CHAPTER IV
ANALYSIS OF DATA AND RESULTS OF THE STUDY

The analysis of data collected through the administration of the questionnaire has been presented in this chapter. In order to survey, the study of physical education and sports status in C.B.S.E and State Board Schools of Kupwara District. The questionnaire comprised of 28 statements for both C.B.S.E and State Board Schools about the status and attitudes of students towards physical education. The research scholar had received total 20 set of questionnaires duly filled by C.B.S.E and State Board School students of Kupwara District.

The Situation of Physical Education in Schools

A country wide Plan of physical schooling and interest as first prepared in nineteenth fifty six (1956) through the Union Minister of education. This Plan has included valuable policies for syllabus of physical education and entertainment for number one and secondary colleges. The government of India, in 1956 framed a multipurpose software program of physical education for implementation in the Secondary colleges of America, below gift schooling form 10+02+03+02 as envisaged through the countrywide insurance on education and sports activities are to be an critical a part of curriculum at all ranges.

Regardless of efforts through individuals’ state to promote and increase bodily training and sports with global cooperation, its precise nature and significance to schooling stays steady supply of situation.

The placement of present trouble inside the said area is exceptional in comparison to other educational subjects in school. Insufficient time allocation and much less importance in curriculum driven it in the devastating shell. Bodily schooling is the profession wherein you talk as properly play or carry out. Within the Indian context, or placing bodily education possibly the only problem which has not been given due hobby.

The conditions of bodily schooling in colleges of Kupwara aren’t attractive due to absence of different strategies and budgetary help through kingdom authorities the program for bodily schooling have been expounded however now not honestly completed via way of the want of a few adjustments i.e. it is not refreshed. The
administrators in bodily schooling are not specialists in their profession. The authorities contribution for development and advancement of bodily schooling in schools had been no longer enough, lack of infrastructure, lack of cloth, resources and protection. There has been now not the right environment for training; university college students take their tool of video games and play as they preference, without following the proper regulations and regulations of the games. The absence of time for instructing – the time allocated inside the educational modules was too brief to acquire to perform the destination; even in a few faculties the length for physical schooling has without a doubt evacuated. Satisfactory country wide insurance changed into there, but the government does no longer address it, there are legal hints, however rather they were not taken after.

**Implementation of Physical Education in Schools**

Physical schooling appears to have attained the same or a similar prison reputation as other subjects. The real reputation of bodily guidance in connection to the other college subjects became seen to be lower than the concurred within the lawful place paintings, it's far worried advantageous for fitness but are sincerely treated in the modern-day technology. Legitimate thoughts lives inside the sound body. The regard of physical training as an entertainment or unfastened-play, it is non-powerful instructional hobby. The importance of educational project as stepping to a successful future. It can be taken into consideration compulsory within the lifestyles cycle, but frequently, it was not taught. Our State Jammu and Kashmir has each day bodily schooling necessities, but many Districts do no longer enforce this facility; and the contemporary-day nation government do not anything. The Jammu and Kashmir government comes to be planning to introduce bodily schooling as a “compulsory movement” from magnificence sixth to eighth in every school from 2015-016 sessions. The government would possibly moreover introduce physical schooling from 9th to 12th stylish university college students from 2016-17 periods. However the conditions are but one manner or the opposite wonderful, and nevertheless it does not gain the right direction of development.

Physical training, an essential a part of the secondary school curriculum as an important thing of the whole schooling of college students; it contributes to the overall dreams of
schooling. It makes a very particular contribution to the training of the pupil and the society. It’s miles the best situation vicinity in the faculty dedicated to the take a look at of human body shape and human kinetics, the acquisition of motor capability, and the improvement of health amongst teens. It is worried with the entire improvement of the man or woman and the development of psycho motor, cognitive and effective domains. The improvement of motor abilities, fitness know-how and thoughts-set conductive to an existence time of participation is usually recounted reason of the secondary faculty bodily schooling application (Wuest and Lombardo 2000).

The high-quality bodily training software program enhances and ensures the better development to scholar’s fitness and health and this is predicated upon on how physical training software have been implemented internal the schools. Properly implementation of bodily schooling software leads to higher development pupil’s fitness and fitness. To collect the first-rate and typical powerful benefit of bodily training for the students. The physical education has to benefit understanding of nicely and organized via an effective and incredibly certified teacher or body of workers. The exceptionally certified trainer manner person who has finished Masters or Bachelor’s Degree and holds up-to-date knowledge in the respective field.

**Physical Education Subject and Teacher Status**

The difficulty of physical education changed into given a great deal much less significance not handiest in the colleges of Kupwara District, however moreover in the whole country. Of path, the nation government enforced bodily schooling issue as compulsory in all schools from number one to secondary degree, however still it by no means obtained the importance it merits and is below technique. It’s miles though at the identical path wherein it have become in past. Currently, within the modern-day schools the primary priority becomes given to educational subjects. The lifestyles abilities software does no longer allow for energetic participation in Secondary schools. Understudy’s mentality towards bodily education turn out to be low, guardians didn’t inside the same manner, and college directors did not helping bodily training or topics. Mother and father additionally don’t understand about the triumphing gift, regard and standing of physical practice and video games in academicians. They appeared it as a non-fruitful trouble and of non-scholarly fame. Have enough interest to physical training.
The College Board of education did not enthusiasm for promoting the issue in college, in light of the truth that the evaluation does no longer check inside the ultimate examination authentications.

The ratio of bodily training instructors within the authorities and Non-authorities colleges of Kupwara District has become now not updated. The government ought to lease properly licensed teachers in all schools of Kupwara District. With the aid of the use of this the students get acquainted approximately the price of physical training and, video games and sports. Special training course being organized for instructors to teach them and update their knowledge.

**Curriculum Time Allocation for Physical Education**

Despite the development in redefining motive, function and a dedication to a wholesome proper-being focuses in a few international locations, curriculum hobbies, issues and content material were pervasively oriented inside the path of game-dominated software wherein competitive sports had a terrific function.

Legal requirements of physical education in university were in location. Physical education as a compulsory trouble typically practiced in all member states for as a minimum some elements of the obligatory schooling years for each boys and ladies. Required weekly annual time allocation was round 06-07% of total curriculum time; the first-rate physical schooling time allocation takes place in the decrease to higher middle phase of training (children aged 09-14), time allocation reduces with developing age, specially inside the top secondary or final years of training, when it both becomes an optional trouble or it disappears from the time desk.

Physical schooling became visible to had been pushed right into a defensive function. It has become tormented by lowering curriculum, time allocation, budgetary manipulates with inadequate financial, material and personnel assets. It had low issue reputation and esteem and became being ever greater marginalized and individualized with the aid of using authorities. The college physical training appears to be beneath chance in all regions of the area. At high-quality it seemed to occupy a tenuous place within the university curriculum and changed into now not traditional on par with apparently advanced educational topics involved with developing a baby’s thoughts. At least 03-04 bodily schooling classes want to be allotted in every week, with a purpose to include
every concept and sensible. All the indoor and outdoor sports need to be protected in curriculum, through using which the university directors, college students and dad and mom can understood the charge of physical education and sports activities. In nutshell, the curriculum for bodily schooling and sports activities sports need to be framed on this sort of way, that it enables to broaden the all round character of an person. The physical training had been being squeezed out of the schooling system with the resource of increasingly more compulsory instructional publications and which holds little benefit as compared to physical education.

Resources:

Facilities

The availability of adequate centers, materials and device in addition to their usage are critical thing in plenty of bodily schooling and sports activities programme. Inside the modern period it is been discovered that physical education and sports activities appears to be dropping move in almost all the primary and Secondary colleges in Jammu & Kashmir State. That is being taken into consideration as a part of the motive why the State has now not been coming across new athletes and performing well in country wide sports festivals. The state of affairs may additionally probable persist if there aren’t true sufficient sources, especially academic substances or if those to be had aren’t safely utilized. The extent of success of most bodily education and sports activities program is drastically depending on the degree of availability, adequacy and their utilization of up-to-date facilities, device and resources. This is due to the reality they shape the hub around which such programmes revolve.

The significance of availability of assets cannot be over-emphasized in coaching of physical schooling and types in faculties. The provision of assets, academic centers, device and elements in addition to the good sufficient personnel motivates the learner, will growth the trainer’s efficacy and promotes the productiveness of the teacher. The supply of famous system, centers and resources are critical detail of bodily schooling and sports programme management. Trendy centers and system are crucial situations to accurate and first rate universal overall performance. Lack of appropriate sufficient and fashionable facilities and equipment hampers bodily training programme in plenty of ways. It might be impossible to acquire first-rate outcomes from athletes whose
schooling facilities and device are insufficient or of sub-significant. The scarcity of bodily schooling centers, supplies and machine may want to consequently represent a big cog in the hit coaching of physical training in faculties. Availability as may be used on this study therefore approach human and materials belongings prepared to be used in teaching bodily training in the colleges.

Bodily education is one of the topics in secondary colleges whose goal the overall improvement of the man or woman via bodily sports and education. Academic sports in physical training are designed to sell not simplest the physical nicely-being but additionally the intellectual and socialproperly-being of the man or woman or participant. In line with the global Council for health, physical education endeavor, sports and Dance (ICHPER, 2001), bodily schooling is an educational content material area, which includes 02 critical additives especially human motion and bodily fitness (motor and health associated) and is based totally on the subsequent concern; motor studying, motor development, anesthesiology, bio-mechanics, workout frame structure, sports activities psychology, sports activities sociology and athletics.

The number one motive of the coaching and learning approach is to bring about inside the learner ideal exchange in conduct through critical thinking. This way does now not take location in a vacuum however as an alternative in a surroundings established to facilities reading. Stoner, Freeman and Gilbert (1996), described the environment of an enterprise as all factors relevant to its operation and that they encompass direct and oblique movement factors. College centers represent the essential issue of each direct and oblique actions element inside the environment of gaining knowledge of. Several researches have confirmed that a near courting exists between the physical surroundings and the academic typical overall performance of college students.

The ones facilities play huge component in the entirety of the instructive dreams and destinations via eye-catching the bodily and passionate needs of the personnel and understudies of the faculty. Colleges exist for the purpose of coaching and studying. Human and herbal property is deployed for this purpose. College facilities are the cloth property furnished for the personnel and college students to optimize their productiveness in the coaching and analyzing approach.
The accessibility and nature of bodily training framework and places of work, and of kinds of equipment in faculties, have an impact on the nature, degree and nature of physical schooling software. Faculties have to have access to ok bodily education infrastructure, centers and tool that meet the requirements of protection and hygiene, and which is probably maintained for this reason. It’s far obvious that the making plans of physical education training need to don’t forget the available infrastructure and community environments.

Faculties and nearby sports activities corporations need suitable sports activities centers to enlarge their sports in comfy and healthful environments. A not unusual interest to percentage centers and therefore optimizes using present infrastructure to save you constructing parallel facilities or depart cutting-edge ones underused. Such partnership could be beneficial for the everyday physical training education, however could additionally offer the ultra-modern elevated possibilities for after-university bodily hobby programmers’. The institutional collaboration framework is needed to ensure that school and sport infrastructures are correctly planned and efficiently managed.

**Quality and Professionalism in Teaching Physical Education**

When contemplating physical education in faculties many people’ mind may additionally attention, stereo generally, on the overall performance of sports, group competition and taking detail in regular carrying activities. It might be assumed that this will make a contribution to the child’s lifelong cognizance of fitness and the significance of principal a healthy way of life. From this generalized mindset, the feature of the bodily training instructor can sooner or later become burdened with that of a trifling issuer of sports activities hobby. A bodily training specialist, in conjunction with all their colleagues in the faculty can be running in the direction of similar academic goals for their scholars, such as numeracy and literacy, with the extra name for of growing the bodily talents of the pupil or youngsters. This additional characteristic of bodily training trainer’s role could be very vital and can assist to similarly differentiate among bodily education and activity and possibly also can exclusive subject teachers within the college putting. Which will provide stories for children who train them physically; a physical training instructor can also concentrate their efforts on increasing bodily literacy (White-head, 2001). The bodily literate toddler will be growing their know-how of as an
example, weight transference, balance, coordination, pace and shape. Growing this type of physical interest, or middle ability may additionally assist to educate the child which might probable thereafter be followed to take part in a codified sport. This kind of worrying lead role for the bodily training teacher can be underestimated and might reflect a diploma of complacency in the eyes of society at the same time as.....a physical schooling teacher fulfils simultaneous function for the bodily schooling trainer, teach and game participant” (Armour and Jones, 1998). By using not developing absolutely their top notch area of expert records, scholars may also want to threat losing get right of entry to quite various physical abilities, professional concepts and studying tales which can also most effective be found out through a practiced and informed physical schooling trainer running in the bounds of countrywide Curriculum. So what does being physical education teacher entail? Calder head (1987) factors to as a minimum one (01) critical factor of a physical training trainer’s know-how “bodily education instructors should have records understanding in sports activities sciences, human movement, sports activities studies or studies of bodily education” (referred to in Mawer, 1995:31). teacher need to apply this “historical past expertise” to make professional judgment about a Childs health, normal overall performance potential and capability to be triumphant inside the long term so as for them to get the maximum from their bodily educative opportunities. A crucial a part of this judgment for the teacher is to create pleasant but tough mastering surroundings for each little one just so they preserve to take part in bodily training.

Education physical schooling (as opposing to providing carrying sports) is a completely difficult process, physically and mentally, as there were many one of a type roles and stages of obligation to do not forget every day. A logical place to hold this speak is to describe and clarify a possible difference among roles and responsibilities to explore extra absolutely what it manner to mention “I train bodily training in primary school”. Initially the “function” of a physical education trainer turned into taken right here to consult their obligations for sharing knowledge and specific practices in physical schooling and for them to have taken into consideration their motive or goals for training physical schooling in the primary faculty. By way of manner of applying selectively, their understanding and expertise of acting appropriate abilities, bodily competence and self
belief is probably evolved in students with pretty a range of sporting sports. Physical schooling instructor should sell bodily pastime and the selling of fun, lifelong physical hobby among younger kids. For example, as Bailey (2001:13-14) factors out, part of their characteristic is to ensure that kids take a lead in planning and undertaking their non-public fitness and health through enhancing average overall performance through self-evaluation and participation in kind of bodily contexts.

A key area of “responsibility” for a bodily schooling trainer being privy to the jail necessities and responsibilities that instructor have in keeping protection and training to high well-known –their reaching being problem to regular scrutiny through inspectors who report to government and make public their effects. It’s miles a part of a instructor’s obligation to observe the National Curriculum which sets out the interest location that every one pupil have to experience and to meet the expected trendy of college students performance. This attainment expectancy is carried out through appropriate making plans for each infant in their physical schooling lesson, consisting of assessing and adhering to the safety policies and practices relevant to the topics perception. In making equipped to train, a preliminary role of the instructor should be the consideration of the climate wherein they intend to educate bodily schooling. All bodily schooling needs to be characterized with the aid of environment that is conducive to gaining knowledge of.

All physical training teachers must recognize their function in creating this form of gaining knowledge of climate, recognizing how a nice analyzing surroundings contributes largely to the interpersonal relationships between trainer and student, and the manner it allows each the trainer’s and scholar’s technique to classes.

Along developing a superb getting to know environment, it is also critical for a good bodily training teacher to undertake a variety of training styles, inclusive of these diagnosed with the aid of Moss-ton and Ash well worth (2004) which supports their teaching and mastering dreams; what they need the scholars to attain after their lesson or unit of work.

**Sports Authority of India**

Sports Authority of India changed into established in 1984, the number one intention of this insurance emerge as to extend the sports activities infrastructure in several components of the United States. On one hand and however to deliver elite
sports people for International and countrywide level. One of the progressive steps was the re-corporation of the departments below the Union Ministry of training and the creation of Ministry of Human aid development.

Thus far due to the fact the bodily education, sports and kids development are worried, this new Ministry has created the sports Authority of India in 1984 to look regardless of everything components related to bodily education, sports activities, adventure sports activities and unique youngster’s development programs. The sports activities Authority of India has been attempting hard to co-ordinate all schemes regarding schooling and education of physical training and sports, growing infrastructure centers inside the use of a and rendering beneficial recommendation to the government in topics referring to sports and games.

**Jammu and Kashmir State Sports Council**

Jammu and Kashmir State Sports Council was registered in 1959 under the Societies Registration Act under the chairmanship of Humble Chief Minister with the Minister for Youth Service and Sports and administrative Secretary of Youth Service and Sports, eminent sports persons, representatives of Sports Associations, Commentators, Physical Educationists, sports administrator journalists and distinguished professionals as its members. The main aim was to approve policies and important schemes for the promotion of games and sports in the State and the other functions as:

- operation and maintains of sports stadium
- procurement and maintains of specialized sports equipments
- setting up and management of sports academics and sports hostels
- appointment of sports officers, managers, coaches and other staff with measures targets
- training of elite sportspersons
- implementations of specific target based on sports projects
- also functions in close association with the Sports Associations


Aims and objectives of the current policy are under:
- To provide opportunity to all individuals of the State to engage themselves in instructive, healthy physical activity for personality development irrespective of caste, creed, religion and region.

- To provide reasonable and adequate facilities to all individuals of the State in pursuing the sports activity of their choice depending upon the socio-economic and climatic conditions.

- To create infrastructure in every nook and corner of the State over a period of time so that every individual can pursue the game of his choice at his doorstep.

- To broad-base and strengthen the sports and allied activities carried out by various organizations in order to provide opportunity to every individual to participate in competitive sports.

- To encourage the people living in remote and inaccessible areas to involve themselves in various activities carried out by various organizations.

- To promote and encourage rural and indigenous sports and allied activities specific to the area.

- To provide adequate opportunities in terms of infrastructure, coaching, specialized training for achieving excellence in sports.

- To encourage, promote, and patronage the activities of various autonomous bodies like State Sports Association for bringing about perceptible qualitative improvement in various sports and games.

- To provide incentives to the outstanding sports persons of the State by providing scholarships, reservations in professional colleges and job opportunities in Government/Private Sector so as to encourage them to achieve higher landmarks in their respective games.

- To provide specialized coaching along the scientific lines to promising persons in the State for better performance at the National/International level.

- To provide necessary infrastructure and financial support for popularizing and promoting various adventure sport in the state.

- To provide patronage and requisite financial assistance and infrastructure support to various Non-government Organizations like Nehru Yuva Kendra,
Bharat Scouts and guides Association etc. in order to help them in promoting their activities through the State.

ANALYSIS OF DATA AND RESULTS OF THE STUDY

Results of the evaluation of status and interest & attitude at Central Board of Secondary Education School (C.B.S.E.) and State Board School were represented in this chapter along with the discussion of findings.

Findings of the evaluation of status, interest & attitude at Central Board of Secondary Education Schools (C.B.S.E.) and State Board Schools were represented table-wise. In selected Central Board of Secondary Education Schools (C.B.S.E.) and State Board Schools were surveyed and evaluated all respondents the questionnaire. The detailed responses in tables form were as follows:-

**Status**

**Table No.01.**

**Q.No.01. Do You Agree that the Status of Physical Education in Kupwara District is Satisfactory?**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>Yes 60</td>
<td>15%</td>
<td>No 340</td>
<td>85%</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>200</td>
<td>50%</td>
<td>No 200</td>
<td>50%</td>
</tr>
</tbody>
</table>

Table No.01 shows that sixty (60) that is 15% students were satisfied and three hundred and forty (340) that is 85% students of CBSE board schools were not satisfied whereas two hundred (200) that is 50% students were satisfied and two hundred (200) that is 50% students of State board schools were not satisfied from the status of physical education in Kupwara district. Graphical representation of above table is made in figure no.1.
Figure No.01 shows that –

- Sixty (60) students of CBSE board schools were satisfied from the status of physical education in Kupwara district.
- Three hundred and forty (340) students of CBSE board schools were not satisfied from the status of physical education in Kupwara district.
- Two hundred (200) students of State board schools were satisfied from the status of physical education in Kupwara district.
- Two hundred (200) students of State board schools were not satisfied from the status of physical education in Kupwara district.
Q.No. 02. Do You Agree that the Government should Give Due Emphasis to Physical Education while Planning the Policy of Education?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>Yes 280</td>
<td>70%</td>
<td>No 120</td>
<td>30%</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>Yes 240</td>
<td>60%</td>
<td>No 160</td>
<td>40%</td>
</tr>
</tbody>
</table>

Table No.02 shows that two hundred and eighty (280) that is 70% students were agree and one hundred and twenty (120) that is 30% students of CBSE board schools were not agreed, whereas two hundred and forty (240) that is 60% students were agreed and one hundred and sixty (160) that is 40% students of State board schools were not agreed to give due emphasis to physical education while planning the policy of education. Graphical representation of above table is made in figure no.2.

Figure No.02

Government should Give Due Emphasis to Physical Education While Planning the Policy of Education
Figure No.02 shows that:

- Two hundred and eighty (280) students of CBSE board schools were agreed to give due emphasis to physical education while planning the policy of education.
- One hundred and twenty (120) students of CBSE board schools were not agreed to give due emphasis to physical education while planning the policy of education.
- Two hundred and forty (240) students of State board schools were agreed to give due emphasis to physical education while planning the policy of education.
- One hundred and sixty (160) students of State board schools were not agreed to give due emphasis to physical education while planning the policy of education.

Table No.03
Q.No.03. Do You Agree that the Facilities Available for Physical Education in the Schools of Kupwara District are Sufficient?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response Yes</th>
<th>Percentage %</th>
<th>Response No</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>40</td>
<td>10</td>
<td>360</td>
<td>90</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>240</td>
<td>60</td>
<td>160</td>
<td>40</td>
</tr>
</tbody>
</table>

Table No.03 shows that forty (40) that is 10% students were agreed and three hundred and sixty (360) that is 90% students of CBSE board schools were not agreed whereas two hundred and forty students (240) that is 60% were agreed and one hundred and sixty (160) that is 40% students of State board schools were not agreed about the facilities available for physical education in the schools of Kupwara district are sufficient. Graphical representation of above table is made in figure no.3.

**Figure No.03**

Facilities Available for Physical Education in the Schools of Kupwara District
Figure No. 03 shows that:

- Only forty (40) students of CBSE board schools were agreed to facilities available for physical education in the schools of Kupwara district were sufficient.
- Three hundred and sixty (360) students of CBSE board schools were not agreed to facilities available for physical education in the schools of Kupwara district were sufficient.
- Two hundred and forty (240) students of State board schools were agreed to facilities available for physical education in the schools of Kupwara district were sufficient.
One hundred and sixty (160) students of State board schools were not agreeing to facilities available for physical education in the schools of Kupwara district are sufficient.

**Table No.04**

**Q.No.04. Do You Agree that School Administrators Give Due importance to the Physical Education Curriculum in Schools?**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response Yes</th>
<th>Percentage %</th>
<th>Response No</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>100</td>
<td>25</td>
<td>300</td>
<td>75</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>280</td>
<td>70</td>
<td>120</td>
<td>30</td>
</tr>
</tbody>
</table>

Table No.04 shows that one hundred (100) that is 25% students were agreed and three hundred (300) that is 75% students of CBSE board schools were not agreed whereas two hundred and eighty (280) that is 70% students were agreed and one hundred and twenty (120) that is 30% students of State board schools were not agreed that school administrators give due importance to the physical education curriculum in school. Graphical representation of above table is made in figure no.4.

**Figure No.04**

School Administrators Give Due importance to the Physical Education Curriculum in Schools
Figure No.04 shows that:

- One hundred (100) students of CBSE board schools were agreed that school administrators give due importance to the physical education curriculum in school.
- Three hundred (300) students of CBSE board schools were not agreed that school administrators give due importance to the physical education curriculum in school.
- Two hundred and eighty (280) students of State board schools were agreed that school administrators give due importance to the physical education curriculum in school.
➢ One hundred and twenty (120) students of State board schools were not agreed that school administrators give due importance to the physical education curriculum in school.

Table No.05
Q.No.05. Do you agree that Physical Education Subject should be Made Compulsory in Schools?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response Yes</th>
<th>Percentage %</th>
<th>Response No</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>380</td>
<td>95</td>
<td>20</td>
<td>05</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>380</td>
<td>95</td>
<td>20</td>
<td>05</td>
</tr>
</tbody>
</table>

Table No.05 shows that three hundred and eighty (380) that is 95% students were agreed and twenty (20) that is 5% students of CBSE board schools were not agreed whereas three hundred and eighty (380) that is 95% students were agreed and twenty (20) that is 5% students of State board schools were not agree that physical education subject should be made compulsory in schools. Graphical representation of above table is made in figure no.5.

Figure No.05
Physical Education Subject should be Made Compulsory in Schools
Figure No.05 shows that:

- Three hundred and eighty (380) students of CBSE board schools were agreed that physical education subject should be made compulsory in schools.
- Twenty (20) students of CBSE board schools were not agreed that physical education subject should be made compulsory in schools.
- Three hundred and eighty (380) students of State board schools were agreed that physical education subject should be made compulsory in schools.
- Twenty (20) students of State board schools were not agreed that physical education subject should be made compulsory in schools.

Table No.06
Q.No.06. Do you agree that the Physical Education Teacher should be appointed as per Requirement of Students Ratio?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>Yes 400</td>
<td>100%</td>
<td>No 00</td>
<td>00%</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>Yes 320</td>
<td>80%</td>
<td>No 80</td>
<td>20%</td>
</tr>
</tbody>
</table>

Table No.06 shows that all four hundred (400) that is 100% students of CBSE board schools were agreed whereas three hundred and twenty (320) that is 80% students were agreed and eighty (80) that is 20% students of State board schools were not agreed that physical education teacher should be appointed as per requirement of students’ ratio. Graphical representation of above table is made in figure no.6.

**Figure No.06**

Physical Education Teacher should be Appointed as per Requirement of Students Ratio
Figure No.06 shows that:

- All four hundred (400) students of CBSE board schools are agree that physical education teacher should be appointed as per requirement of student’s ratio.
- Three hundred and twenty (320) students of State board schools are agree that physical education teacher should be appointed as per requirement of student’s ratio.
- Eighty (80) students of State board schools are not agree that physical education teacher should be appointed as per requirement of student’s ratio.
Table No.07

Q.No.07. Do you agree that Physical Education Classes are treated as per Other Subjects as far as Time Allotment is concerned?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response Yes</th>
<th>Percentage</th>
<th>Response No</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>220</td>
<td>55</td>
<td>180</td>
<td>45</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>320</td>
<td>80</td>
<td>80</td>
<td>20</td>
</tr>
</tbody>
</table>

Table No.07 shows that two hundred and twenty (220) that is 55% students were agreed and one hundred and eighty (180) that is 45% students of CBSE board schools were not agreed whereas three hundred and twenty (320) that is 80% students were agreed and eighty (80) that is 20% students of State board schools were not agreed that physical education classes were treated as per other subjects as far as time allotment is concerned. Graphical representation of above table is made in figure no.07.

Figure No.07

Physical Education Classes are treated as per Other Subjects as far as Time Allotment is Concerned
Figure No.07 shows that:

- Two hundred and twenty (220) students of CBSE board schools were agreed that physical education classes were treated as per other subjects as far as time allotment is concerned.
- One hundred and eighty (180) students of CBSE board schools were not agreed that physical education classes were treated as per other subjects as far as time allotment is concerned.
- Three hundred and twenty (320) students of State board schools were agreed that physical education classes were treated as per other subjects as far as time allotment is concerned.
Eighty (80) students of State board schools were not agreed that physical education classes were treated as per other subjects as far as time allotment is concerned.

Table No.08

Q.No.08. Do you agree that Physical Education Classes should be allotted Equal Periods as Other Subjects?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response Yes</th>
<th>Percentage %</th>
<th>Response No</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>360</td>
<td>90</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>380</td>
<td>95</td>
<td>20</td>
<td>05</td>
</tr>
</tbody>
</table>

Table No.08 shows that three hundred and sixty (360) that is 90% students were agreed and forty (40) students of CBSE board schools were not agreed whereas three hundred and eighty (380) that is 95% students were agreed and twenty (20) that is 5% students of State board schools were not agreed that physical education classes should be allotted equal periods as other subjects. Graphical representation of above table is made in figure no.08.

Figure No.08

Physical Education Classes should be allotted Equal Periods As Other Subjects
Figure No.08 shows that:

- Three hundred and sixty (360) students of CBSE board schools were agreed that physical education classes should be allotted equal periods as other subjects.
- Forty (40) students of CBSE board schools were not agreed that physical education classes should be allotted equal periods as other subjects.
- Three hundred and eighty (380) students of State board schools were agreed that physical education classes should be allotted equal periods as other subjects.
- Twenty (20) students of State board schools were not agreed that physical education classes should be allotted equal periods as other subjects.
Table No.09

Q.No.09 Do You Agree that Every School should have Playground for Physical Education Classes?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>Yes</td>
<td>360</td>
<td>No</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>90%</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>Yes</td>
<td>400</td>
<td>No</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
<td>00%</td>
</tr>
</tbody>
</table>

Table No.09 shows that three hundred and sixty (360) students were agreed and forty (40) students of CBSE board schools were not agreed whereas all four hundred (400) students of State board schools were agreed that every school should have playground for physical education classes. Graphical representation of above table is made in figure no.09.

**Figure No.09**

Every School should have Playground for Physical Education Classes
Figure No.09 shows that –

- Three hundred and sixty (360) students of CBSE board schools were agreed that every school should have playground for physical education classes.
- Forty (40) students of CBSE board schools were not agreed that every school should have playground for physical education classes.
- All four hundred (400) students of State board schools were agreed that every school should have playground for physical education classes.

Table No.10

Q.No.10. Do You Agree that Every School should have a Hall for indoor games
<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>320</td>
<td>80%</td>
<td>80</td>
<td>20%</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>360</td>
<td>90%</td>
<td>40</td>
<td>10%</td>
</tr>
</tbody>
</table>

Table No.10 shows that three hundred and twenty (320) that is 80% students were agreed and eighty (80) that is 20% students of CBSE board schools were not agreed whereas three hundred and sixty (360) that is 90% students were agreed and forty (40) that is 10% students of State board schools were not agreed that every school should have a hall for indoor games. Graphical representation of above table is made in figure no.10.

**Figure No.10**

*Every School should have a Hall for Indoor Games*
Three hundred and twenty (320) students of CBSE board schools were agreed that every school should have a hall for indoor games.

Eighty (80) students of CBSE board schools were not agreed that every school should have a hall for indoor games.

Three hundred and sixty (360) students of State board schools were agreed that every school should have a hall for indoor games.

Forty (40) students of State board schools were not agreed that every school should have a hall for indoor games.

Table No.11
Q.No.11. Do you agree that Physical Education Programmes enhance the Physical Development of Students?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>Yes</td>
<td>380</td>
<td>95%</td>
<td>20</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>Yes</td>
<td>360</td>
<td>90%</td>
<td>40</td>
</tr>
</tbody>
</table>

Table No.11 shows that three hundred and eighty (380) that is 95% students were agreed and twenty (20) that is 05% students of CBSE board schools were not agreed whereas three hundred and sixty (360) that is 90% students were agreed and forty (40) students of State board schools were not agreed that physical education programmes enhance the physical development of students. Graphical representation of above table is made in figure no.11.

**Figure No.11**

**Physical Education Programmes enhance the Physical Development of Students**
Figure No.11 shows that:

- Three hundred and eighty (380) students of CBSE board schools were agreed that physical education programmes enhance the physical development of students.
- Twenty (20) students of CBSE board schools were not agreed that physical education programmes enhance the physical development of students.
- Three hundred and sixty (360) students of State board schools were agreed that physical education programmes enhance the physical development of students.
- Forty (40) students of State board schools were not agreed that physical education programmes enhance the physical development of students.
### Table No.12

#### Q.No.12 Do You Agree that Physical Education Programmes Promote Emotional Development of Students?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response Yes</th>
<th>Percentage %</th>
<th>Response No</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>280</td>
<td>70</td>
<td>120</td>
<td>30</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>360</td>
<td>90</td>
<td>40</td>
<td>10</td>
</tr>
</tbody>
</table>

Table No.12 shows that two hundred and eighty (280) that is 70% students were agreed and one hundred and twenty (120) that is 30% students of CBSE board schools were not agreed whereas three hundred and sixty (360) that is 90% students were agreed and forty (40) that is 10% students of State board schools were not agreed that physical education programmes promote emotional development of students. Graphical representation of above table is made in figure no.12.

#### Figure No.12

**Physical Education Programmes Promote Emotional Development of Students**
Figure No.12 shows that:

- Two hundred and eighty (280) students of CBSE board schools were agreed that physical education programmes promote emotional development of students.
- One hundred and twenty (120) students of CBSE board schools were not agreed that physical education programmes promote emotional development of students.
- Three hundred and sixty (360) students of State board schools were agreed that physical education programmes promote emotional development of students.
Forty (40) students of State board schools were not agreed that physical education programmes promote emotional development of students.

**Table No.13**

**Q.No.13. Do You Agree that Physical Education Facilitates the Intellectual Development of Students?**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response Yes</th>
<th>Percentage %</th>
<th>Response No</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>360</td>
<td>90</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>340</td>
<td>85</td>
<td>60</td>
<td>15</td>
</tr>
</tbody>
</table>

Table No.13 shows that three hundred and sixty (360) that is 90% students were agreed and forty (40) that is 10% students of CBSE board schools were not agreed whereas three hundred and forty (340) that is 85% students were agreed and sixty (60) that is 15% students of State board schools were not agreed that physical education facilitates the intellectual development of students. Graphical representation of above table is made in figure no.13.

**Figure No.13**

Physical Education Facilitates the Intellectual Development of Students
Figure No.13 shows that:

- Three hundred and sixty (360) students of CBSE board schools were agreed that physical education facilitates the intellectual development of students.
- Forty (40) students of CBSE board schools were not agreed that physical education facilitates the intellectual development of students.
- Three hundred and forty (340) students of State board schools were agreed that physical education facilitates the intellectual development of students.
- Sixty (60) students of State board schools were not agreed that physical education facilitates the intellectual development of students.

Table No.14

<table>
<thead>
<tr>
<th>Responses</th>
<th>CBSE Board</th>
<th>State Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, 360</td>
<td>blue</td>
<td>red</td>
</tr>
<tr>
<td>No, 40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, 340</td>
<td></td>
<td>red</td>
</tr>
<tr>
<td>No, 60</td>
<td>blue</td>
<td></td>
</tr>
</tbody>
</table>
Q.No.14. Do you agree that Physical Education contributes to the Socialization Process of Students?

Table No.14 shows that three hundred and eighty (380) that is 95% students were agreed and twenty (20) that is 5% students of CBSE board schools were not agreed whereas all four hundred (400) that is 100% students of State board schools were agreed that physical education facilitates the intellectual development of students. Graphical representation of above table is made in figure no.14.

**Table No.14**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response Yes</th>
<th>Percentage</th>
<th>Response No</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>380</td>
<td>95</td>
<td>20</td>
<td>05</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>400</td>
<td>100</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>

**Figure No.14**

Physical Education contributes to the Socialization Process of Students
Figure No.14 shows that:

- Three hundred and eighty (380) students of CBSE board schools were agreed that physical education facilitates the intellectual development of students.
- Twenty (20) students of CBSE board schools were not agreed that physical education facilitates the intellectual development of students.
- All four hundred (400) students of State board schools were agreed that physical education facilitates the intellectual development of students.

Table No.15
Q.No.15. Do You Agree that Physical Education Curriculum should Comprise both Theory and Practical?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response Yes</th>
<th>Percentage</th>
<th>Response No</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>360</td>
<td>90</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>380</td>
<td>95</td>
<td>20</td>
<td>05</td>
</tr>
</tbody>
</table>

Table No.15 shows that three hundred and sixty (360) that is 90% students were agreed and forty (40) that is 10% students of CBSE board schools were not agreed whereas three hundred and eighty (380) that is 95% students were agreed and twenty (20) that is 05% students of State board schools were not agreed that physical education curriculum should comprise both theory and practical. Graphical representation of above table is made in figure no.15.

**Figure No.15**

Physical Education Curriculum should comprise Both Theory and Practical
Figure No.15 shows that:

- Three hundred and sixty (360) students of CBSE board schools were agreed that physical education curriculum should comprise both theory and practical.
- Forty (40) students of CBSE board schools were not agreed that physical education curriculum should comprise both theory and practical.
- Three hundred and eighty (380) students of State board schools were agreed that physical education curriculum should comprise both theory and practical.
Twenty (20) students of State board schools were not agreed that physical education curriculum should comprise both theory and practical.

**Table No.16**

**Q.No.16. Do You Agree that various Training Methods for Improving Fitness should be included in Physical Education?**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>Yes</td>
<td>360</td>
<td>No</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>90%</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td></td>
<td>400</td>
<td></td>
<td>00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
<td>00%</td>
</tr>
</tbody>
</table>

Table No.16 shows that three hundred and sixty (360) that is 90% students were agreed and forty (40) that is 10% students of CBSE board schools were not agreed whereas all four hundred (400) that is 100% students of State board schools were agreed that various training methods for improving fitness should be included in physical education. Graphical representation of above table is made in figure no.16.

**Figure No.16**

Various Training Methods for Improving Fitness should be Included in Physical Education
Figure No.16 shows that:

- Three hundred and sixty (360) students of CBSE board schools were agreed that various training methods for improving fitness should be included in physical education.
- Forty (40) students of CBSE board schools were not agreed that various training methods for improving fitness should be included in physical education.
All four hundred (400) students of State board schools were agreed that various training methods for improving fitness should be included in physical education.

Table No.17

Q.No.17. Do you agree that concept of Wellness should be included in Physical Education?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response Yes</th>
<th>Percentage</th>
<th>Response No</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>360</td>
<td>90</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>300</td>
<td>75</td>
<td>100</td>
<td>25</td>
</tr>
</tbody>
</table>

Table No.17 shows that three hundred and sixty (360) that is 90% students were agreed and forty (40) that is 10% students of CBSE board schools were not agreed whereas three hundred (300) that is 75% students were agreed and one hundred (100) that is 25% students of State board schools were not agreed that concept of wellness should be included in physical education. Graphical representation of above table is made in figure no.17.

Figure No.17

Concept of Wellness should be included in Physical Education
Figure No.17 shows that:

- Three hundred and sixty (360) students of CBSE board schools were agreed that concept of wellness should be included in physical education.
- Forty (40) students of CBSE board schools were not agreed that concept of wellness should be included in physical education.
- Three hundred (300) students of State board schools were agreed that concept of wellness should be included in physical education.
- One hundred (100) students of State board schools were not agreed that concept of wellness should be included in physical education.
Table No.18

Q.No.18 Do you agree that Olympic Movement should be included as an Essential Component of Physical Education?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>220</td>
<td>55</td>
<td>180</td>
<td>45</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>320</td>
<td>80</td>
<td>80</td>
<td>20</td>
</tr>
</tbody>
</table>

Table No.18 shows that three hundred and sixty (220) that is 55% students were agreed and forty (180) that is 45% students of CBSE board schools were not agreed whereas three hundred (320) that is 80% students were agreed and one hundred (80) that is 20% students of State board schools were not agreed that Olympic movement should be included as in essential components of physical education. Graphical representation of above table is made in figure no.18.

Figure No.18

Olympic Movement should be included as an Essential Component of Physical Education
Figure No. 18 shows that:

- Two hundred and twenty (220) students of CBSE board schools were agreed that Olympic movement should be included as essential components of physical education.
- One hundred and eighty (180) students of CBSE board schools were not agreed that Olympic movement should be included as essential component of physical education.
- Three hundred and twenty (320) students of State board schools were agreed that Olympic movement should be included as essential components of physical education.
Eighty (80) students of State board schools were not agreed that Olympic movement should be included as in essential components of physical education.

**Table No.19**

**Q.No.19. Do You Agree that Athletic Injuries and it’s Rehabilitation should be taught in Physical Education?**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>Yes</td>
<td>340</td>
<td>85</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>Yes</td>
<td>320</td>
<td>80</td>
<td>80</td>
</tr>
</tbody>
</table>

Table No.19 shows that three hundred and forty (340) that is 85% students were agreed and sixty (60) that is 15% students of CBSE board schools were not agreed whereas three hundred (320) that is 80% students were agreed and eighty (80) that is 20% students of State board schools were not agreed that athletic injuries and its rehabilitation should be taught in physical education. Graphical representation of above table is made in figure no.19.

**Figure No.19**

**Athletic Injuries and its Rehabilitation should be taught in Physical Education?**
Figure No.19 shows that:

- Two hundred and twenty (340) students of CBSE board schools were agreed that athletic injuries and its rehabilitation should be taught in physical education.
- Sixty (60) students of CBSE board schools were not agreed that athletic injuries and its rehabilitation should be taught in physical education.
- Three hundred and twenty (320) students of State board schools were agreed that athletic injuries and its rehabilitation should be taught in physical education.
- Eighty (80) students of State board schools were not agreed that athletic injuries and its rehabilitation should be taught in physical education.
Q.No.20. Do You Agree that Support from Parents is Sufficient for the Promotion of Physical Education and Sports?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>320</td>
<td>80%</td>
<td>80</td>
<td>20%</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>260</td>
<td>65%</td>
<td>140</td>
<td>35%</td>
</tr>
</tbody>
</table>

Table No.20 shows that three hundred and twenty (320) that is 80% students were agreed and eighty (80) that is 20% students of CBSE board schools were not agreed whereas two hundred and sixty (260) that is 65% students were agreed and one hundred and forty (140) that is 35% students of State board schools were not agreed that support from parents is sufficient for the promotion of physical education and sports. Graphical representation of above table is made in figure no.20.

Figure No.20
Support from Parents is Sufficient for the Promotion of Physical Education and Sports
Figure No.20 shows that:

- Three hundred and twenty (320) students of CBSE board schools were agreed that support from parents is sufficient for the promotion of physical education and sports.
- Eighty (80) students of CBSE board schools were not agreed that support from parents is sufficient for the promotion of physical education and sports.
- Two hundred and sixty (260) students of State board schools were agreed that support from parents is sufficient for the promotion of physical education and sports.
One hundred and forty (140) students of State board schools were not agreed that support from parents is sufficient for the promotion of physical education and sports.

**Table No.21**

**Q.No.21. Do You Agree that Participation of Students is Sufficient for the Promotion of Physical Education and Sports?**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>Yes</td>
<td>340</td>
<td>85</td>
<td>60</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>Yes</td>
<td>280</td>
<td>70</td>
<td>120</td>
</tr>
</tbody>
</table>

Table No.21 shows that three hundred and forty (340) that is 85% students were agreed and sixty (60) that is 15% students of CBSE board schools were not agreed whereas two hundred and eighty (280) that is 70% students were agreed and one hundred twenty (120) that is 30% students of State board schools were not agreed that participation of students is sufficient for the promotion of physical education and sports. Graphical representation of above table is made in figure no.21.

**Figure No.21**

Participation of Students is Sufficient for the Promotion of Physical Education and Sports?
Figure No. 21 shows that:

- Three hundred and twenty (340) students of CBSE board schools were agreed that participation of students was sufficient for the promotion of physical education and sports.
- Sixty (60) students of CBSE board schools were not agreed that participation of students was sufficient for the promotion of physical education and sports.
- Two hundred and eighty (280) students of State board schools were agreed that participation of students was sufficient for the promotion of physical education and sports.
One hundred and twenty (120) students of State board schools were not agreed that participation of students was sufficient for the promotion of physical education and sports.

Table No.22

Q.No.22. Do You Agree that Responses from the Society are Sufficient for the Development of Physical Education and Sports?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>Yes</td>
<td>260</td>
<td>No</td>
<td>140</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>65%</td>
<td></td>
<td>35%</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>300</td>
<td>No</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>75%</td>
<td></td>
<td>25%</td>
</tr>
</tbody>
</table>

Table No.22 shows that two hundred and sixty (260) that is 65% students were agreed and one hundred and forty (140) that is 35% students of CBSE board schools were not agreed whereas three hundred (300) that is 75% students were agreed and one hundred (100) that is 25% students of State board schools were not agreed that responses from the society were sufficient for the development of physical education and sports. Graphical representation of above table is made in figure no.22.

Table No.22

Responses from the Society are Sufficient for the Development of Physical Education and Sports
Figure No.22 shows that:

- Two hundred and sixty (260) students of CBSE board schools were agreed that responses from the society were sufficient for the development of physical education and sports.
- One hundred and forty (140) students of CBSE board schools were not agreed that responses from the society were sufficient for the development of physical education and sports.
➢ Three hundred (300) students of State board schools were agreed that responses from the society were sufficient for the development of physical education and sports.

➢ One hundred (100) students of State board schools were not agreed that responses from the society were sufficient for the development of physical education and sports.

Table No.23

Q.No.23. Do you agree that marks should be allotted for the Physical Education subject as per with other classroom subjects?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>Yes</td>
<td>340</td>
<td>85</td>
<td>60</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td></td>
<td>280</td>
<td>70</td>
<td>120</td>
</tr>
</tbody>
</table>

Table No.23 shows that three hundred and forty (340) that is 85% students were agreed and sixty (60) that is 15% students of CBSE board schools were not agreed whereas two hundred and eighty (280) that is 70% students were agreed and one hundred and twenty (120) that is 30% students of State board schools were not agreed that marks should be allotted for the physical education subject as per with other classroom subjects. Graphical representation of above table is made in figure no.23.

Figure No.23

Marks should be allotted for the Physical Education subject
As per with Other Classroom Subjects
Figure No.23 shows that:

- Three hundred and forty (340) students of CBSE board schools were agreed that marks should be allotted for the physical education subject as per with other classroom subjects.
- Sixty (60) students of CBSE board schools were not agreed that marks should be allotted for the physical education subject as per with other classroom subjects.
- Two hundred and eighty (280) students of State board schools were agreed that marks should be allotted for the physical education subject as per with other classroom subjects.
- One hundred and twenty (120) students of State board schools were not agreed that marks should be allotted for the physical education subject as per with other classroom subjects.
Table No.24

Q.No.24. Do You Agree that Camping and Outdoor Activities should be included in Physical Education Curriculum?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>Yes</td>
<td>340</td>
<td>85%</td>
<td>60</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>Yes</td>
<td>240</td>
<td>60%</td>
<td>160</td>
</tr>
</tbody>
</table>

Table No.24 shows that three hundred and forty (340) that is 85% students were agreed and sixty (60) that is 15% students of CBSE board schools were not agreed whereas two hundred and forty (240) that is 60% students were agreed and one hundred and sixty (160) that is 40% students of State board schools were not agreed that camping and outdoor activities should be included in physical education curriculum. Graphical representation of above table is made in figure no.24.

Figure No.24

Camping and Outdoor Activities should be included in Physical Education Curriculum
Figure No. 24 shows that:

- Three hundred and forty (340) students of CBSE board schools were agreed that camping and outdoor activities should be included in physical education curriculum.
- Sixty (60) students of CBSE board schools were not agreed that camping and outdoor activities should be included in physical education curriculum.
Two hundred and forty (240) students of State board schools were agreed that camping and outdoor activities should be included in physical education curriculum.

One hundred and sixty (160) students of State board schools were not agreed that camping and outdoor activities should be included in physical education curriculum.

**Table No.25**

Q.No.25. Do you agree that Ratio of Marks for Physical Education Subject should be based on 40:60 for Practical and Theory Examination Respectively?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>Yes</td>
<td>280</td>
<td>70</td>
<td>120</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>Yes</td>
<td>280</td>
<td>70</td>
<td>120</td>
</tr>
</tbody>
</table>

Table No.25 shows that two hundred and eighty (280) that is 70% students were agreed and one hundred and twenty (120) that is 30% students of CBSE board schools were not agreed whereas two hundred and eighty (280) that is 70% students were agreed and one hundred and twenty (120) that is 30% students of State board schools were not agreed that ratio of marks for physical education subject should be based on 40:60 for practical and theory examination respectively. Graphical representation of above table is made in figure no.25.

**Table No.25**

Ratio of Marks for Physical Education Subject should be based on 40:60 for Practical and Theory Examination Respectively
Figure No.25 shows that:

- Two hundred and eighty (280) students of CBSE board schools were agreed that ratio of marks for physical education subject should be based on 40:60 for practical and theory examination respectively.
- One hundred and twenty (120) students of CBSE board schools were not agreed that ratio of marks for physical education subject should be based on 40:60 for practical and theory examination respectively.
- Two hundred and eighty (280) students of State board schools were agreed that ratio of marks for physical education subject should be based on 40:60 for practical and theory examination respectively.
One hundred and twenty (120) students of State board schools were not agreed that ratio of marks for physical education subject should be based on 40:60 for practical and theory examination respectively.

**Table No.26**

**Q.No.26. Do You Think that Sports Quota is appropriate in Government and Non-Government Jobs?**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>Yes</td>
<td>80</td>
<td>No</td>
<td>320</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>20%</td>
<td></td>
<td>80%</td>
</tr>
<tr>
<td>02.</td>
<td>State Board</td>
<td>Yes</td>
<td>120</td>
<td>No</td>
<td>280</td>
</tr>
<tr>
<td></td>
<td>Schools</td>
<td></td>
<td>30%</td>
<td></td>
<td>70%</td>
</tr>
</tbody>
</table>

Table No.26 shows that eighty (80) that is 20% students were agreed and three hundred and twenty (320) that is 80% students of CBSE board schools were not agreed whereas one hundred and twenty (120) that is 30% students were agreed and two hundred and eighty (280) that is 70% students of State board schools were not agreed that sports quota is appropriate in government and non-government jobs. Graphical representation of above table is made in figure no.26.

**Figure No.26**

*Sports Quota is appropriate in Government and Non-Government Jobs*
Figure No. 26 shows that:

- Eighty (80) students of CBSE board schools were agreed that sports quota was appropriate in government and non-government jobs.
- Three hundred and twenty (320) students of CBSE board schools were not agreed that sports quota was appropriate in government and non-government jobs.
- One hundred and twenty (120) students of State board schools were agreed that sports quota was appropriate in government and non-government jobs.
- Two hundred and eighty (280) students of State board schools were not agreed that sports quota was appropriate in government and non-government jobs.
Table No.27

Q.No.27. Do you agree that the Scholarship given to Students on Performance in Games and Sports is Adequate?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response Yes</th>
<th>Percentage %</th>
<th>Response No</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>120</td>
<td>30</td>
<td>280</td>
<td>70</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>260</td>
<td>65</td>
<td>140</td>
<td>35</td>
</tr>
</tbody>
</table>

Table No.27 shows that one hundred and twenty (120) that is 30% students were agreed and two hundred and eighty (280) that is 70% students of CBSE board schools were not agreed whereas two hundred and sixty (260) that is 65% students were agreed and one hundred and forty (140) that is 35% students of State board schools were not agreed that the scholarship given to students on performance in games and sports was adequate. Graphical representation of above table is made in figure no.27.

Figure No.27

Scholarship given to Students on Performance in Games and Sports is Adequate
Figure No.27 shows that:

- One hundred and twenty (120) students of CBSE board schools were agreed that the scholarship given to students on performance in games and sports was adequate.
- Two hundred and eighty (280) students of CBSE board schools were not agreed that the scholarship given to students on performance in games and sports was adequate.
- Two hundred and sixty (260) students of State board schools were agreed that the scholarship given to students on performance in games and sports was adequate.
- One hundred and forty (140) students of State board schools were not agreed that the scholarship given to students on performance in games and sports was adequate.

**Table No.28**
Q.No.28. Are the Efforts of the Government sufficient to Promote Sports-Culture at School Level Education?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>100</td>
<td>25%</td>
<td>300</td>
<td>75%</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>180</td>
<td>45%</td>
<td>220</td>
<td>55%</td>
</tr>
</tbody>
</table>

Table No.28 shows that one hundred (100) that is 25% students were agreed and three hundred (300) that is 75% students of CBSE board schools were not agreed whereas one hundred and eighty (180) that is 45% students were agreed and two hundred and twenty (220) that is 55% students of State board schools were not agreed that efforts of the government sufficient to promote sports culture at school level education. Graphical representation of above table is made in figure no.28.

**Figure No.28**

*Are the Efforts of the Government sufficient to Promote Sports-Culture at School Level Education*
Figure No.28 shows that:

- One hundred (100) students of CBSE board schools were agreed that efforts of the government sufficient to promote sports culture at school level education.
- Three hundred (300) students of CBSE board schools were not agreed that efforts of the government sufficient to promote sports culture at school level education.
- One hundred and eighty (180) students of State board schools were agreed that efforts of the government sufficient to promote sports culture at school level education.

- One hundred (100) students of CBSE board schools were agreed that efforts of the government sufficient to promote sports culture at school level education.
- Three hundred (300) students of CBSE board schools were not agreed that efforts of the government sufficient to promote sports culture at school level education.
- One hundred and eighty (180) students of State board schools were agreed that efforts of the government sufficient to promote sports culture at school level education.
Two hundred and twenty (220) students of State board schools were not agreed that efforts of the government sufficient to promote sports culture at school level education.

**Attitudes and Interest**

**Table No.29**

**Q.No.01. Does your School Participate in any Inter-Collegiate Competition?**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response Yes</th>
<th>Percentage %</th>
<th>Response No</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>240</td>
<td>60</td>
<td>160</td>
<td>40</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>320</td>
<td>80</td>
<td>80</td>
<td>20</td>
</tr>
</tbody>
</table>

Table No.29 shows that two hundred and forty (240) that is 60% students were agreed and one hundred and sixty (160) that is 40% students of CBSE board schools were not agreed whereas three hundred and twenty (320) that is 80% students were agreed and eighty (80) that is 20% students of State board schools were not agreed that their school participate in any inter-collegiate competition. Graphical representation of above table is made in figure no.29.

**Figure No.29**

Your School Participate in any Inter-Collegiate Competition
Figure No.29 shows that:

- Two hundred and forty (240) students of CBSE board schools were agreed that their school participate in any inter-collegiate competition.
- One hundred and sixty (160) students of CBSE board schools were not agreed that their school participate in any inter-collegiate competition.
- Three hundred and twenty (320) students of State board schools were agreed that their school participate in any inter-collegiate competition.
- Eighty (80) students of State board schools were not agreed that their school participate in any inter-collegiate competition.

Table No.30
Q.No.02. Does Your School Team Participate in Extramural (Outside) Tournament?

<table>
<thead>
<tr>
<th>S.No</th>
<th>School Name</th>
<th>Response Yes</th>
<th>Percentage %</th>
<th>Response No</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>240</td>
<td>60</td>
<td>160</td>
<td>40</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>360</td>
<td>90</td>
<td>40</td>
<td>10</td>
</tr>
</tbody>
</table>

Table No.30 shows that two hundred and forty (240) that is 60% students were agreed and one hundred and sixty (160) that is 40% students of CBSE board schools were not agreed whereas three hundred and sixty (360) that is 90% students were agreed and forty (40) that is 10% students of State board schools were not agreed that their school team participate in extramural (outside) tournament. Graphical representation of above table is made in figure no.30.

**Figure No.30**

Your School Team Participate in Extramural (Outside) Tournament
Figure No.30 shows that:

- Two hundred and forty (240) students of CBSE board schools were agreed that their school team participate in extramural (outside) tournament.
- One hundred and sixty (160) students of CBSE board schools were not agreed that their school team participate in extramural (outside) tournament.
- Three hundred and sixty (360) students of State board schools were agreed that their school team participate in extramural (outside) tournament.
Forty (40) students of State board schools were not agreed that their school team participate in extramural (outside) tournament.

**Table No.31**

**Q.No.03. Which Type of Motivation is provided to the Students?**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>40</td>
<td>20</td>
</tr>
</tbody>
</table>

Table No.31 shows that one hundred and eighty (180) that is 45% students choose option (C) i.e. medals, one hundred and twenty (120) that is 30% students choose option (D) i.e. certificate, eighty (80) that is 20% students choose option (A) i.e. cash prize and twenty (20) that is 5% students choose option (B) i.e. sports kit by students of CBSE board schools whereas two hundred and forty (240) that is 60% students choose option (D) i.e. certificate, one hundred (100) that is 25% students choose option (C) i.e. medals, forty (40) that is 10% students choose option (A) i.e. cash prize and twenty (20) that is 5% students choose option (B) i.e. sports kit. Graphical representation of above table is made in figure no.31.

**Figure No.31**

Type of Motivation is Provided to the Students
Figure No.31 shows that:

- One hundred and eighty (180) students choose option (C) i.e. medals.
- One hundred and twenty (120) students choose option (D) i.e. certificate.
- Eighty (80) students choose option (A) i.e. cash prize.
- Twenty (20) students choose option (B) i.e. sports kit.
- Two hundred and forty (240) students choose option (D) i.e. certificate.
- One hundred (100) students choose option (C) i.e. medals.
- Forty (40) students choose option (A) i.e. cash prize
- Twenty (20) students choose option (B) i.e. sports kit.

Table No.32

Q.No.04 Does Your Institute Organize Intramural Programmes in Games and Sports?
<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>140</td>
<td>35</td>
<td>260</td>
<td>65</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>340</td>
<td>85</td>
<td>60</td>
<td>15</td>
</tr>
</tbody>
</table>

Table No.32 shows that one hundred and forty (140) that is 35% students were agreed and two hundred and sixty (260) that is 65% students of CBSE board schools were not agreed whereas three hundred and forty (340) that is 85% students were agreed and sixty (60) that is 15% students of State board schools were not agreed that their institute organize intramural programmes in games and sports. Graphical representation of above table is made in figure no.32.

**Figure No.32**

*Your Institute Organize Intramural Programmes in Games and Sports*
Figure No.32 shows that:

- One hundred and forty (140) students of CBSE board schools were agreed that their institute organize intramural programmes in games and sports.
- Two hundred and sixty (260) students of CBSE board schools were not agreed that their institute organize intramural programmes in games and sports.
- Three hundred and forty (340) students of State board schools were agreed that their institute organize intramural programmes in games and sports.
Sixty (60) students of State board schools were not agreed that their institute organize intramural programmes in games and sports.

Table No.33

Q.No.05 Did You Participate in Intramural Competitions?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>Yes</td>
<td>180</td>
<td>45</td>
<td>220</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>Yes</td>
<td>240</td>
<td>60</td>
<td>160</td>
</tr>
</tbody>
</table>

Table No.33 shows that one hundred and eighty (180) that is 45% students were agreed and two hundred and twenty (220) that is 55% students of CBSE board schools were not agreed whereas two hundred and forty (240) that is 60% students were agreed and one hundred and sixty (160) that is 40% students of State board schools were not agreed that they participate in intramural competitions. Graphical representation of above table is made in figure no.33.

Figure No.33

You Participate in Intramural Competitions
Figure No. 33 shows that:

- One hundred and eighty (180) students of CBSE board schools were agreed that they participate in intramural competitions.
- Two hundred and twenty (220) students of CBSE board schools were not agreed that they participate in intramural competitions.
- Two hundred and forty (240) students of State board schools were agreed that they participate in intramural competitions.
One hundred and sixty (160) students of State board schools were not agreed that they participate in intramural competitions.

**Table No.34**

Q.No.06. Do You Get Cooperation from the Higher Authorities of Your Institution to Conduct Sports and Games Competition?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>Yes</td>
<td>160</td>
<td>No</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>40%</td>
<td></td>
<td>60%</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>Yes</td>
<td>340</td>
<td>No</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>85%</td>
<td></td>
<td>15%</td>
</tr>
</tbody>
</table>

Table No.34 shows that one hundred and sixty (160) that is 40% students were agreed and two hundred and forty (240) that is 60% students of CBSE board schools were not agreed whereas three hundred and forty (340) that is 85% students were agreed and sixty (60) that is 15% students of State board schools were not agreed that they get cooperation from the higher authorities of their institution to conduct sports and games competition. Graphical representation of above table is made in figure no.34.

**Figure No.34**

You Get Cooperation from the Higher Authorities of Your Institution to Conduct Sports and Games Competition
Figure No.34 shows that:

- One hundred and sixty (160) students of CBSE board schools were agreed that they get cooperation from the higher authorities of their institution to conduct sports and games competition.

- Two hundred and forty (240) students of CBSE board schools were not agreed that they get cooperation from the higher authorities of their institution to conduct sports and games competition.
Three hundred and forty (340) students of State board schools were agreed that they get cooperation from the higher authorities of their institution to conduct sports and games competition.

Sixty (60) students of State board schools were not agreed that they get cooperation from the higher authorities of their institution to conduct sports and games competition.

Table No.35

Q.No.07. Do you have required/Standard Playgrounds/Courts/Gymnasia and Track & Field in your Institution?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>Yes</td>
<td>40</td>
<td>10</td>
<td>360</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>Yes</td>
<td>180</td>
<td>45</td>
<td>220</td>
</tr>
</tbody>
</table>

Table No.35 shows that forty (40) that is 10% students were agreed and three hundred and sixty (360) that is 90% students of CBSE board schools were not agreed whereas one hundred and eighty (180) that is 45% students were agreed and two hundred and twenty (220) that is 55% students of State board schools were not agreed that they have required standard playground/courts/gymnasia and track & field in their institution. Graphical representation of above table is made in figure no.35.

Figure No.35

You have Required/Standard Playgrounds/Courts/Gymnasia and Track & Field in Your Institution
Figure No.35 shows that:

- Forty (40) students of CBSE board schools were agreed that they have required standard playground/courts/gymnasia and track & field in their institution.
- Three hundred and sixty (360) students of CBSE board schools were not agreed that they have required standard playground/courts/gymnasia and track & field in their institution.
- One hundred and eighty (180) students of State board schools were agreed that they have required standard playground/courts/gymnasia and track & field in their institution.
- Two hundred and twenty (220) students of State board schools were not agreed that they have required standard playground/courts/gymnasia and track & field in their institution.
Table No.36

Q.No.08 Are the Available Facilities Utilized by the Students?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>220</td>
<td>160</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>120</td>
<td>120</td>
</tr>
</tbody>
</table>

Table No.36 shows that two hundred and twenty (220) that is 55% students choose option (A) i.e. no, one hundred and sixty (160) that is 40% students choose option (B) i.e. often and twenty (20) that is 5% students choose option (C) i.e. regularly by students of CBSE board schools whereas one hundred and sixty (160) that is 40% students choose option (C) i.e. regularly, one hundred twenty (120) that is 30% students choose option (B) i.e. often and one hundred twenty (120) that is 30% students choose option (A) i.e. no. Graphical representation of above table is made in figure no.36.

Table No.36

The Available Facilities Utilized by the Students
Figure No.36 shows that:

- Two hundred and twenty (220) students choose option (A) i.e. no.
- One hundred and sixty (160) students choose option (B) i.e. often.
- Twenty (20) students choose option (C) i.e. regularly.
- One hundred and sixty (160) students choose option (C) i.e. regularly.
- One hundred twenty (120) students choose option (B) i.e. often.
- One hundred twenty (120) students choose option (A) i.e. no.

Table No.37

Q.No.09 Does Your Institute has adequate
Table No.37 shows that two hundred and forty (240) that is 60% students choose option (A) i.e. no, one hundred (100) that is 25% students choose option (C) i.e. inadequate and sixty (60) that is 15% students choose option (B) i.e. adequate by students of CBSE board schools whereas three hundred and twenty (320) that is 80% students choose option (B) i.e. adequate, eighty (80) that is 20% students choose option (A) i.e. no and no students choose option (C) i.e. inadequate. Graphical representation of above table is made in figure no.37.

**Figure No.37**

*Your Institute has adequate Standard Equipments for Practice*
Figure No.37 shows that:

- Two hundred and forty (240) students choose option (A) i.e. no.
- One hundred (100) students choose option (C) i.e. inadequate.
- Sixty (60) students choose option (B) i.e. adequate.
- Three hundred and twenty (320) students choose option (B) i.e. adequate.
- Eighty (80) students choose option (A) i.e. no.
- No students choose option (C) i.e. inadequate.

Table No.38

Q.No.10 Are the Available Equipments Being Used By
Students for Practice?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>120</td>
<td>180</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>20</td>
<td>120</td>
</tr>
</tbody>
</table>

Table No.38 shows that one hundred and eighty (180) that is 45% students choose option (B) i.e. often, one hundred and twenty (120) that is 30% students choose option (A) i.e. no and one hundred (100) that is 25% students choose option (C) i.e. regularly by students of CBSE board schools whereas two hundred and sixty (260) that is 65% students choose option (C) i.e. regularly, one hundred and twenty (120) that is 30% students choose option (B) i.e. often and twenty (20) that is 5% students choose option (A) i.e. no. Graphical representation of above table is made in figure no.38.

Figure No.38

The Available Equipments being used by Students for Practice
Figure No.38 shows that:

- One hundred and eighty (180) students choose option (B) i.e. often.
- One hundred and twenty (120) students choose option (A) i.e. no.
- One hundred (100) students choose option (C) i.e. regularly.
- Two hundred and sixty (260) students choose option (C) i.e. regularly.
- Twenty (20) students choose option (A) i.e. no.

Table No.39

Q.No.11. Do you have Qualified Coaches/Pets in Your
Table No.39 shows that one hundred and forty (140) that is 35% students agreed and two hundred and sixty (260) that is 65% students of CBSE board schools were not agreed whereas three hundred and forty (340) that is 85% students agreed and sixty (60) that is 15% students of State board schools were not agree that you have qualified coaches/physical education teacher’s in their institution for games and sports. Graphical representation of above table is made in figure no.39.

**Figure No.39**

You have Qualified Coaches/Pets in Your Institution for Games and Sports
Figure No.39 shows that:

- One hundred and forty (140) students of CBSE board schools agreed that they have qualified coaches/physical education teachers in their institution for games and sports.
- Sixty (60) students of CBSE board schools were not agreed that they have qualified coaches/physical education teachers in their institution for games and sports.
- Three hundred and forty (340) students of State board schools agreed that they have qualified coaches/physical education teachers in their institution for games and sports.
Sixty (60) students of State board schools were not agreed that they have qualified coaches/physical education teachers in their institution for games and sports.

**Table No.40**

**Q.No.12. Do the Appointed Qualified Coaches/ PET’s Work as per Your Satisfaction?**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response Yes</th>
<th>Percentage %</th>
<th>Response No</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>40</td>
<td>10</td>
<td>360</td>
<td>90</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>260</td>
<td>65</td>
<td>140</td>
<td>35</td>
</tr>
</tbody>
</table>

Table No.40 shows that forty (40) that is 10% students agreed and three hundred and sixty (360) that is 90% students of CBSE board schools were not agreed whereas two hundred and sixty (260) that is 65% students was agree and one hundred and forty (140) that is 35% students of State board schools were not agree that they have qualified coaches/physical education teacher’s in their institution for games and sports. Graphical representation of above table is made in figure no.40.

**Figure No.40**

Appointed Qualified Coaches/ PET’s Work as per Your Satisfaction
Figure No.40 shows that:

- Forty (40) students of CBSE board schools agreed that they have qualified coaches/physical education teachers in their institution for games and sports.
- Three hundred and sixty (360) students of CBSE board schools were not agree that they have qualified coaches/physical education teachers in their institution for games and sports.
- Two hundred and sixty (260) students of State board schools were agreed that they have qualified coaches/physical education teachers in their institution for games and sports.
➢ One hundred and forty (140) students of State board schools were not agree that they have qualified coaches/physical education teachers in their institution for games and sports.

Table No.41

Q.No.13. Do you have Budget Allocation for Games and Sports?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response Yes</th>
<th>Percentage %</th>
<th>Response No</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>100</td>
<td>25</td>
<td>300</td>
<td>75</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>120</td>
<td>30</td>
<td>280</td>
<td>70</td>
</tr>
</tbody>
</table>

Table No.41 shows that one hundred (100) that is 25% students agreed and three hundred (300) that is 75% students of CBSE board schools were not agreed whereas one hundred and twenty (120) that is 30% students agreed and two hundred and eighty (280) that is 70% students of State board schools were not agreed that they have budget allocation for games and sports. Graphical representation of above table is made in figure no.41.

Figure No.41

You have Budget Allocation for Games and Sports
Figure No.41 shows that:

- One hundred (100) students of CBSE board schools were agreed that they have budget allocation for games and sports.
- Three hundred (300) students of CBSE board schools were not agreed that they have budget allocation for games and sports.
- One hundred and twenty (120) students of State board schools agreed that they have budget allocation for games and sports.
- Two hundred and eighty (280) students of State board schools were not agreed that they have budget allocation for games and sports.

Table No.42

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response Yes</th>
<th>Percentage %</th>
<th>Response No</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>80</td>
<td>20</td>
<td>320</td>
<td>80</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>140</td>
<td>35</td>
<td>260</td>
<td>65</td>
</tr>
</tbody>
</table>

Table No.42 shows that eighty (80) that is 20% students agreed and three hundred twenty (320) that is 80% students of CBSE board schools were not agreed whereas one hundred and forty (140) that is 35% students agreed and two hundred and sixty (260) that is 65% students of State board schools were not agreed that the allocated/distributed budget utilized for games and sports. Graphical representation of above table is made in figure no.42.

**Figure No.42**

Allocated/Distributed Budget Utilized for Games and Sports
Figure No. 42 shows that:

- Eighty (80) students of CBSE board schools agreed that the allocated/distributed budget utilized for games and sports.
- Three hundred twenty (320) students of CBSE board schools were not agree that the allocated/distributed budget utilized for games and sports.
- One hundred and forty (140) students of State board schools agreed that the allocated/distributed budget utilized for games and sports.
- Two hundred and sixty (260) students of State board schools were not agree that the allocated/distributed budget utilized for games and sports.
Table No.43

Q.No.15. Are You Satisfied with the Maintenance of Infrastructure for Games and Sports in Your Institution?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>140</td>
<td>35</td>
<td>260</td>
<td>65</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>200</td>
<td>50</td>
<td>200</td>
<td>50</td>
</tr>
</tbody>
</table>

Table No.43 shows that one hundred and forty (140) that is 35% students agreed and two hundred sixty (260) that is 65% students of CBSE board schools were not agree, whereas two hundred (200) that is 50% students of State Board Schools were satisfied and two hundred (200) that is 50% students of State board schools were not satisfied with the maintenance of infrastructure for games and sports in their institution. Graphical representation of above table is made in figure no.43.

Figure No.43

Satisfied with the Maintenance of Infrastructure for Games and Sports in Your Institution
Figure No.43 shows that:

- One hundred and forty (140) students of CBSE board schools were satisfied with the maintenance of infrastructure for games and sports in their institution.
- Two hundred sixty (260) students of CBSE board schools were not satisfied with the maintenance of infrastructure for games and sports in their institution.
- Two hundred (200) students of State board schools were satisfied with the maintenance of infrastructure for games and sports in their institution.
- Two hundred (200) students of State board schools were not satisfied with the maintenance of infrastructure for games and sports in their institution.
Table No.44

Q.No.16. Do You Participate in Coaching Camps Organized by Your School before Participation in the Tournament with the help of outside Agencies?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>40</td>
<td>10%</td>
<td>360</td>
<td>90%</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>160</td>
<td>40%</td>
<td>240</td>
<td>60%</td>
</tr>
</tbody>
</table>

Table No.44 shows that forty (40) that is 10% students agreed and three hundred and sixty (360) that is 90% students of CBSE board schools were not agreed whereas one hundred sixty (160) that is 40% students agreed and two hundred forty (240) that is 60% students of State board schools were not agreed that they participate in coaching camps organized by their school before participation in the tournament with the help of outside agencies. Graphical representation of above table is made in figure no.44.

**Figure No.44**

You Participate in Coaching Camps Organized by Your School before Participation in the Tournament with the help of outside Agencies
Forty (40) students of CBSE board schools agreed that they participate in coaching camps organized by their school in the tournament with the help of outside agencies.

Three hundred sixty (360) students of CBSE board schools were not agreed that they participate in coaching camps organized by their school before participation in the tournament with the help of outside agencies.

One hundred and sixty (160) students of State board schools agreed that they participate in coaching camps organized by their school before participation in the tournament with the help of outside agencies.

Two hundred forty (240) students of State board schools were not agreed that they participate in coaching camps organized by their school before participation in the tournament with the help of outside agencies.

Table No.45
Q.No.17. Has Your Institute a Venue of any Sports Meet/Event?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>Yes</td>
<td>100</td>
<td>25</td>
<td>300</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>Yes</td>
<td>200</td>
<td>50</td>
<td>200</td>
</tr>
</tbody>
</table>

Table No.45 shows that one hundred (100) that is 25% students agreed and three hundred (300) that is 75% students of CBSE board schools were not agreed, whereas two hundred (200) that is 50% students agreed and two hundred (200) that is 50% students of State board schools were not agreed that their institute had been a venue of any sports meet/event. Graphical representation of above table is made in figure no.45.

Figure No.45
Your Institute a Venue of any Sports Meet/Event
Figure No.45 shows that:

- One hundred (100) students of CBSE board schools agreed that their institute had been a venue of any sports meet/event.
- Three hundred (300) students of CBSE board schools were not agreed that their institute had been a venue of any sports meet/event.
- Two hundred (200) students of State board schools agreed that their institute had been a venue of any sports meet/event.
- Two hundred (200) students of State board schools were not agreed that their institute had been a venue of any sports meet/event.

**Table No.46**

Q.No.18. Do you think that the amount of Money Spent on Physical Education and Sports by the Institution is justified for Future of Sports?
Table No.46 shows that one hundred and eighty (180) that is 45% students choose option (C) i.e. can’t say, one hundred and forty (140) that is 35% students choose option (B) i.e. no and eighty (80) that is 20% students choose option (A) i.e. yes by students of CBSE board schools whereas two hundred and twenty (220) that is 55% students choose option (A) i.e. yes, one hundred and forty (140) that is 35% students choose option (B) i.e. no and forty (40) that is 10% students choose option (C) i.e. can’t say. Graphical representation of above table is made in figure no.46.

**Figure No.46**

**You think that the amount of Money Spent on Physical Education and Sports by the Institution is justified for Future of Sports**
Figure No.46 shows that:

- One hundred and eighty (180) students choose option (C) i.e. can’t say.
- One hundred and forty (140) students choose option (B) i.e. no.
- Eighty (80) students choose option (A) i.e. yes.
- Two hundred and twenty (220) students choose option (A) i.e. yes.
- One hundred and forty (140) students choose option (B) i.e. no.
- Forty (40) students choose option (C) i.e. can’t say.

Table No.47

Q.No.19. Does the Knowledge of Physical Education Teachers/Coaches Need to be upgraded?
<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>240</td>
<td>140</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>300</td>
<td>40</td>
</tr>
</tbody>
</table>

Table No.47 shows that two hundred and forty (240) that is 60% students choose option (A) i.e. yes, one hundred and forty (140) that is 35% students choose option (B) i.e. no and twenty (20) that is 5% students choose option (C) i.e. can’t say by students of CBSE board schools whereas three hundred (300) that is 75% students choose option (A) i.e. yes, sixty (60) that is 15% students choose option (C) i.e. can’t say and forty (40) students choose option (B) i.e. no. Graphical representation of above table is made in figure no.47.

**Figure No.47**

The Knowledge of Physical Education Teachers/Coaches

Need to be upgraded?
Figure No.47 shows that:

- Two hundred and forty (240) students choose option (A) i.e. yes.
- One hundred and forty (140) students choose option (B) i.e. no.
- Twenty (20) students choose option (C) i.e. can’t say.
- Three hundred (300) students choose option (A) i.e. yes.
- Sixty (60) students choose option (C) i.e. can’t say.
- Forty (40) students choose option (B) i.e. no.

Table No.48

Q.No.20 Is the Time allotted for Physical Education and Sports Sufficient for their Development?
<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>140</td>
<td>160</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>200</td>
<td>200</td>
</tr>
</tbody>
</table>

Table No.48 shows that one hundred and sixty (160) that is 40% students choose option (B) i.e. no, one hundred and forty (140) that is 35% students choose option (A) i.e. yes and one hundred (100) that is 25% students choose option (C) i.e. can’t say by students of CBSE board schools whereas two hundred (200) that is 50% students choose option (A) i.e. yes, two hundred (200) that is 50% students choose option (B) i.e. no and no one choose option (C) i.e. can’t say. Graphical representation of above table is made in figure no.48.

**Figure No.48**

*Time allotted for Physical Education and Sports Sufficient for their Development*
Figure No.48 shows that:

- One hundred and sixty (160) students choose option (B) i.e. no.
- One hundred and forty (140) students choose option (A) i.e. yes.
- One hundred (100) students choose option (C) i.e. can’t say.
- Two hundred (200) students choose option (A) i.e. yes.
- Two hundred (200) students choose option (B) i.e. no.
- No one choose option (C) i.e. can’t say.

Table No.49

Q.No.21. Do You Know about any Talent Promotion Schemes for Physical Education and Sports Run/Sponsored by the Government of India?
Table No.49 shows that two hundred (200) that is 50% students were agreed and two hundred (200) that is 50% students of CBSE board schools were not agreed whereas two hundred and sixty (260) that is 65% students were agreed and one hundred and forty (140) that is 35% students of State board schools were not agreed that they know talent promotion schemes for physical education and sports run/sponsored by the government of India. Graphical representation of above table is made in figure no.49.

**Figure No.49**

You Know about any Talent Promotion Schemes for Physical Education and Sports Run/Sponsored by the Government of India
Figure No.49 shows that:

- Two hundred (200) students of CBSE board schools were agreed that they know about any talent promotion schemes for physical education and sports run/sponsored by the government of India.

- Two hundred (200) students of CBSE board schools were not agreed that they know about any talent promotion schemes for physical education and sports run/sponsored by the government of India.

- Two hundred and sixty (260) students of State board schools were agreed that they know about any talent promotion schemes for physical education and sports run/sponsored by the government of India.
One hundred and forty (140) students of State board schools were not agreed that they know about any talent promotion schemes for physical education and sports run/sponsored by the government of India.

Table No.50

Q.No.22. what would you Like to do in Vacant/Spare Time?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>200</td>
<td>140</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>280</td>
<td>100</td>
</tr>
</tbody>
</table>

Table No.50 shows that two hundred (200) that is 50% students choose option (A) i.e. playing game, one hundred and forty (140) that is 35% students choose option (B) i.e. reading books, forty (40) that is 10% students choose option (D) i.e. sitting home and twenty (20) that is 5% students choose option (C) i.e. watching television by students of CBSE board schools whereas two hundred and eighty (280) that is 70% students choose option (A) i.e. playing game, hundred (100) that is 25% students choose option (B) i.e. reading books, twenty (20) that is 5% students choose option (C) watching television and no one choose option (D) i.e. sitting home. Graphical representation of above table is made in figure no.50.

Figure No.50

What would you like to do in Vacant/Spare Time?
Figure No.50 shows that:

- Two hundred (200) students choose option (A) i.e. playing game.
- One hundred and forty (140) students choose option (B) i.e. reading books.
- Four hundred (400) students choose option (D) i.e. sitting home.
- Twenty (20) students choose option (C) i.e. watching television.
- Two hundred and eighty (280) students choose option (A) i.e. playing game.
- One hundred (100) students choose option (B) i.e. reading books.
- Twenty (20) students choose option (C) i.e. watching television.
- No one choose option (D) i.e. sitting home.

Table No.51

Q.No.23. Do Your Parents allow you to go for Playing Games?
<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>40</td>
<td>260</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>40</td>
<td>280</td>
</tr>
</tbody>
</table>

Table No.51 shows that two hundred and sixty (260) that is 65% students choose option (B) i.e. sometimes, one hundred (100) that is 25% students choose option (C) i.e. always and forty (40) that is 10% students choose option (A) i.e. no by students of CBSE board schools whereas two hundred and eighty (280) that is 70% students choose option (B) i.e. sometimes, eighty (80) that is 20% students choose option (C) i.e. always and forty (40) that is 10% students choose option (A) i.e. no. Graphical representation of above table is made in figure no.51.

**Figure No.51**

*Your Parents allow you to go for Playing Games*
Figure No.51 shows that:

- Two hundred and sixty (260) students choose option (B) i.e. sometimes.
- One hundred (100) students choose option (C) i.e. always.
- Forty (40) students choose option (A) i.e. no.
- Two hundred and eighty (280) students choose option (B) i.e. sometimes.
- Eighty (80) students choose option (C) i.e. always.
- Forty (40) students choose option (A) i.e. no.

Table No.52
Q.No.24. Most People Consider Physical Education as ‘Wastage of Time’ Due To:
<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A  B  C  D</td>
<td>A  B  C  D</td>
</tr>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>140  20  60 180</td>
<td>35  05  15 45</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>140  00  180 80</td>
<td>35  00  45 20</td>
</tr>
</tbody>
</table>

Table No.52 shows that one hundred and forty (140) that is 35% students choose option (A) i.e. lack of awareness among parents and students, twenty (20) that is 05% students choose option (B) i.e. lack of infrastructure in schools and colleges, sixty (60) that is 15% students choose option (C) i.e. less scope in education field and one hundred and eighty (180) that is 45% students choose option (D) i.e. all of the above by students of CBSE board schools whereas one hundred and forty (140) that is 35% students choose option (A) i.e. lack of awareness among parents and students, no one choose option (B) i.e. lack of infrastructure in schools and colleges, one hundred and eighty (180) that is 45% students choose option (C) i.e. less scope in education field and eighty (80) that is 20% students choose option (D) i.e. all of the above. Graphical representation of above table is made in figure no.52.

**Figure No.52**

Most People Consider Physical Education as ‘Wastage of Time’ Due To:
Figure No.52 shows that:

- One hundred and forty (140) students choose option (A) i.e. lack of awareness among parents and students.
- Twenty (20) students choose option (B) i.e. lack of infrastructure in schools and colleges.
- Sixty (60) students choose option (C) i.e. less scope in education field.
- One hundred and eighty (180) students choose option (D) i.e. all of the above.
- One hundred and forty (140) students choose option (A) i.e. lack of awareness among parents and students.
- No one chooses option (B) i.e. lack of infrastructure in schools and colleges.
One hundred and eighty (180) students choose option (C) i.e. less scope in education field.

Eighty (80) students choose option (D) i.e. all of the above.

**Table No.53**

**Q.No.25. Physical Exercises and Activities are mostly useful for:**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>00</td>
<td>180</td>
</tr>
</tbody>
</table>

Table No.53 shows that forty (40) that is 10% students choose option (A) i.e. development of co-operation and co-ordination, one hundred (100) that is 25% students choose option (B) i.e. development of physical and mental factor, twenty (20) that is 5% students choose option (C) i.e. all round development of an individual and two hundred and forty (240) that is 60% students choose option (D) i.e. all of the above by students of CBSE board schools whereas no one choose option (A) i.e. development of co-operation and co-ordination, one hundred and eighty (180) that is 45% students choose option (B) i.e. development of physical and mental factor, one hundred and forty (140) that is 35% students choose option (C) i.e. all round development of an individual and eighty (80) that is 20% students choose option (D) i.e. all of the above. Graphical representation of above table is made in figure no.53.

**Figure No.53**

**Physical Exercises and Activities are mostly useful for:**
Figure No.53 shows that:

- Forty (40) students choose option (A) i.e. development of co-operation and co-ordination.
- One hundred (100) students choose option (B) i.e. development of physical and mental factor.
- Twenty (20) students choose option (C) i.e. all round development of an individual.
- Two hundred and forty (240) students choose option (D) i.e. all of the above.
- No one choose option (A) i.e. development of co-operation and co-ordination.
- One hundred and eighty (180) students choose option (B) i.e. development of physical and mental factor.
- One hundred and forty (140) students choose option (C) i.e. all round development of an individual.
- Eighty (80) students choose option (D) i.e. all of the above.
Table No.54

Q.No.26. Did you participate in any one of games?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>220</td>
<td>80</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>240</td>
<td>40</td>
</tr>
</tbody>
</table>

Table No.54 shows that two hundred and twenty (220) that is 55% students choose option (A) i.e. cricket, eighty (80) that is 20% students choose option (B) i.e. kho-kho, forty (40) that is 10% students choose option (C) i.e. kabaddi and two hundred and sixty (60) that is 15% students choose option (D) i.e. volleyball by students of CBSE board schools whereas two hundred and forty (240) that is 60% students choose option (A) i.e. cricket, forty (40) that is 10% students choose option (B) i.e. kho-kho, forty (40) that is 10% students choose option (C) i.e. kabaddi and eighty (80) that is 20% students choose option (D) i.e. volleyball. Graphical representation of above table is made in figure no.54.

Figure No.54

You participate in any one of games
Figure No.54 shows that:

- Two hundred and twenty (220) students choose option (A) i.e. cricket.
- Eighty (80) students choose option (B) i.e. kho-kho.
- Forty (40) students choose option (C) i.e. kabaddi.
- Two hundred and sixty (60) students choose option (D) i.e. volleyball.
- Two hundred and forty (240) students choose option (A) i.e. cricket.
- Forty (40) students choose option (B) i.e. kho-kho.
- Forty (40) students choose option (C) i.e. kabaddi.
- Eighty (80) students choose option (D) i.e. volleyball.

Table No.55

Q.No.27. In which Game do you get more enjoyment?
<table>
<thead>
<tr>
<th>S.No.</th>
<th>School Name</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>01.</td>
<td>CBSE Schools</td>
<td>20</td>
<td>120</td>
</tr>
<tr>
<td>02.</td>
<td>State Board Schools</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Table No.55 shows that twenty (20) that is 05% students choose option (A) i.e. hockey, one hundred and twenty (120) that is 30% students choose option (B) i.e. handball, two hundred (200) that is 50% students choose option (C) i.e. football and sixty (60) that is 15% students choose option (D) i.e. throw ball by students of CBSE board schools whereas twenty (20) that is 05% students choose option (A) i.e. hockey, one hundred (100) that is 25 students choose option (B) i.e. handball, two hundred and eighty (280) that is 70% students choose option (C) i.e. football and no one choose option (D) i.e. throw ball. Graphical representation of above table is made in figure no.55.

**Figure No.55**

Which Game do you get more Enjoyment?
Figure No.55 shows that:

- Twenty (20) students choose option (A) i.e. hockey.
- One hundred and twenty (120) students choose option (B) i.e. handball.
- Two hundred (200) students choose option (C) i.e. football.
- Sixty (60) students choose option (D) i.e. throw ball.
- Twenty (20) students choose option (A) i.e. hockey.
- One hundred (100) students choose option (B) i.e. handball.
- Two hundred and eighty (280) students choose option (C) i.e. football.
- No one chooses option (D) i.e. throw ball.

### Table No.56

**Q.No.28. How many Physical Education Teachers are**
Table No.56 shows that two hundred and eighty (280) that is 70% students choose option (A) i.e. one, twenty (20) that is 5% students choose option (B) i.e. two, no one choose option (C) i.e. three and one hundred (100) that is 25% students choose option (D) i.e. not available by students of CBSE board schools whereas one hundred and twenty (120) that is 30% students choose option (A) i.e. one, one hundred and forty (140) that is 35% students choose option (B) i.e. two, one hundred and forty (140) that is 35% students choose option (C) i.e. three and no one choose option (D) i.e. not available. Graphical representation of above table is made in figure no.56.
Figure No. 56 shows that:

- Two hundred and eighty (280) students choose option (A) i.e. one.
- Twenty (20) students choose option (B) i.e. two.
- No one choose option (C) i.e. three.
- One hundred (100) students choose option (D) i.e. not available.
- One hundred and twenty (120) students choose option (A) i.e. one.
- One hundred and forty (140) students choose option (B) i.e. two.
- One hundred and forty (140) students choose option (C) i.e. three.
- No one choose option (D) i.e. not available.

**Discussion and Findings of the Study**

This section of the study discusses the findings that contributed the poor status of physical education and sports in CBSE and State Board Schools of Kupwara District.
Government’s Support towards Physical Education as a School Curriculum Subject

The studies art work has shown that even though the bodily education modified into seemed as one of the middle difficulty inside the national curriculum, the Ministry of training has not managed the coaching of bodily training in colleges. In schools wherein physical education became taught, it emerge as frequently applied as guided or unfastened play. Moreover, the academics taught the equal minor and enjoyment sports along with sheep-sheep come home or ball video games to students of diverse educational level and age. Coupled with this changed into that many instructors had lost their interest in training physical training because of very terrible work environment and moreover that, the usual officers did not visit colleges to test on how bodily schooling became being carried out.

At the time of the have a have a look at, the importance of the physical education turn out to be continuously being spoken approximately. Even as upgrades in bodily education could be diagnosed in a few faculties, obstacles to same provision and get entry to for though existed. The Ministry of training had played down the significance of physical education and had as an alternative laid a smooth and sturdy emphasis at the topics taken into consideration at senior degree entry. Further, to this, the Ministry of training offered minimal education awards for reading regions like bodily education as opposed regions like era, era and mathematics.

It’s miles apparent that the government of Jammu and Kashmir could not manage handsome adequate finances for the merchandising and development of bodily training in schools. The shortage of such right sufficient price range for bodily schooling will become one of the principal obstacles for Development and advancement.

Teacher Training Preparation

The findings of the respective application indicated that most of the respondents did now not list down the physical education curriculum objectives and subject matters. In physical educators at both C.B.S.E and country Board faculties, showed lack of knowledge and subject for bodily training. This is in step with Daughtery (1996) observation that a number of instructors particularly generalist teachers entered the
profession inadequately prepared and had a lot less or no technical knowledge to deal with positive abilities of their vicinity of specialization. This become in addition supported through Chepyor –Thomson research (2003) inside the USA which indicated that the pre-company teachers’ area education experiences were now not sufficient or lacked of their undergraduate programme which brought about “reality surprise” and inadequacy in transition from ownership of declarative knowledge to software of procedural records within the area.

Generalist instructors’ know-how has become a barrier to curriculum implementation. In maximum faculties generalist teacher were given the mission of coaching physical schooling. They have a study indicated that generalist instructors have been no longer as knowledgeable as specialist instructors at training physical schooling. This changed into because of the constrained education time that generalist had in schools. Generalist instructors have been regarded as though it would have lacked training which becomes a more barrier to turning in bodily education. Given the importance of assignment knowledge in coaching efficiently, there has been nevertheless want to advocate for professional bodily teaching in schools, keeping the ratio of students in mind.

The study indicated that 70% of respondents from C.B.S.E had shown that only one (01) physical education teacher is working in their institution. 05% showed that two (02) physical education teachers were working in their institution and 25% respondents indicated that no physical education teacher is working in their institution. Whereas 30% respondents from State Board Schools indicated that one (01) physical education teacher is working in their school, 35% showed that they have three (03) physical education teachers available in their school.

**Factors that Influence the status and Teaching of Physical Education in Schools**

The findings revealed that physical education in schools was not being implemented according to the curriculum requirement; in certain cases only the minimum requirement was being provided and in some areas it was dropped for the sake of other subjects.
In Kupwara District, the area of concern included insufficient time allocation, lack of competent qualified and or inadequately trained teachers, inadequate provision of facilities and equipment and teaching materials, large classes and funding cuts. Some related factors are as:

**Status of Physical Education in the School Curriculum**

From the face fee minority of respondents seemed to have advocated that the problem bodily training had attained the same or a similar reputation as other subjects. This changed into to reveal how bodily schooling instructors perceived themselves with regards to special undertaking teachers. But, the real reputation of bodily education almost about other college topics have become gave the look to be lower than that accorded to within the curriculum framework. In quick, it had same popularity however within the real experience it did not.

Bodily training commands have been subjected to replacements more often than specific subjects. A teacher at ‘Gushee Kupwara’ Public school narrated how the directors coerced or forced him to update physical schooling with another challenge. This modified into a demonstration that the pinnacle and the trainer believed that physical schooling come to be a subject that might be skipped without affecting other academic programmes in the curriculum. The neglected or omitted the reality that physical education changed into a part of the prescribed curriculum and noticed physical schooling finished as bodily interest and no longer the usage of a blessings in any respect. This distorted perception of the nature of physical education contemplated the notion of instructors and directors.

Usually, the perceived lower fame of the concern (PE) and that of a teacher could perhaps be one motive why bodily education lessons had been cancelled greater frequently than different subjects. Priority turned into given to ‘educational topics’, the bodily training programme become treated as a non-trouble and of non-instructional reputation or price.

in the modern observe, the findings located that, primary Board of Secondary schools respondents were very less sure approximately the popularity of bodily schooling in Kupwara District, respondents showed minimal this is 15% fame or improvement of bodily schooling inside the respective District. While, in country Board colleges it
became by way of some method awesome which means 50%. This indicated that in country Board schools the location of bodily training become to a degree favorable, as compared to CBSE schools.

**Programme Implementation of Physical Education**

Although bodily schooling regarded on school time table in maximum colleges, it have become now not carried out consistent with rules. Its look on time table changed into sincerely meant to blindfold the same old officials. This modified into due to the fact heads feared that they would be castigated via desired officials if they observed that it did no longer seem in time table, an illustration of that the hassle modified into no longer taught. While a few instructors taught little or no physical education, they commonly favored to emulate very conventional techniques; similar to ones they'd skilled as university college students. Their view emerge as that the problem bodily schooling may additionally need to simplest is executed inside the playground via free-play. Moreover they believed that giving scholars more free time at no cost-play in among class periods modified into the great for students because it helped to alleviate them of the pressure in order that they may artwork better on middle subjects. As such, physical training becomes regarded as a topic that was not important.

**School Setting**

Physical schooling in colleges had a restricted effect on the college curriculum. Within the college surveyed, there was exceptional stress on pupils’ to excel in educational subjects besides physical training. This prompted an emphasis on what become appeared because the “more important” subjects and as an end result ensuing in that specialize in choice topics to better grades. This compelled the academics to engage themselves in private tutoring to enhance the effects. This had a horrific have an effect on at the overall performance of physical training from numerous perspectives. But, the problem of bodily training could not be attributed to instructors most effective but additionally to the academic device. The choice issue to better grades had a wonderful effect on every element of college schooling. The subjects that had been now not associated with the doorway exam secured a great deal much less attention from administration and teachers. With the focal point on front topics, the low popularity attributed to bodily schooling in
Kupwara schools were perhaps understandable.

**Physical Education Curriculum**

Teacher’s disorientation with physical training curriculum meditated each the lack of precedence it turned into given by using educators or teachers and additionally their next lack of knowledge of the curriculum and pedagogies of bodily education. A chief difficulty inside the shipping of bodily schooling was that of the relevance and first-rate of the subject matter in lots of schools. Even though physical training curricula become undergoing alternate on this place (state) with that its purpose and feature become being redefined to deal with broader life-lengthy academic outcomes, there nevertheless stays an orientation toward sport-dominated competitive overall performance-associated pastime programmes. The findings suggest that there was an inclination towards competitive sport dominated by games.

**Physical Education Resources**

The powerful performance of physical education and sports activities programmes in secondary colleges includes the dedication, allocation and development of rate range for the achievement of the faculty sports activities programmes. The programme requires a huge sum of money every 12 months. This is because centers which incorporate courts and pitches are constructed and maintained for using the scholars. Moreover device and components which include balls, nets, javelin, rackets, hockey sticks, bats, gymnastics and athletics (song and area) substances require buying, substitute or repairs. The provision of true sufficient centers, materials and system are as vital as offering good enough and incentives for the athletes; however the safety of such right enough centers, substances and gadget use by many frequently constitute managerial issues.

Traditionally, at the Secondary college stage, facilities, supplies and device management are generally the duties of those individuals who’re in-fee of physical training and sports activities programme. The facilities for which they will be accountable embody outdoor facilities including playgrounds, swimming pools, skate, parks, courts and fields- and indoor centers consisting of locker and shower rooms natatorium, rackets, pastime courts, weight and exercise rooms, arenas, hiking walls, and health club, their components and equipment. Centers, substances and machine
control includes not simplest the effective scheduling, operations and renovation of such centers, elements and device however moreover, at instances, making plans new systems to keep pace with the call for participation in bodily education and sports activities programmes of the faculty.

One of the tremendous capabilities within the provision of bodily schooling turned into nice and quantity of facilities and system. The outstanding of centers end up rated as below common or inadequate through way of maximum respondents and best of device become additionally discovered to be inadequate.

The region of implementation associated with instructors’ participation in bodily hobby became of problem for masses teachers and had the potential to trade the course of the manner physical education changed into executed. The outcomes of the current have a take a look at additionally showed that the context wherein physical schooling were conducted in schools all through the Kupwara District varied extensively from trainer to instructor and from school to high school. This changed into especially proper of the centers and system as regards to the awesome content material fabric strands of the situation. The device and the assets that schools had for physical training corresponded with the area which instructors emphasized in programs and the areas wherein teachers were gifted which incorporates physical fitness, video games and sports activities sports, abilities and organized sports.

This lack of fantastic enough belongings for bodily training emerge as not unusual in most colleges of each CBSE and state Board schools (which is probably very a protracted manner from the town region and were left out) and had appreciably contributed too many instructors’ lack of motivation. In securing the location of physical schooling and sports activities sports within the educational tool, the emphasis must be at the awesome of shipping of physical education and sports.

The inferior centers and equipment that were glaring anywhere bodily schooling becomes being carried out contributed to the teachers’ disengagement with bodily training. Due to the fact the gaining knowledge of surroundings for bodily education became very terrible, instructors expressed few techniques to attractive with the bodily education problem rely. Terrible facilities and device modified into the sensible restraint.

In this have a observe, most of the felt obstacles for bodily schooling instructors were
lack of system, loss of facilities and very horrible mind-set in the direction of bodily schooling via the college directors, instructors, college students and mother and father as a end result a lot much less assist. In all the colleges which shaped the part of the examiner, all schools had to three volume space and playing fields except few faculties which might be placed in the conjunct regions were morning meeting infrequently organized. Therefore, the lack of centers cans additionally being an excuse for not taking part in bodily sports by using instructors. But, the non-availability and terrible-state of facilities and machine completely affected the shipping of appropriate commands. Few whoops or skipping ropes for a class of forty or greater intended pupils had to carry out pastime in turns, decreasing workout time inside the physical schooling lesson. One assured respondent located that, physical schooling did not suggest sport, recess, play or carnival, but nicely taught and supervised bodily training education. Budgetary constraints and extended stress to enhance an academic common performance prompted college officials to question the fee of physical education and other physical pastime programs. This brought on a huge bargain inside the allocation of finances to bodily schooling and in some times; faculty primarily based physical activity packages had been without a doubt removed. Financial issues had a large poor impact on bodily schooling which includes failure to refurbish, reconstruct, update, and hold old and or supplied new centers.

It seems that time became scarce for bodily training in many schools that were surveyed. Teachers of various subjects competed for this time. In such competition, as one respondent from CBSE located, “physical training modified into changed in the faculty curriculum through more compulsory academic subjects who were taken into consideration for senior degree get admission to. The replacement of the mission with other sports modified right into a clean sign of degrading physical schooling returned in to ‘rear take a seat’ of the curriculum. Till the situation becomes properly monitored it’d continuously accept the least consideration and consequently, marginalized.

There had been limitations militating in competition to the implementation of bodily schooling in faculties. In most of Kupwara faculties, it may constructed that a commonplace constraint affecting the implementation of the physical training syllabus became an already overcrowded curriculum and that a great quantity of the faculties did
not adhere to Ministry of training of hours according to week of physical training in step with student. Obviously, with an already overcrowded curriculum finding space for everyday physical education became a project. This led to low precedence given to bodily schooling in evaluation to different subjects and additionally the shortage of funding impeded implementation of extremely good physical education programme in the school.

**Teachers’ perception of Physical Education**

For any teacher to have an impact on the difficulty that he/she offers, he/she have to have a teaching load that is comparable to teachers of other topics in the curriculum. Generally, in maximum schools bodily training become allocated 40/60 minutes at lower diploma and 60/80 minutes at middle and top easy diploma, just so the teacher may additionally have a significant range of the desired duration for bodily schooling constant with week. However, in colleges in which physical education modified into not taught, physical schooling teachers have been allotted with intervals from explainable situation place to make up for the specified number of length as consistent with faculty requirement. That may be a clear demonstration of the low reputation that physical training occupied in the college system.

Instructors’ perceptions of bodily training in schools have been negative in the general public of schools indicating that they’ve been providing confined opportunities for college kids in this area. Since the proclamation of bodily training being obligatory, teachers have been not supported in their guidance and training of bodily education. This have examine has proven that teachers acquired only restrained help in enforcing physical training. Bodily training and sports activities have a critical function to play inside the improvement of education.

Each ‘generalist’ and ‘specialist’ licensed personnel educate physical education some faculties. Instructors’ understanding influences the perception of physical training in schools. Instructors in Kupwara District, maximum being generalist did not understand the curricular desires and essential topics of bodily training. There was nearly ordinary salience on this regard. It appears that evidently instructor reflection on their coaching of physical schooling changed into handiest stimulated by means of way of the researcher’s questions. Their disengagement with physical education reflected the low
priority that educators gave to physical schooling, and also their subsequent lack of records of the curriculum and pedagogies of physical training.

The implementation of physical training in schools of Jammu and Kashmir emerges as pretty complex because of variety of factors impacting on the curriculum and people charged with its delivery. The teachers’ perception of physical training in schools becomes continuously terrible, especially forlorn. Their attitudes closer to bodily schooling pondered a low recognition programme with number one deficiencies, and a loss of content material facts. They perceived physical schooling to be unimportant, hard to teach. One trouble deeply entrenched in the Jammu and Kashmir college device in desired, is that bodily schooling is regarded as unimportant. The lecturers of bodily education commonly exhibited individualistic and passive dispositions and in seeking to put into effect physical education, they saliently followed the deliberating other concern teachers. That is so obvious due to the fact the Jammu and Kashmir government has no longer played its function to meet its very own intentions on the coverage of physical schooling.

Most schools seemed bodily schooling as only a sports activities time, it’s just an avenue in which you get college students out and those them just play sports or video games and for a few teachers this is really losing time. Different teacher within the machine feels that the idea of physical education is simply to go out kick the ball and play. Outstanding bodily education programmes had been now not pretty plenty character conduct or effective programming. Inadequate centers gadget and their sources necessities made presenting nice physical training programmes tough or not feasible for lots colleges. Bodily sports completed in beside the point or insufficient centers raised health and safety issues for every students and teachers. Strong bodily hobby in limited spaces due to a loss of appropriate space improved the capability for injuries and damage to tool.

Widespread, the examiner found out discrepancies between the ideas and policies of government or their groups answerable for physical education curricula, and the realities of bodily training in schools. The findings indicated that instructors’ belief of bodily training changed into inspired with the aid of elements which encompass curriculum, time allocation, bodily education instructor and hassle recognition,
implementation, bodily schooling instructor education, centers and gadget. At quality, the findings emphasized the truth that bodily education occupied only a tenuous area in the faculty curriculum. From the available findings bodily training had now not secured a strategic function in schools. Therefore, physical schooling educators still had a protracted manner to go to make the challenge appreciated. The cost of any problem in Jammu and Kashmir setting modified into decided with the useful resource of the possibility of a subject to result into college students’ similarly schooling and employment. Bodily training which few companies in society had suffered from this notion. In securing the place of physical training in the educational system, a few advanced accurate enough tips should be made.