Chapter I

INTRODUCTION
CHAPTER I

INTRODUCTION

The evidence linking an active lifestyle with a reduced risk of some diseases is well documented for both adults and children. A regular weight-bearing physical activity is known to be essential for the normal growth and development of the skeleton. Most of studies of physical activity as a preventative modality have, however, been carried out in relation to health related physical activity. There is no clear understanding of the mechanisms involved, but it is generally agreed that physical activity has positive effects on other coronary risk factors, amid and other plausible theories including physical-activity-induced changes in blood coagulability, platelet function, fibrinolytic activity, myocardial vascularity and coronary artery size (Gothi 2003).

Although research data are sparse and results equivocal, evidence to support the view that children’s physical activity patterns persist into adulthood is accumulating. Engstrom appears to be carried out the only published prospective longitudinal study of physical activity through the adulthood. He interviewed 2464 randomly selected 15-year-olds about their sport activities during leisure time and followed the same group through mailed questionnaires 5, 10 and 15 years later. He obtained a full set of data on 2072 subjects and his results indicated that early experiences of physical activity are important for psychological readiness to participate in keep-fit activities in later life. These findings reinforce the importance of adopting an active lifestyle (Gothi 2003).

The recent attempts to promote active lifestyles through the Physical Education programme or supplements to it have generally been unsuccessful. Unequivocal evidence from studies in the physical education activities research centre shows that, in spite of 10 years of a supposed emphasis for the promotion of active lifestyles, both the primary and the secondary British school children exhibit very low levels of habitual health related physical activities. This
reaffirmed our view that physical educators must promote active lifestyles in more explicitly and the health related physical activities must be a central issue in physical education. The physical activities should underpin the physical education programme and we endorse the view of the British Association of Sports Sciences. These experiences need to be supported by a theoretical framework and the pupil should develop understanding of health related physical activity’s beneficial effects and the ways these benefits can be achieved and sustained through adult life.

The goal of physical fitness programme is to improve the performance in activities of daily living, job demands, sports and recreational activities which was said by Craig Liebenson (2003)

Physical fitness is the basic fitness of all other fitness. Physical fitness is not only the most important ways to a healthy body but it is also the basis of dynamic and creative activity. Physical fitness is the combination of strength, speed, flexibility, agility and endurance. It is the ability to enjoy our lives and achieve our goals without undue fatigue or stress. Physical fitness varies from person to person and different types of fitness are needed for different types of profession.

A nation’s true wealth lies not in its land and waters, not in its forests and mines, not in its flocks and hands, not in its dollars but in its healthy and happy men, women and children.

“Sports is a physical activity which leads performance sports, physical education, fitness and leisure sports, adventure sports, rehabilitation sports and elaborate caters to the requirements and demands of a particular section of a society”.

“Sports is a carrier which encourages coaching of various sports and games along with rules and a law governed by them and also it prepares the trainers to take active part in competitive sports.”
Sports aim at high sports performances and for that the physical and psychic capacities of sportsmen are developed to extreme limits. This does not happen in other area of human activity. As a result, performance sports yield valuable knowledge about the limits in which human performance factors can be developed.

Miller and Allen (2002) states, adequate muscular strength is extremely important when an occupation demands it, in vigorous sports, and for those over 50 years of age as well as need to maintain minimal standards of muscular fitness in order to avoid acute or chronic injury.

PHYSICAL EDUCATION AND ITS OBJECTIVES

Physical education and Sports in the modern world have tremendous changes in the application method.

According to Nash, “Physical education is one phase of the total education process and it utilises activity derives inherent in each individual to develop a person organically, neuromuscularly, intellectually and emotionally. These outcomes are realised whenever physical education activities are conducted in such places as the playground, gymnasium and swimming pool.”

The aim of Physical Education is the wholesome development of human personality or complete living. According to William, a leading authority in the field of physical education should aim to provide skilled leadership, adequate facilities and ample time for the individual and the groups to participate in activities that are physically wholesome, mentally stimulating and socially sound.

The aim of Physical Education must make every child physically, mentally and emotionally fit and also develop in him such personal and social facilities as well as to help him to live happily with others and build up him up as a good citizen.
The term objectives are used in general sense to include aims, purpose and outcomes that are designed from participating in the physical education programme. In other words participation in physical activities under expert leadership results in certain constructive outcomes for the participants. These outcomes are called objectives.

Clarke (1961) proposed three objectives of Physical Education.
1. Physical Fitness
2. Social Efficiency
3. Culture

Clarke’s objectives of physical fitness refer to that state in which an individual has developed great endurance and is able to perform great endurance and is able to perform his duty according to his capacity. The quality of keeping fit is essential for leading a happy, vigorous and abundant to group living. This includes loyalty, sportsmanship, co-operation with others, responsibility and initiative.

The third objective stated by Clarke, is culture aiming at developing a further understanding and appreciation of one’s own local environment. Through participation in dance, games and sports, a person develops in understanding the other countries moral and aesthetic values. Clarke has also recorded objectives for girls. They are personal appearance and beauty, human relationship recreational skill and appreciation.

Cowell and Schwehn classify the general and specific objectives of physical education into six groups.
1. Organic Power
2. Ability to maintain adaptive effort
3. Neuro-muscular co-ordination
4. Personal, Social Attitude and Adjustments
5. Interpretive and Intellectual development
6. Emotional responses

They discuss the organic development in term of strength and endurance being able to resist fatigue. Their definition of neuro muscular development means developing general motor ability, rhythm of movements and game, specific skills in games and sports. In respect to personal and social attitude and adjustment, they mean the developments of feelings of belonging, social poise, and self-confidence. Furthermore the interpretive and intellectual developments refer the ability to think and solve problems. Finally this emotional response of a person enjoys and realises satisfaction from many challenges offered in mastering physical skills.

Nash listed four objectives of Physical Education. They are:

1. Organic development
2. Neuro muscular development
3. Interpretive development
4. Emotional development

According to Nash the organic development means the end results of training process that achieves Physical power of the individual. This is development through big muscle activity. By neuro-muscular development, Nash means cortical control over the motor mechanism of human body, the ability to cut down waste motions. Interpretive development is the training that helps an individual make judgment and interprets situations correctly. By emotional development, “Nash” means that the drivers result in action. A child must have confidence, must experience success and must have feelings of belonging.

American Association for Health, Physical Education and Recreation listed the following five major objectives,

i) To help Children move in a skilled and effective manner in all selective activities in which they engage in the programme of physical education.
ii) To develop understanding and appreciation of movements in children and youth, so that their life become meaningful.

iii) To develop an understanding and appreciation of certain scientific principles concerned with movements.

iv) The relationships through games and sports develop better interpersonal relationships.

v) To develop various organic systems of the body, so that they respond in a healthful way to increase demand place on them.

MODERN CONCEPT OF PHYSICAL EDUCATION:

With the progressive increase in the extent of knowledge, the world is acquiring more knowledge to believe that play is a basic need for the growth and development of the child. "Plato is often cited as the first to have recognised the practical value of play from his prescription in "the laws" to distribute apples among boys to help them learn Arithmetic and to give real miniature tools to those three year-olds who were later to become builders. Aristotle too thought that children should be encouraged to lay at what they were to do seriously as adults."(Susana Millar 1968) But in the middle ages, there was a set-back and religious fanaticism led to a neglect of the body which was regarded as an abode of sin. Following the great educational reformers of the renaissance in the eighteenth and early nineteenth century's teachers gradually came to accept in increasing measure and the idea that education should take account of the child's natural interests and stages of development.

The craze of industrialization and urbanization brought certain benefits to the society, but at the same time, industrialization and urbanization posed problems for the health, happiness and character of mankind. Looking into the problems of health and character, building, educationists came to insist on this need for training in character and social adjustment. But to ensure it, they found
that children should play under direction and learn while playing. "Altogether, towards the closing years of the last century, there was a gradual realization by all thinking men of the need of face the dangers to human health and safety and progress arising from the changes in environment. (Govindarajulu, 1949)

This realisation was the beginning of various movements, of which the Physical Education movement was one of the most important.

**NEED FOR PHYSICAL EDUCATION PROGRAMME**

Every child in nature does some sort of physical exercise daily without external prompting. Birds wake in the early hours in the morning slowly unfold their wings, ruffle their feathers and sing melodiously. This natural movement is turning the activities of the mind to the body. All the natural movements of a child are important factors in the harmonious growth of its body. “A healthy mind dwells in a healthy body”. This system of physical education is a part of the totality on the Indian heritage.

Evidence of the multiple health benefits of regular physical activity continues to mount. Regular physical activity can help to prevent or manage coronary heart disease, hypertension, non-insulin-dependent diabetes mellitus, osteoporosis, obesity and mental health problems (e.g., depression, anxiety). Regular physical activity has also been associated with lower rates of colon cancer and stroke and may be linked to reduce back injury. An average, physically activity people outlive and they are inactive. Regular physical activity can also help to maintain the functional independence of older adults and enhance the quality of life for people of all ages.

Because coronary heart disease is the leading cause of death and disability in the United States, the potential role of physical activity in preventing coronary heart disease is given a particular importance. Physically inactive people are almost twice as likely to develop coronary heart disease as people who engage in regular physical activity. This is only slightly less than the relative risk for such
well-known risk factors as cigarette smoking, high blood pressure and high blood cholesterol. Furthermore, more people are at risk for coronary heart disease due to physical inactivity than for any other single risk factor and those with other risk factors for coronary heart disease, such as obesity and hypertension, may particularly reduced by physical activity.

Increasing evidence suggests that light to moderate physical activity, below the level recommended for cardio respiratory fitness, can have significant health benefits, including a decreased risk of coronary heart disease. For the inactive, even relatively small increases in activity are associated with measurable health benefits. In addition, light to moderate physical activity is more readily adopted and maintained than vigorous physical activity.

The relationships between physical activity and health are numerous and complex. Many different physiologic and physical effects are associated with the many different types of physical activities that a person can choose to do. While it is unclear what are the exact types and amounts of physical activity required for precise health benefits? Several health-related dimensions of physical activity are taught to be the most important in producing selected health effects. The United States has drawn the year 2000 objectives, which are proposed to ensure that health-related dimensions of physical activity that encompass key physiologic and physical mechanisms become part of regular behavioral patterns.

For example, Objective 1.3 addresses the dimension of physical activity associated with energy or caloric expenditure, which results in energy utilization, thereby enhancing weight loss or control. Pursuing activities that result in energy expenditure may also produce physiologic changes that favorably affect blood pressure, platelet aggregation and fibrinolysis and glucose tolerance, thereby helping to prevent or manage coronary heart disease and diabetes mellitus. Objective 1.4 addresses aerobic intensity which increases the ability of the cardio respiratory and other systems to do physical work, but may also have an additional beneficial influence on preventing cardiovascular disease. Objective
1.6 addresses muscular strength, muscular endurance and flexibility, which are important because they may protect against disability and therefore may serve to ensure regular physical activity participation. As research continues to elucidate the links between physical activity and selected health outcomes, individuals will be able to increasingly select physical activity patterns optimally suited to individual health risks and physiologic benefits as well as to individual preferences.

Thus, physical exercise influences the functioning of various systems in the body such as blood vascular system, muscular system and respiratory system. The regular and systematic use of physical exercises, however, does not perform. The effect of these exercises is increased or decreased by a multitude of factors. Some of these factors, if ignored would lead to a drastic reduction in the efficiency of physical exercises.

NATIONAL SPORTS POLICY, 2001

Activities relating to Sports and Physical Education are essential components of human resource development, helping to promote good health, comradeship and a spirit of friendly competition, which in turn, has positive impact on the overall development of personality of the youth. Excellence in sports enhances the sense of achievement, national pride and patriotism. Sports also provide beneficial recreation, improve productivity and foster social harmony and discipline.

A Resolution on the National Sports Policy was laid in both Houses of Parliament in August 1984. The National Sports Policy of 1984 was formulated with the objective of raising the standard of Sports in the country. The National Education Policy of 1986 also incorporated the objectives of the Policy in so far as the Education Sector was concerned. The National Sports Policy of 1984 provided inter-alia that the progress made in its implementation would be reviewed every five years to determine the further course of action, and it may be necessary for such following review.
Over the years, it has transpired that even as the National Sports Policy of 1984 encompasses various facets in respect of encouraging sports in the country, the implementation of the same is not complete and leaves much to be desired. The goals and objectives laid down in the Policy are yet to be substantially realized. A need has, therefore, been felt to reformulate the National Sports Policy in more concrete terms, spelling out the specific measures required to be taken by the various agencies, which are involved, in various ways, in promoting sports in the country.

In terms of the National Sports Policy of 2001, the Central Government, in conjunction with the State Government, the Olympic Association (IOA) and the National Sports Federation will concertedly pursue the twin objectives of “Broad-basing” of Sports and “Achieving Excellence in Sports at the National and International levels”. Sports activities, in which the country has potential strength and competitive advantage, need to be vigorously promoted. Towards this end, Sports and Physical Education would be integrated more effectively with the Education Curriculum.

While the broad-basing of Sports will primarily remain a responsibility of the State Governments, the Union Government will actively supplement their efforts in this direction and for tapping the latent talent, including in the rural and tribal areas. The Union Government and the Sports Authority of India (SAI), in association with the Indian Olympic Association and the National Sports Federations, will focus specific attention on the objective of achieving excellence at the National and International levels.

The question of inclusion of “Sports” in the Concurrent List of the Constitution of India and introduction of appropriate legislation for guiding all matters involving national and inter-state jurisdiction, will be pursued. The following are the salient features of National Sports Policy of 2001.
**Broad basing of Sports**

Considering the key role of sports in national life and for inculcating national pride in the younger generation, the objective of broad basing, that is, universalisation or mass participation in Sports assumes special significance. It is imperative to ensure that the educational institutions, Schools and Colleges in both rural and urban areas; the Panchayat Raj Institutions, Local Bodies, the Sports Associations and Industrial Undertakings and also the various Youth and Sports Clubs, including the Nehru Yuva Kendra Sangathan (NYKS) throughout the country are fully associated with this Programme. Efforts will be made to promote and encourage women’s participation in sports. The Union and State Governments, as well as the Sports Federations/Associations will endeavor to promote a “club culture” for the speedier development of Sports in the country.

In the National Sports Policy of 2001, high priority would be accorded to the development of Sports in the rural areas to harness the available talent and potential. In this context, the Village Panchayats / Gaon Sabhas as well as rural Youth and Sports clubs can be mobilized to facilitate development of the requisite infrastructure and for the identification of talent through an appropriate competition structure in the rural areas as also in the disadvantaged and remote parts of the country which appear to merit special consideration under various schemes including for the North East. Efforts can also be made for tapping such potential as swimming in coastal areas and Archery in tribal areas. The available talent can be nourished and actively supported. Geographically disadvantaged Regions can be extended additional support for the promotion of Sports. There has been a strong tradition of Indigenous and traditional games in practically all parts of the country through ages. Indigenous games will be promoted through schemes related to rural sports.
Integration with Education

The integration of Sports and Physical Education with the Educational Curriculum, making it a compulsory subject of learning up to the Secondary School level and incorporating the same in the evaluation system of the student, can be actively pursued. A National Fitness Programme would be introduced in all Schools in the country, steps initiated to augment the availability of infrastructure, including play fields/sports equipment and action taken to provide Physical Education Teachers in educational institutions through, inter-alia, the training of selected teachers in these disciplines. Specialized Sports Schools may also be set up. An appropriate Inter-school and Inter-College/University competition structure would be introduced at the National, State and District levels.

Infrastructure Development

The availability of adequate sports facilities throughout the country is basic to the development and broad-basing of Sports. In addition to the Union and the State Governments, the sustained involvement of other agencies, including the Panchayat Raj Institutions, Local Bodies, Educational Institutions, Sports Federations/Associations, Clubs and Industrial Undertakings can be enlisted in the creation, utilization and proper maintenance of the Sports infrastructure. While existing play fields and stadia, both in rural and urban areas, will be maintained for sports purposes, the introduction of suitable legislation may be considered for providing open areas to promote sports activities. Steps would be taken to evolve low cost functional and environment-friendly designs in this regard, so that maximum benefits could be derived through relatively low levels of investment. Efforts can also be made to optimally utilize the available infrastructure and manpower and Special Coaching Cams organised, during the vacations, to provide intensive training to talented sports persons, even as they pursue their academic work.
Excellence in Sports

The Union Government would focus attention on achieving Excellence in Sports at the National and International levels. Various sports disciplines will be prioritized on the basis of proven potential, popularity and international performance. Particular emphasis will be placed on the development of such priority disciplines and the prioritization reviewed, from time to time. The IOA and the State Governments would also accord higher priority to such disciplines. In planning the development of various disciplines, the genetic and geographical variations within the country would be taken into account so that in areas of potential, in particular disciplines, timely steps may be taken to harness the existing and emerging talent. Centers of excellence will be set up to identify and train outstanding sportspersons including sports academies where young and talented sports persons will be groomed to achieve higher levels of performance in the international sports arena.

Scientific back up of Sports Persons

The significance of scientific-back up to Sports stands well established. Accordingly, action will be initiated to strengthen this area, in accordance with international standards. Experts would be associated with each Sports Discipline or Groups of Sports Disciplines, on a continuing basis, to provide the requisite support in terms of nutrition, psychology, medicine, pharmacology, physiology, bio-mechanics and anthropometry as well as other branches of Sports Sciences. Suitable mechanisms would be introduced to achieve co-ordination between the laboratory and the field, that is, between the Coaches and the Sports Scientists, and particular care taken to ensure nutritional support to talented sports persons and to sustain their mental health and competitive spirit.

Appropriate research and development measures will also be initiated for the promotion of sports and to impart special skills to promising sports persons so that they are enable to give of their best in international and other prestigious competitions. The SAI and other public and private organisations will be
involved in such research and development programmes. The SAI and the NSFs would take coordinated steps towards the modernisation of the infrastructure required for the training of sports persons and to provide them with scientific support for achieving Excellence in Sports.

**Sports Equipment**

Suitable measures will be initiated to ensure access to sports equipment of high quality. While the approach to import of equipment would, no doubt, bear the long term interests of the indigenous sports goods manufacturers in mind, the import of raw materials as well as finished sports goods of international quality should be permissible under Open General License. Similarly, Sports Federations/Associations and other recognized Organization involved in Sports Promotion, as also eminent Sports persons, may be extended exemption of customs Duty. The matter relating to exemption from sales Tax for Sports Goods and of free movement of raw materials and furnished sports goods in the country would be pursued with the State Governments.

**Training and Development of Sports Personnel**

The Policy recognizes that the standard of coaching and scientific back up in the country pertaining to umpires; judges and referees need to be upgraded. Concerted steps will be taken to train Coaches, Sports Scientists, Judges, Referees and Umpires, in line with international standards. In addition to developing such expertise on an institutional basis, within the country, the deputation of promising persons to Training Courses, Conferences, Seminars, workshops and Tournaments abroad, so that they remain abreast of relevant developments in their fields. Coaches would receive rigorous training for upgradation of skills and may also be deputed overseas for the purpose.

Incentives provide recognition and financial security to distinguished sports persons, during and after their sporting careers, and also motivate the youth in the serious pursuit of sports activities. Adequate assistance will be extended for Insurance Cover and Medical Treatment in the event of such
eventuality/requirement. Job reservation for sportspersons as per the prescribed categories will continue.

Social Recognition, the Conferment of Awards and Honors at the National, State and District levels, incentives in the form of Cash Awards and Avenues of Employment will be important elements of the National Sports Policy, 2001. Alongside sports persons, suitable incentives will be provided to Coaches, Judges and Referees for developing skills and enriching their experience.

EDUCATION

“Education” is the process of bringing about desirable changes in the behaviour of the child in terms of knowledge, skill, attitude, values and appreciation. For effective organisation of this process the teacher should be in touch with new trends in education and should try out new ideas of programmes and techniques experimentally making historical enquiry into their validity, utility and worth-while-ness under the school condition. The emphasis has to be on qualitative improvement which obviously has not received adequate attention of the education.

Ever since the industrial revolution in science and its applications have helped to progress materially, the human mind has worked wonders and achieved a remarkable progress for the welfare of mankind. In particular, the last six decades have witnessed a tremendous progress in science and technology. Researches in Electronics and recently in Bio-chemistry have solved many problems for which mankind found no solutions. All these are possible because science and scientific methods have been introduced into education system in schools and colleges. We have produced enough food and other necessities that have made our present life free from hunger and diseases.
Recent Trends in Education

Most recently, the cognitive domain has received increased attention and concern. In spite of denying the importance of either of these psychomotor or cognitive domains, it is felt that these approaches are tended to overlook the most important element in learning process that is the affectivity accrued from the educational process. The importance of this concept cannot be overlooked.

The affective domain continuum provides for ordering and relating the different elements of factors of psycho-social behaviour the simple kind of behaviour would be achieved before the categories about it could be learned. It is obvious from the continuum that some of the elements concurrently while some of them-interest and adjustment occupy somewhere on the scale alone.

The individual ascends the social and emotional continuum through the levels of receiving, responding, valuing, organising and characterisation by value complex. He uses the elements of interest, attitude, appreciation, values and adoptions to achieve psycho-social maturity. This process may be similar to what the sociologist calls socialisation or the cultural anthropologist calls encultivation. And some of them identify the process as internalization.

Internalisation starts with receiving and responding to actions unless the individual becomes fixated at these levels, he can’t establish values to move up the hierarchy or cluster of values. Once a value is conceptualised, he ultimately behaves consistently with this value system which becomes his philosophy of life, or perhaps on an even higher level, he behaves as an autonomous, “self-actualising person”. Thus, it can be seen that the individual can move on the scale from a state of compliance directed by external sanctions through a stage 6 identification where his acceptable behaviour until he achieves. The highest level of internalization is where his actions are guided by his internal sanctions. This stage represents a position on the continuum in the upper quartile and perhaps a few people ever achieve it completely. It corresponds very much to the higher level of character development identified by Peck and Haringhurst as the
“rational altruistic stage”, or Piaget’s stage where the individual moves from restraint through rules to the upper level where the individual becomes an autonomous self-actualising citizen”.

In this psycho-social or affective continuum several things become evident. First, it seems that each aspect of affective behaviour has a cognitive counterpart. This is where the unity concept enters the picture again and the two domains are inextricably related just as they are both related to the psychomotor. It is interesting how each of these domains may serve as a means of reaching the others.

UNION TERRITORY OF PONDICHERRY, INDIA

Puducherry (formerly Pondicherry) is a Union Territory of India. It is a former French colony, consisting of four non-contiguous enclaves, or districts, and named for the largest, Pondicherry. In September 2006, the territory changed its official name from Pondicherry to Puducherry, the Tamil vernacular original, which means "New village"

Puducherry consists of four small unconnected districts: Puducherry, Karaikal and Yanam on the Bay of Bengal and Mahé on the Arabian Sea. The amazing fact is that the different districts of Pondicherry fall under different states. Puducherry and Karaikal are situated on the East Coasts in Tamil Nadu, Yanam in Andra Pradesh and Mahe on the West Coast in Kerala.

The territory has a total area of 492km²: Puducherry (city) 293 km², Karaikal 160 km², Mahe 9 km² and Yanam 30 km². Puducherry is the Capital of this Union Territory. It has population around Twelve Lakh Forty Four Thousand by 2011 Census and literacy rate around 86.55 percentages.

Main languages spoken in these regions are Tamil, Telugu and Malayalam. English and French are other languages, which are spoken by a considerable number of people.
States and Union Territories Map of India
Educational System in Pondicherry

Away from the hustle and bustle of big cities, Pondicherry is a quiet little town on the southern coast of India. The Pondicherry (Alteration of Name) Bill, 2006 has renamed the Union Territory as Puducherry. In the past few years, Pondicherry has become a major educational destination in southern India. Renowned institutes like the Jawaharlal Institute of Post-Graduate Medical Education and Research (JIPMER) and Pondicherry University have helped considerably to raise the standard of higher education in Pondicherry.

The Government of Pondicherry is laying special emphasis on IT education. The Government’s IT policy is aimed at creating an intelligent society to raise the literacy rates and generate human resources with advanced skills and expertise in the same field. The Government also aims to equip all educational institutions with Computers and Internet connectivity. All educational institutions of higher learning will be networked together to provide quality education.

The Primary education in the Union Territory (UT) of Pondicherry has been made free and compulsory. Schools in the UT use Tamil, French and English as their medium of teaching and study. The French education is also provided to the students. The UT has a literacy rate of 86% which is comparatively higher than the average literacy rate of the country.
## Educational Facts & Figures of Pondicherry

<table>
<thead>
<tr>
<th>DIRECTORATE OF EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.D(TE)</td>
</tr>
<tr>
<td>Principal Polytechnic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Directorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.D (ADMIN)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inspectorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.D(F.E)</td>
</tr>
<tr>
<td>H.M-French Schools in Pondicherry</td>
</tr>
</tbody>
</table>
### Educational Institutions

<table>
<thead>
<tr>
<th>Item / Division</th>
<th>Unit</th>
<th>2002-03</th>
<th>2003-04</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(A) INSTITUTIONS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-primary Schools</td>
<td>No.</td>
<td>242</td>
<td>390</td>
</tr>
<tr>
<td>Primary Schools</td>
<td>No.</td>
<td>317</td>
<td>329</td>
</tr>
<tr>
<td>Middle Schools</td>
<td>No.</td>
<td>133</td>
<td>125</td>
</tr>
<tr>
<td>High Schools</td>
<td>No.</td>
<td>128</td>
<td>138</td>
</tr>
<tr>
<td>Higher Secondary Schools</td>
<td>No.</td>
<td>72</td>
<td>75</td>
</tr>
<tr>
<td>Junior College</td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>University</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Arts, Science &amp; Commerce Colleges</td>
<td>No.</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Professional Institutes (Below Degree level)</td>
<td>No.</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Professional Colleges (Degree level and above)</td>
<td>No.</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td><strong>(B) ENROLMENT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-primary Schools</td>
<td>No.</td>
<td>24173</td>
<td>29648</td>
</tr>
<tr>
<td>Primary Schools</td>
<td>No.</td>
<td>36526</td>
<td>38336</td>
</tr>
<tr>
<td>Middle Schools</td>
<td>No.</td>
<td>36232</td>
<td>34286</td>
</tr>
<tr>
<td>High Schools</td>
<td>No.</td>
<td>63823</td>
<td>64802</td>
</tr>
<tr>
<td>Higher Secondary Schools</td>
<td>No.</td>
<td>84981</td>
<td>88947</td>
</tr>
<tr>
<td>Junior College</td>
<td></td>
<td>430</td>
<td>505</td>
</tr>
<tr>
<td>University</td>
<td></td>
<td>1634</td>
<td>1634</td>
</tr>
<tr>
<td>Arts, Science &amp; Commerce Colleges</td>
<td></td>
<td>8097</td>
<td>8933</td>
</tr>
<tr>
<td>Professional Institutes (Below Degree level)</td>
<td>No.</td>
<td>2388</td>
<td>2618</td>
</tr>
<tr>
<td>Professional Colleges (Degree level and above)</td>
<td>No.</td>
<td>9176</td>
<td>10798</td>
</tr>
<tr>
<td><strong>(C) ENROLMENT (by stage) (2003-2004)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-primary Schools</td>
<td>No.</td>
<td>15589</td>
<td>14059</td>
</tr>
<tr>
<td>Primary Schools</td>
<td>No.</td>
<td>19456</td>
<td>18880</td>
</tr>
<tr>
<td>Middle Schools</td>
<td>No.</td>
<td>17084</td>
<td>17202</td>
</tr>
<tr>
<td>Secondary Schools</td>
<td>No.</td>
<td>32737</td>
<td>32065</td>
</tr>
<tr>
<td>Higher Secondary Schools</td>
<td>No.</td>
<td>47112</td>
<td>41835</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>131978</td>
<td>124041</td>
</tr>
</tbody>
</table>
Physical Education and Sports Programme in the Educational System in Pondicherry

Physical fitness provides us with a base for optimal physiological health and the capacity to enjoy a full life with a view to improve the physical fitness of pupils in schools and make them sports conscious. The government of Pondicherry has drawn up a detailed organizational chart for the implementation of physical education and sports programmes in this state as follows:

The Physical Education and Sports Programmes of the Schools in this state, are placed under Directorate of School Education and a separate Deputy Director (Sports) looking after the affairs of Youth Hostel, Rajiv Gandhi School of Sports, Pondicherry State Sports Council, Indira Grande Sports Complex and Physical Education in Schools.
This department is entrusted with the responsibility of providing adequate infra-structure, physical education and sports programmes, special coaching camps and conduct of sports meets in this state. They ensure proper and adequate facilities are made available by different managements of the Schools for the physical education and sports activities. While the government appoints Physical Directors / Teachers to impart physical education programmes, the maintenance and other equipments needed are met from the funds of the management and special fees collected from the students.

Sports meets and tournaments are being organized under the supervision of these Physical Education teachers employed in schools, right from inter-class level of the respective schools to National level, in which almost all the students are given an opportunity to prove their metal in the respective games of their choice. Students who represent their schools in zonal, district, state and national levels are being coached by coaches of the respective disciplines deputed by the Sports Council.

**NEED OF THE STUDY**

Activities relating to Sports and Physical Education are essential components of human resource development, helping to promote good health, comradeship and a spirit of friendly competition, which, in turn, has positive impact on the overall development of personality of the youth. Excellence in sports enhances the sense of achievement, national pride and patriotism. Sports also provide beneficial recreation, improve productivity and foster social harmony and discipline.

The United States has drawn the year 2000 objectives, which are proposed to ensure that health-related dimensions of physical activity that encompass key physiologic and physical mechanisms become part of regular behavioral patterns. The regular and systematic use of physical exercises increased or decreased by a multitude of factors. Some of these factors, if ignored would lead to a drastic reduction in the efficiency of physical exercises.
In terms of the National Sports Policy of 2001, the Central Government, in conjunction with the State Government, the Olympic Association (IOA) and the National Sports Federation will concertedly pursue the twin objectives of “Broad-basing” of Sports and “Achieving Excellence in Sports at the National and International levels”. Sports activities, in which the country has potential strength and competitive advantage, need to be vigorously promoted. Towards this end, Sports and Physical Education would be integrated more effectively with the Education Curriculum.

Thus, a pragmatic approach of physical education and sports programmes on the achievements of school students in the Union Territory of Pondicherry became imperative to analyse the existing physical education and sports programmes of the state and the resultant achievements at school level.

STATEMENT OF THE PROBLEM

This study aims in making a pragmatic approach of physical education and sports programmes on the achievements of the school students in the Union Territory of Pondicherry.

The investigator interested to make a pragmatic approach of (1) facilities provided for physical education and sports programmes being organised and administered for the benefit of the students in the Union Territory of Pondicherry and (2) the resultant impact of these programmes on the students, by analyzing the achievements of the school students in the Union Territory of Pondicherry.

HYPOTHESES

It was hypothesised that:

1. There will not be any significant differences occur among the schools in different regions in the Union Territory of Pondicherry with regards to the availability of the staff for physical education and sports programmes.
2. There will not be any significant differences occur among the schools in different regions in the Union Territory of Pondicherry with regards to the allocation of time for physical education and sports programmes.

3. There will not be any significant differences in the availability of play fields and sports equipments for physical education and sports programmes among schools in different regions in the Union Territory of Pondicherry.

4. There will not be any significant differences in the amounts expended for physical education and sports programme in different regions in the Union Territory of Pondicherry.

5. There will not be any significant differences in providing coaching facilities for sports programmes among schools in different regions in the Union Territory of Pondicherry.

6. There will not be any significant differences in providing facilities for physical education and sports programmes among schools in the Union Territory of Pondicherry, as assessed by Physical Education Inputs Index (PEII).

7. There will not be any significant differences in sports participation at different levels, namely Intramural, Zonal, State and National levels among the regions in the U. T of Pondicherry.

8. There will not be any significant relationship between facilities provided for physical education and sports programmes and the achievements of the school students among the regions in the U. T of Pondicherry.

SIGNIFICANCE OF THE STUDY

The investigator is interested to analyse the physical education and sports programmes and impact of the same on the achievement in sports and games in the Union Territory of Pondicherry which will be a fact finding study about the present status in Physical Education and Sports. This study is significant in the following respects and helps to:
- Analyse the physical education and sports programmes among the schools in the Union Territory of Pondicherry.

- Analyse the factors influencing physical education and sports programmes in Union Territory of Pondicherry.

- Highlight the effectiveness of the physical education and sports programmes and the growth of participation among the school students

- Analyse the achievements of the students in Sports and games among the schools in the Union Territory of Pondicherry.

- Show the extent of the efficiency of the physical education system and to analyse how best it contributes for the students’ achievements in sports and games.

- Indicate under which type of school environment the students are encouraged for more achievements in sports and games.

- Help the physical educators, coaches, administrators to take care and implement suitable programmes for maximum achievements in these schools

**DELIMITATIONS**

1. The study was delimited to analyze and compare achievements in sports and games among the Union Territory of Pondicherry Schools under following heads, namely:

   - Type of school management
   - Programmes suggested by the Department / suggested by Management / suggested by Sports Committee etc.
   - Achievements as sports participation at intramural, zonal level, state level and national level competitions.
- Region-wise achievements, as Pondicherry, Karaikal, Mahe and Yanam.

- Programmes and achievements under different levels of schools, namely, in Secondary Schools and in Higher Secondary Schools.

2. Taking into consideration about the number of schools among the four regions in the Union Territory of Pondicherry, 20 schools from Pondicherry, 10 schools from Karaikal, 5 schools from Mahe and 5 schools from Yanam regions were considered for this study.

3. Questionnaire Method was used to collect relevant data to assess the facilities provided for physical education and sports programmes and sports participation and achievement in different sports and games at different levels.

**LIMITATIONS**

This study was subjected to the following limitations:

1. The data collected from Schools and the Educational authorities were taken for the analysis of this study. The individual bias in respect of giving the relevant data is considered as a limitation to this study.

2. The non-availability of standard norms for implementing the physical education programme to the schools of Pondicherry Union Territory is taken as a limitation to this study.

3. The physical education and sports programmes of the schools will be analysed through the existing directions given by the authorities and the standard norms / syllabus if any suggested by the respective departments.

4. The investigator apart from collecting the existing directions / norms / syllabus for physical education and sports programmes of the schools will collect data from the selected schools whether any special
programmes are being implemented for the benefit of the students to achieve better in their sports and games activities.

5. The data relating to achievements of the school students at zonal, regional, state and national level shall be collected directly from Directorate of Sports and Youth Services and Education Department, Pondicherry.

DEFINITION AND EXPLANATION OF THE TERMS

Physical Education

Physical Education is the process by which changes in the individual are bought about through movement’s experiences. Physical Education aims not only at physical development but is also concerned with education of the whole person through physical activities.

According to Bucher (1975) "Physical Education on integral part of the total education process, is a field of endeavour that has as its aim, the development of physically, mentally, emotionally and socially fit citizens through the medium physical activities that have been selected with a view to realizing these outcomes."

According to Kamlesh, M.L. and Sangral (1991), Physical Education is a part of education. Physical Education is well thought is a process of education through interesting self directed activity on the part of the student.

Physical Activity

Physical activity defined by Kamlesh and Sangral (1991) as “Physical activity in an educational setting is defined as a behavior consisting of bodily movement that requires energy expenditure above the normal physiological (muscular, cardio respiratory) requirements of a typical school day”.
Physical activity defined by Bucher (1975) as “Physical activity is movement of the body that expends energy such as participation in exercise, dance and sports. Physical education is an essential part of quality physical activity opportunities. Physical activity can be used as a medium for teaching curriculum content, providing students with opportunities to practice skills and increasing fitness levels”.

Sports

Sport is defined by Bucher (1975) “Physical activity that is governed by a set of rules or customs and often engaged in competitively”.

“An activity involving physical exertion and skill that is governed by a set of rules or customs and often undertaken competitively”.

Sport is defined by Kamlesh and Sangral (1991) as “an activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment”.

School Sport is defined by Johnson and Nelson (1988) as “Sport in schools is a logical progression from the acquisition of fundamental movement skills provided in a quality physical education program. It is physical activity conducted in a structured, organised and competitive environment that provides students with a broad range of experiences commensurate with their age and ability. It may involve participation at intraschool, interschool, interstate and international levels”.

Programme

A schedule or listing of the order of events and other pertinent information for the public presentation.

According to Johnson and Nelson (1988) programme is defined as “a plan or schedule of activities, procedures, etc., to be followed”.

According to Bucher, (1975) programme is defined as “a planned sequence of events; a sheet or booklet that lists a schedule of events”

Physical Education and Sports Programme

In this study, the set of instructions, events and sharing other pertinent information given to the students, during and/ or after class hours by the staff employed for this purpose is considered as physical education and sports programme.

Pragmatic Approach

Pragmatic is defined by Macmillan Dictionary as “involving or emphasizing practical results rather than theories and ideas”.

In this research the pragmatic approach is used to make a practical assessment of things that are happening under physical education and sports programme in schools.

Achievements

According to Bucher (1975) achievement is defined as “something accomplished, especially by superior ability, special effort, great courage, etc.; a great or heroic deed”.

Achievement is defined by Johnson and Nelson (1988) as “The act of accomplishing or finishing. Something accomplished successfully, especially by means of exertion, skill, practice, or perseverance”.

In this research the physical education and sports programme achievements is meant to denote the accomplishments made by the students at different levels of sports competitions because of their involvement in school physical education and sports programmes.