CHAPTER VII

SUMMARY AND CONCLUSION
The study entitled "An Investigation into the Organisation of Physical Education Programme in Secondary Schools in Orissa" was conducted with the following objectives.

I. To analyse the development of Physical Education programme in Orissa in historical perspective.

II. To study the existing organisational and financial set-up of Physical Education in secondary schools.

III. To investigate into the current procedures and practices of Physical Education in secondary schools.

IV. To analyse availability of resources for Physical Education.

V. To study the problems and views of Physical Education teachers.

VI. To analyse the views of the teachers on Physical Education.
VII. To study the views of the meritorious sports men on their problems and prospects.

VIII. To suggest guidelines for better implementation of the programme in secondary schools.

The data were collected during 1992-93 from 73 headmasters, 716 teachers, 73 physical education teachers and 51 meritorious sportsmen. The following data gathering tools were used for the purpose.

I. Questionnaire on organisation of physical education programme in secondary schools.

II. Questionnaire on views of the teachers on physical education.

III. Questionnaire on problems and views of physical education teachers.

IV. Questionnaire on problems and prospects of meritorious & sportsmen.

V. Socio-economic status scale for rural and urban areas.
7.1. FINDINGS OF THE STUDY.

The findings of the study were the following.

7.1.1 Physical Education in Historical Perspective.

As early as in 1982 Indian Education Commission emphasized the importance of physical education. Physical education Colleges of repute were established in India starting from 1907. Central Advisory Board of Education and Recreation was established in 1950 to advice the Government in this matter. Secondary Education Commission 1952-53, pointed out the importance of provision of training in Physical Education for all teachers, their Cooperation in the matter, status of PETs, in volvement of majority of the students in the programme etc. All India Council of Sports was established in November, 1954. Kaul Kapoor Committee 1961 suggested for establishment of department of physical education. Education Commission 1964-66 suggested for special coaching for talented students involvement of more and more students, in the programme etc. The General Conference of UNESCO, 1978
proclaimed that the practice of physical education and sports is a fundamental right for all. It emphasized the importance of International Cooperation and role of mass-media in this regard. National policy on Education 1986 emphasized provision of play grounds, establishment of sports hostels, encouragement of those talented in games and sports, introduction of yoga in schools and including physical education in the evaluation of performance of students.

There was no provision of training of PETs in Orissa upto 1957-58. By 1982 playground facilities were better in private schools in comparison to government schools and schools managed by local bodies. By 1994-95, three institutions provided C.P.Ed Courses out of which one was government institutions and the rest two were privately managed and total seats in C.P.Ed Course was 278. By 1994-95, two government institutions and one privately managed institution provided B.P.Ed training and total seats available was 208. M.P.Ed Course was introduced in Orissa only from 1985-86. By 1994-95, there
was provision of M.P.Ed course in only one government institutions with 30 seats. Increase in number of teachers in physical education colleges was not commensurate to increase in enrolment.

The Directorate of Sports, Orissa became a separate entity in 1985. Sports hostels were established from 1985 and by 1993-94, 15 sports hostels were there with intake capacity of 533, however no sports hostels were there in districts of Dhenkanal and Phulbani. Two centres of excellence were established in 1991-92 for providing intensive coaching to sports persons within the age group of 16 to 20 years. The Directorate of Sports has taken steps for establishment of stadia and playfields, organisation of National Sports Talent Contest, clinics for PETs, State level rural sports, seminar on Physical Education and award of sports scholarships to school and college students, sports pension, prize money etc. Some districts had higher number of playfields whereas districts like Koraput, Keonjhar, Phulbani and Sundargarh were neglected in this regard. A very few students from the districts of Bolangir, Kalahandi, Koraput, Keonjhar
and Sambalpur received Sports scholarship and no student from district of Phulbani received the same. Lastly it was noticed that Directorate of Sports, Orissa has done nothing for the improvement of Physical Education programme at the school level for the general mass of student.

7.1.2. Problems and Views of Physical Education Teachers.

The Problems and views of the PETs were the following:

1. Higher percentage of PETs in government schools had higher qualification in comparison to the PETs of private schools. Nearly one third of the private un-aided schools had untrained PETs.

2. The boys high schools had male PETs and the girls high schools had female PETs but all the co-education schools had male PETs.

3. Majority of the PETs got scale of pay according to their qualification. They were not satisfied with
the present scale of pay. The PETs got the same pay irrespective of their qualifications. They hoped to get extra-remuneration for engagements in out of school hours. Their promotional facilities were not satisfactory.

4. Authorities encouraged organisation of games and sports in schools and students were interested in games and sports. Parents were also in favour of participation of their wards in games and sports.

5. Schools did not have required facilities for organisation of games and sports and organisation of games and sports suffered due to lack of finance.

6. The PETs expressed that they should be sole charge of organisation of games and sports in the school whereas they did not enjoy the same. The organisation of time-table for games and sports was not satisfactory.
7. Higher percentage of the PETs were of the view that 50 percent to 75 percent of students were interested in games and sports and average and below average students were interested in games and sports whereas meritorious students were not interested in the same.

8. Less number of periods were allotted for games and sports and duration of periods for games and sports was less.

9. The PETs were interested in receiving higher training but most of them did not receive any special training or orientation in physical education after joining service. There was no proper scope for the same and there was administrative hindrance for receiving such orientation or training.

10. Majority of the PETs were assigned the responsibility of organisation of other
co-curricular activities along with administrative responsibilities. More than one-third of PETs were taking theory classes in other subjects and more than 50 percent of them were interested in taking theory classes. They were interested in taking classes because it helped them to increase contact with students and it was helpful for improving their status.

11. Most of the PETs were of the view that students were not satisfied with the organisation of physical education in their schools and the important causes of dissatisfaction were lack of equipments and lack of finance.

12. More than 50 percent of the PETs were of the view that the physical education of girls suffered in schools with male physical education teachers.

13. Though most of the PETs were interested in games and sports, they accepted the job only because it
was easily available and no other job was available.

14. PETs of different types of school did not differ with respect to level of satisfaction with physical education programme in schools. Most of the PETs were not satisfied with the existing programme. Male and female PETs did not differ with respect to level of satisfaction with physical education programme.

15. The PETs suggested the following for improvement of physical education in schools.

i. Provision of more finance.

ii. Making better provision of equipments and other facilities

iii. Making physical education a compulsory subject.

iv. Making physical education an examining subject.
7.1.3. Views of Teachers on Physical Education

The views of the teachers on different aspects of physical education were the following.

1. Majority of the teachers (54.81% of male teachers and 65.59% of female teachers) were not interested in games and sports.

2. A very few percentage of the teachers did not give weightage to the merits of physical education. The teachers had the following views on physical education.

(i) Students interested in games and sports do not do well in examinations.

(ii) For success in life better result in examination matters but not proficiency in games and sports.
(iii) Participation in games and sports is responsible for negligence of study.

(iv) The students may remain absent at home most of the times and do not take any responsibility.

(v) Participation in games and sports some times leads to injuries and accidents.

(vi) Participation in games and sports is unnecessary wastage of time and energy.

3. Though majority of the teachers individually mentioned that they contributed for development of games and sports in schools, they were of the view that teachers were not sincere in executing the responsibility, relating to games and sports, assigned to them.

4. The teachers expressed the following views on organisation of games and sports in schools.
(i) Physical Education should not be an examining subject in H.S.C examination.

(ii) Physical education should not be a compulsory subject.

(iii) The parents encouraged organisation of games and sports in the school.

(iv) The existing facilities for games and sports in schools were not utilised properly.

(v) The quality of organisation of games and sports in schools was not satisfactory.

(vi) The schools did not have required facilities for games and sports.

(vii) The PETs should not be in sole charge of planning and finance of physical education programme in schools.

(viii) The school authorities encouraged organisation of games and sports in schools.
(ix) Organisation of games and sports suffered due to heavy curricular burden.

The teachers had the same views like those of the PETs on aspects encouragement of organisation of games and sports by the authorities and parents. But they had opposite views to those of PETs on aspects like making physical education a compulsory and examining subject and assigning sole charge of planning and finance of physical education to the PETs.

5. The teachers were of the view that the students were interested in games and sports. Further they expressed that the students having talent in games and sports did not prosper due to lack of facilities as well as improper use of facilities.

6. Teachers expressed the following on participation of girls in games and sports.

(i) Girls were interested in games and sports.
(ii) Participation of girls in games and sports suffered in coeducational schools. PETs also had the same view.

(iii) For proper participation of girls in games and sports, it was essential to appoint female PETs in girls schools and coeducational schools.

7.1.4. Organisation of Physical Education Programme

1. Rs. 2,62,198/- was collected during the session 1992-93 for organisation of games and sports out of which 59.19 percent was collected from students, 32.48% was obtained as assistance from government and rest 8.39% was obtained from other sources. A greater percentage of the total budget of the schools for games and sports was the fees collected from students.

2. The total per-capita collection for organisation of games and sports was Rs.5.77 out of which Rs.3.42 was collected from students, Rs.1.87 was
obtained as assistance from government and rest Rs 0.48 was obtained as assistance from other sources.

3. The per-capita expenditure on games and sports was Rs 5.53 out of which 25.68% was spent for purchase of materials, 13.92% for improvement of fields, 19.35% for participation in different competitions, 25.86% for organisation of annual sports and 15.19% was spent for miscellaneous purpose.

4. Per-capita saving was Rs.0.24 and total saving during 1992-93 was Rs.11,000/-. About 95.80% of the amount collected was spent for organisation of physical education programme.

5. The headmasters did not try to make any surplus from the amount available and amount surplus if any was to be utilised for the same purpose next year in most of the schools.

6. Shortage of funds was a problem for systematic organisation of games and sports. Most of the headmasters proposed that government should sanction special assistance for games and sports.
7. In more than 50 percent of the schools the following facilities for games and sports were only available.

(i) Play-ground (63.01%)
(ii) Volley-ball court (67.12%)
(iii) Foot-ball court (63.01%)
(iv) First-aid (56.16%)

8. The equipments for playing the following games were only available in more than 50 percent of the schools.

(i) Volley ball (69.86%)
(ii) Foot ball (86.30%)
(iii) Athletics (94.52%)

9. Play-grounds were not available in 36.99% of the schools out of which 44.44 percent of schools utilised play-grounds of neighbouring institutions, 40.74 percent utilised the open fields of the localities and there was no alternative arrangement in rest 14.81 percent of the schools.
10. The concerned headmasters of most the schools without playgrounds pointed out the following problems.

(i) Regular organisation of games and sports was neglected.

(ii) The play-ground available was not close to the school.

11. Like the PETs and other teachers majority of the headmasters pointed out that facility available for games and sports was not adequate.

12. The percentage of headmasters suggesting for appointment of second PETs was less than the percentage of PETs suggesting for the same. More than 50 percent of the headmasters pointed out the following requirements.

(i) More finance

(ii) More equipments
However, the other requirements were playgrounds development of existing playgrounds etc.

13. The only activities conducted in most of the schools were the following.

(i) Annual sports.
(ii) Regular games and sports.
(iii) Regular mass drill.
(iv) Inter-class competitions.

14. In more than 50 percent of the schools the games and sports organised for boys were football, athletics, kabadi, kho-kho and volleyball and the activities conducted for girls were athletics, kabadi and kho-kho. Physical Education of girls was more neglected than that of boys.

15. Only 64.38 percent of schools participated in inter-school competitions. The percentage of students participated was only 3.34 percent. Only 0.32 percent of total number of students received positions in such competitions.
16. Most of the headmasters pointed out the following reasons for non-representation of students in various inter-school competitions.

(i) Lack of playground.
(ii) Lack of equipments.
(iii) Lack of funds.

17. Only 26.03% of the PETs organised physical and out of school hours education activities in both school hours, whereas 68.49 percent of the PETs occasionally devoted time in out of school hours. About 16.44 percent of the headmasters were not satisfied with the sincerity of their PETs.

18. The views of the headmasters, teachers and PETs were the same on the fact that the teachers did not cooperate whole heartedly in organisation of games and sports.

19. In most of the schools the headmasters assigned the responsibility of organisation of games and sports
to committees of teachers where as only 39.73% of the headmasters assigned the sole responsibility to the PETs. The teachers were not in favour of assigning such sole responsibility to the PETs whereas the PETs suggested for the same.

20. Most of the headmasters consulted the students in planning the activities of physical education and like the PETs they pointed out that the students were dissatisfied with the lack of facilities.

21. Like the PETs and the teachers, the headmasters expressed that the students were interested in games and sports. Just like the PETs, the headmasters were of the view that meritorious students were reluctant to participate in games and sports. The headmasters supported the views of the teachers by mentioning that the girls were interested in games and sports and the parents were in favour of participation of their wards in games and sports.
22. The headmasters and the PETs were in favour of making physical education, examining subject and introducing theory courses in physical education. The PETs also had the same view but the teachers were not in favour of it.

23. According to majority of the headmasters the quality of organisation of physical education programme in schools was not satisfactory. Headmasters of different categories of highschools did not differ with respect to their satisfaction with quality of organisation of physical education programme.

24. Majority of the headmasters did not take any step for developing awareness of students of the prospects of meritorious sportsmen.

7.1.5 Problems and Prospects of Meritorious Sportsmen.

1. Out of 36 male respondents 63.89 percent belonged to low SES groups, 30.56 percent belonged to middle
SES groups and rest 5.56 percent belonged to high SES groups. Out of 12 female respondents, 41.67 percent belonged to low SES groups, 33.33 percent to middle SES groups and rest 25.00 percent belonged to high SES groups. The SES of greater number of females was better than that of males.

2. As many as 54.90 percent of the respondents participated in district level competitions, 23.53 percent in inter-district competitions, and 21.57 percent participated in inter-state competitions.

3. The PETs were in the top in encouraging students for participation in games and sports and the headmasters were in the last. The other persons in between them were parents, friends and teachers.

4. The meritourious sportsmen faced the following problems.

(i) Failure to get financial support from the family.
(ii) Hamper of studies.
(iii) Poverty of the family.
(iv) Lack of facilities in the school.
(v) Experiencing discrimination.

5. The factors which were responsible for feeling of discrimination among the sportsmen were poverty, lack of acquaintance and poor status of family.

6. Though the meritorious sportsmen, who were hostellers, were aware of hostel and scholarship facilities, a very few percentage of sportsmen were aware of facilities like reservation in admission and services.

7. The respondents were of the view that meritorious sportsmen could not prosper due to lack of facilities and they expressed that students of equal standards like them prospered more as they availed better facilities.
8. The respondents required better coaching, financial help and recognition of their talent to succeed better.

9. Only 27.45 percent of sportsmen considered participation in games and sports to be very useful whereas 54.90 percent considered it to be useful. As many as 11.76 percent considered it to be not useful and rest 5.88 percent were indecisive.
7.2 RECOMMENDATIONS OF THE STUDY

The recommendations of the study were the following.

1. As it was found that the increase in number of teachers was not commensurate to the increase in enrolment in physical education colleges, steps should be taken to appoint more teachers in those institutions as per the enrolment.

2. As no sports hostels have yet been established in districts of Dhenkanal and Phulabani, steps should be taken for establishment of sports hostels in those hostels.

3. It was found that districts of Koraput, Keonjhar, Phulabani and Sundargarh were neglected with regard to establishment of play fields. Steps should be taken to remove the inter-district disparity in this regard.

4. It was found that inter-district disparity existed in the award of sports scholarships and districts of Phulabani, Bolangir, Kalahandi, Koraput,
Keonjhar and Sambalpur were neglected in this regard. It is recommended that such disparity should be removed.

5. As it was found that the Directorate of Sports, Orissa had played no role for the improvement of physical education at school level for the general mass of students, it is recommended that the Directorate should give attention to it.

6. Steps should be taken not to appoint untrained PETs in secondary schools.

7. As it was observed that the PETs were not satisfied with their present scale of pay and promotional facilities, it is recommended that PETs with higher qualification should be given higher scale of pay and steps should be taken to remove the dissatisfaction of the PETs with regard to their promotional facilities.

8. It was found that organisation of games and sports in schools suffered due to lack of facilities and finance and students were dissatisfied with the
same. It is recommended to improve the condition on priority basis.

9. It was found that meritorious students were not interested in games and sports. Steps should be taken to motivate them for the same.

10. As it was found that the organisation of time-table for games and sports was not satisfactory and duration and number of periods for the same were less, steps should be taken to improve the condition.

11. It was found that there was no satisfactory provision of providing inservice training to the PETs. It is recommended that arrangement should be made for the same and administrative hindrances should be removed.

12. It was found that the PETs engaged in taking theory classes in other subjects were of the view that they used to take classes to increase contact with students and to improve their
status. PETs should be proud of their own duties and should not have the wrong notion that their status can be improved if they take theory classes in other subjects. Steps should be taken to convince the PETs in this regard through orientation programmes.

13. As physical education of girls suffered in coeducational schools with male PETs, steps should be taken to appoint both male and female PETs in coeducational schools.

14. Individuals who accept the job of PETs as a last resort should not be allowed to join the profession. Proper selection criteria should be evolved to select suitable candidates with proper aptitude and interest in physical education both for training and appointment to the posts.

15. It is recommended that proposals for making physical education a compulsory and examining subject and introducing theory courses in physical education should be given due consideration.
16. It was found that majority of the teachers, both male and female, were not interested in games and sports and had the notion that participation in games and sports was in no way helpful for the students. It is recommended that steps should be taken to orient the teachers for their attitudinal change towards physical education.

17. As it was found that the quality of physical education in schools was not satisfactory and the existing facilities for physical education were not utilised properly, it is recommended that administrative measures should be taken for systematic use of the existing facilities in schools and improvement of quality of physical education in schools.

18. It was found that students with talent in games and sports did not prosper due to lack of facilities and improper use of facilities in schools. It is recommended that immediate steps be taken to improve the condition so that students with talent in games and sports would prosper.
19. It was found that organisation of games and sports in schools was mainly financed by the fees collected from the students. Steps be taken for sanction of more Government assistance for successful organisation of games and sports in schools.

20. It was found that facilities and equipments for organisation only a few of the games were available in schools. It is recommended that provision be made for a variety of games.

21. As it was found that playgrounds were not available in a greater percentage of schools, steps be taken for the same on priority basis.

22. It was found that physical education of girls was more neglected than of boys. Steps be taken to remove such disparity.

23. It was found that students of number of schools did not participate in inter-school competitions and a very few percentage of students participated in such competitions. It is recommended that steps be
taken to give scope to the students of all the schools and to more number of students to participate in such competitions and the reasons pointed out by the headmasters for non-representation of students in such competitions like lack of playgrounds, equipments and funds should be given due to attention.

24. It was found that the PETs did not execute their responsibilities sincerely and the teachers did not co-operate wholeheartedly in organisation of games and sports. It is recommended that such attitude of the PETs and the teachers should be modified both through administrative measures as well as orientation programmes.

25. As it was found that the headmasters did nothing for developing awareness of students of the prospects of meritorious sportmen, it is recommended that the headmasters be convinced of the importance of taking such steps for motivating students for participation in games and sports. The
role played by the headmasters in this regard was
discouraging and the headmasters should be made
aware of it.

26. It was found that meritorious sportsmen faced
problems of finance, discrimination and hamper of
studies. It is recommended that steps be taken to
remove such problems.

27. As it was found that the meritorious sportmen faced
discrimination due to their poverty, lack of
acquaintances and poor status of families, steps be
taken to see that they do not face any sort of
discrimination at any level and get scope to
prosper according to their merits.

28. It was found that even the meritorious sportmen
were not aware of different facilities provided
for better talent in games and sports. Steps be
taken to develop proper awareness of the facilities
provided.

29. As it was found that meritorious sportmen could not
prosper due to lack of facilities and students of
equal standard prosper better due to better facilities, it is recommended that steps be taken to assure equality of opportunity so that students would prosper according to their merits.

30. As it was found that meritorious sportsmen required better coaching, financial help and recognition of their talents to prosper better, steps be taken in this regard to solve the problems of meritorious sportsmen.