70%		Average 80%		Average 60%	
		Poor 10%		Poor 30%		Poor 20%		Poor 40%	
		Not Available 10%							
(vi)	School Sports Meet	30%		70%		70%		60%	
(vii)	Participation in games & sports	50%		70%		70%		60%	

DISCUSSION:

- It may be observed from the Table 1 (i) that there existed no gymnasium in any of the government sponsored institutions of four districts of Kashmir valley.
- Table 1(ii) has shown that the schools of Pulwama, Anantnag, Kulgam and have 30%, 50%, 20% Facilities for indoor games, respectively. It is pathetic to note that no indoor games facility existed in any of the institutions of Shopian district (percentile volume =0%).
- It has been revealed from table 1(iii) that the institutions of Kashmir valley, pulwama, Anantnag, Kulgam and Shopian have 80%, 90%, 70% and 50% facilities for outdoor games.
- It may be seen from table 1 (iv) that 60% institutions having from, Pulwama, Anantnag and Kulgam have 50%, 70% and 80% physical education teachers whereas the institutions of Shopian district have only 40% physical education teachers.
- Table 1 (v) has elaborated the quality of equipments provided in the institutions under studied. It has been noted that 90% institutions of Pulwama , 60% institutions of Anantnag, 80% institutions of Kulgam and 60% schools of Shopian possess average quality equipments. Whereas 12% and 20% institutions of Anantnag and Kulgam have above average quality equipments; and only 10%, 5% and 2% institutions of Anantnag, Pulwama and Kulgam respectively have superior quality equipments, respectively, which may be considered inadequate. It is alarming to note that 20% institutions of Shopian district did have less equipments for physical education & sports programs as compared to the other districts of Kashmir valley.
- Table 1 (vi) has displayed the percentage of institutions that organize annual sports meet. Anantnag, Kulgam and Shopian have a large percentage in organizing schools sports meet with 70%, 70% and 60% respectively, contrary to it only 30% schools of Pulwama district organize annual sports meet.
- As observed from the results presented in inter-schools the above table 1 (vii) the institutions of Anantnag, Kulgam, and Shopian and have utmost 70% active participation in games and sports, while 50% institutions of Pulwama took part in inter-school games and sports competitions.

CONCLUSION:

On the basis the results presented above it may be concluded that:

1. In none of the targeted institutions of Kashmir valley have the facility of gymnasium, Kashmir being a hilly region having cold environment during major part of the year the facility of gymnasium for physical activities is essentially required to maintain the health and vitality of the students.
2. As far as the facility for indoor and outdoor games in these institutions are concerned by and large the condition is satisfactory except the institutions of Shopian district where the condition is poor with specific reference to the facility for indoor games.
3. The most of the institutions of Anantnag, Pulwama and Kulgam, districts have the services of physical education teachers barring the institutions of Shopian where the percentage of such teachers is less than the institutions of Anantnag, Pulwama and Kulgam districts.
4. The results of the study have also revealed that in most of the institutions of all four districts average quality equipments have been provided for sports activities. It is to point out that the institutions of Shopian district ironically did not have any sports equipment for their activities in 40% of its institutions.
5. It is also evident from the above mention results that inspite of the draw backs being experienced by the above mentioned institutions of Kashmir valley, it may be appreciated that there participation in sports activities found to be very encouraging in inter-moral institutional competitions.
6. It may also be praised worthy to found that most of the institutions of the above four districts regularly organize annual sports meet.

The above cited conclusions have indicated about the deficiency in terms of gymnasium, sports equipments, facility for indoor games as well as physical education teacher in general and for institutions of Shopian district, particularly which need to be taken care of by the institutions, administration and the government as well.

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