CHAPTER II

NEED AND SIGNIFICANCE OF THE STUDY
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2.1 NEED AND SIGNIFICANCE OF THE STUDY.

Curricular and co-curricular activities occupy the central place in the total educational programme. These activities are complementary to each other and help for developing integral human personality. Co-curricular activities have tremendous educational importance. Secondary Education Commission (1952-53) has highlighted the importance of co-curricular activities by mentioning, "They are as integral part of the activities of a school as its curricular work and their proper organisation needs just as much care and fore-thought. Such activities will naturally vary, within limits, from school to school depending upon its location, its resources and the interests and aptitudes of the staff and students. If they are properly conducted, they can help in the development of very valuable attitude and qualities." (P.124)

Physical education is one of the important co-curricular activities organised in schools. It enjoys the largest major of popularity due to the strong appeal, it makes to the instinctive nature of boys and girls. The
activities in the playground go a long way in the development of personality of the individual and has a wholesome effect on the physical, mental, social and moral development of the individuals.

The playground is said to be the cradle of democracy. There is not a single area of activity, outside of the family environment, that can influence a child's mental and physical development more than involvement in sports. It is in the playground that the students learn to work for the good of the whole and respect the rules of the games. Games provide opportunities for securing mental and moral discipline, the alertness, precision, determination, self control, courage, teamwork, leadership and sportsmanship. This is also indirectly a step towards character development. Games, sports and athletics have great physical, social, moral, recreational and educational values.

In view of the immense values of physical education, it should be organised and managed carefully. It is desirable to provide each pupil with the opportunity
of playing the game in which he is interested in and of playing to the level of his capacity. The playground is said to be the uncovered school. It is essential that the activities in the playground should be properly supervised by efficient teachers. Regarding the physical education programme in force Education Commission 1964-66 (1970) mentioned, "Physical education is important for the physical fitness and efficiency, mental alertness and the development of certain qualities of character. The programme of physical education, as it is in force today needs to be re-examined and redesigned in the light of certain basic principles of child growth and development." (P.395)

Secondary education constitutes an important stage in the educational ladder. It prepares students for higher education as well as some students enter into the world of work after secondary stage. In view of the contributions of physical education for the child and the importance of secondary education, the investigator proposes to study the organisation of physical education programme in
secondary schools in Orissa. The investigator studied physical education programme in historical prospective because it might be of immense help in understanding the problem and achievements in the field of physical education which in turn might be helpful to reorganise physical education programme for betterment. The organisation of physical education programme was studied with respect to the analysis of financing physical education, provision of facilities and equipment, activities organised, problems faced by authorities and so on as it would be essential to find out the merits and demerits of the existing programme. The success of physical education programme in secondary schools, no doubt, depends upon the physical education teachers. The physical education teachers must have appropriate qualification and training and they must be given proper status in the schools. Their views on different aspects of organisation of physical education programme should be taken into consideration as they are the key persons. The investigator studied the problems of physical education teacher and analysed their views on different aspects of physical education.
The physical education teachers alone cannot make physical education programme successful. It is essential that the other teachers should co-operate wholeheartedly. The views of the teachers on physical education programme are also of immense importance for effective organisation of physical education programme. Hence the investigator studied the views of the teachers on different aspects of physical education programme. The students with talent in games and sports should receive proper scope so that they can prosper. Such students are well acquainted with the merits and shortcomings of physical education programme. The investigator studied their views on their problems and prospects.

The study of organisation of physical education programme in secondary schools might be helpful to suggest guidelines for systematic organisation of the programme so that the important objectives of physical education can be achieved which is essential for harmonious development of personality of the students. The study might provide feedback to the administrators, teachers and headmasters for
improvement of physical education programme. Hence the investigator considered this topic as essential and significant to be undertaken for research.

2.2 OBJECTIVES OF THE STUDY.

The study had the following objectives.

1. To analyse the development of physical education programme in Orissa in historical perspective.

2. To study the existing organisational and financial set-up of physical education in secondary schools.

3. To investigate into the current procedure and practices of physical education in secondary schools.

4. To analyse availability of resources for physical education.

5. To study the problems and views of physical education teachers.
6. To analyse the views of the teachers on physical education.

7. To study the views of the meritorious sportsmen on their problems and prospects.

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

2.3 SCOPE OF THE STUDY.

The study entitled "An Investigation into the Organisation of Physical Education Programme in Secondary Schools in Orissa" was conducted on the selected secondary schools of Orissa. Organisation of physical education programme in secondary schools was studied with respect to development of physical education programme, organisational and financial set-up, procedure and practices followed in Physical education programme, resources available and problems and views of physical education teachers, teachers and meritorious sportsmen. The study was conducted during the session 1992-93.
2.4 DELIMITATIONS OF THE STUDY.

The study had the following delimitations.

1. The study was conducted within the state of Orissa.
2. The study was conducted only at secondary level.
3. Selected high schools of two districts out of 13, came under the purview of the study.