INTRODUCTION

CHAPTER I

INTRODUCTION
Modern age has witnessed rapid advancement in all domains, particularly science and technology. The impelling force behind these development is man's insatiable thirst for knowledge. In the field of education revolutionary changes have taken place. The concept of education has changed drastically. Therefore objective of the present education system is to equip the child to meet the challenges of modern life.

John Dewey\textsuperscript{1} an educator who has most profoundly influenced education, defined education as the reconstruction of events that compose the lives of individuals so that new happenings and new events become more purposeful and more meaningful. Furthermore, as a result of education, individual will be better able to regulate the direction of ensuing experience. It is that the individual's education consists of everything he or she does from birth until death. Education is a 'doing' phenomenon. One learn through doing. Education takes place in the classroom, in the library, in the play

\textsuperscript{1} K.K Batia and C.L. Narang. \textit{A First Case in Philosophical and Sociological Foundation of Education}. Ludiana, Jallandar, Prakash Brothers, 1975, pp. 6-7.
field, in the gymnasium, on trips and at the home. Mahatma Gandhi said "by education I mean an all round drawing out of the best in child and man, body, mind and spirit." Swami Vivekananda gave the most practical definition of education and it is a new outlook on education. He said "we want that education by which character is formed, strength of mind is increased, the intellect expounded and by which one can stand on his own feet."

Plato the father of modern knowledge said "Education is the capacity to feel pleasure and pain at the right moment, it develops in the body and in the soul of the pupil all the beauty and all the perfection which he is capable of."

According to Aristotle "Education is a creation of sound mind in sound body. It develops man's faculty especially in his mind so that he maybe able to enjoy the contemplation of supreme truth, goodness and beauty of which perfect happiness especially consists."

In the modern world, education is looked on as preparing the individuals for a meaningful self directed existence. It is viewed as the

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2. Ibid., p. 7.

3. Ibid.
primary focus of education. The role of physical education comes up in this juncture.

Physical education as a branch of knowledge lays emphasis on building a physically, emotionally, mentally and socially fit individual. A heavy responsibility rests on the shoulders of those who spend a large share of their time with the youths of today. If experiences are provided that are satisfying, successful and directed towards enriching the students life, the purpose of education will be accomplished.

Charlse Butcher⁴ the great American physical educationalist states: "Physical education is an integral part of the total education process in the field of endeavour, which has as its aim the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities, which has been selected with a view to realising these outcomes."

AIM AND GOALS OF PHYSICAL EDUCATION

Physical Education is education that is based on a common core of learning experience planned on a sequential arrangement -

appropriate to the individual's stages of physical, social, emotional, intellectual and psychomotor development. Education is brought about as the individuals interests with the surrounding physical environment.

According to Budely Sergent,5 "physical education should aim to improve the mass students and to give them as much health, struggle and stamina as possible to enable them to perform the duties that adds them after their schools and colleges. A.A.H.P.E.R.P.F. platform says "physical education is the way of education through physical activities which are selected and carried out on well regards to values in human growth, development and behaviour."

Objectives of Physical Education

According to John C. Thomson6 the primary objectives of physical education is to help each individual achieve to physical fitness, mental balance, social adjustability, emotional stability, moral and spiritual understanding and cultural development of which he is capable.


The physical objectives are organic efficiency neuro muscular co-ordination, safety habits, the ability to handle oneself in a variety of situations for the protection of self and others, good health habits and posture awareness. The mental objectives are knowledge and understanding of rules, strategy and etiquette of various activities. The social objectives includes leadership and ability to organise, the ability to follow and co-operate, self confidence and a sense of belonging, appreciation of others' skills and performance, respect of the right and property of others and good sportsmanship. Emotional objectives are self control, a desire to be fair, a desire to complete and desire to accept the challenges of new activities.

**Purpose of Physical Education**

Physical education involves the process of acting in particular way. The purpose is closely linked with its aim and includes determination, courage, bravery, change in behaviour and alterations in life style. It is enjoyable and various patterns of exercises which fulfil various needs in the fast changing world.

American Association\(^7\) for health, physical education and recreation listed the major purpose of physical education as follows,

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"physical education helps to move in a skilled and effective manner in all selected activities in which they engage in the programme of physical activities they engage. It helps to learn appropriation of movements in them so that their life becomes meaningful. Physical education helps to understand the appreciation of certain scientific principles concerned with movement. It is a very good opportunity to develop the interpersonal relationships. Daily participation in physical activities develops organic fitness so that the body responds in a healthful way.

**Importance of Physical Education**

Physical education is education and it is based on a common core of learning experience planned on sequential arrangement appropriate to the individual's stages of social, emotional, intellectual and psychomotor development. Education is brought about as the individual interacts with the surrounding physical environment in which he lives.

Physical education is the important phase of education concerned with the teaching of skills, acquisition of knowledge and development of attitudes through human movement. Physical education as an important branch of knowledge for the development
of human being was accepted by all the human societies even from the primitive civilisations.

Most of the public schools, colleges and universities of the world leading countries recognise the importance of physical education by making it part of the required curriculum.

Choube states8 "The aims of American primary education are development of healthy citizenship, tendency of socialisation, good nature and tendency of doing useful and creative work. Social ideas and social tendencies are developed through collective programmes, group living, games and sports, recreation and programmes of health and physical training."

Educational Policies Commission America9 states "items 2-3-8 and 9 are especially applicable to physical education, but all of them have significance for the teacher of physical education who is interested in the education of the whole person. It should be clear from this statement as well as from many similar reports are that physical education is a real part of education in schools depend upon

its continued contribution to complete education of individuals and citizens.

According to Don Cach Seaton, et al.\textsuperscript{10} "The school physical education programme in USA provides each person with several opportunities - from assessment of fitness levels and consequent activities that will strengthen personal weakness to development of life time skills and understanding enabling the student to lead a full and productive life while in school and afterward. In a broad view of education, physical education's uniqueness lies in its contribution to physiological and psychomotor development. It shares with other disciplines in contributing to the cognitive, social, and affective areas of development."

"Elementary school programmes of physical education provide the basis for a wide range of learning experience. Programmes in the lower elementary grades are characterised by large muscle, vigorous activity featuring locomotor skills (walking, running, jumping, hopping, skipping, galloping, leaping) and nonlocomotor skills (bending, twisting, reaching, lifting, turning, lowering, raising). These

skills incorporated in programmes in a school may plan joint co-operative ventures to enhance a particular learning experience."

"The senior high school physical education programme has undergone several changes over the years. Many programmes take place outside of the school—coping, cycling, orienteering, cross-country skiing, golf, hiking, and many others. Programmes and activities are designed to answer the how and why of an activity. Attempts are made to design learning experiences that help the student to gain an understanding of mechanical principles and the effects of exercise on the body, to understand concepts that deal with the role of sport and physical activity in society, to make value judgements about their own well-being, to continue development of interpersonal skills through competitive activities, and to participate in a wide variety of lifetime skills (golf, tennis, coping, fitness, skills, aquatic activities, etc.) that can be used upon completion of formal education. Physical education programmes have turned from requiring specific activities to pupil interest choice activity programmes whereby the students are given the opportunity to determine and in some cases specialize in a given activity. Specialisation gives the self motivated student an opportunity to pursue an activity in greater depth. Along with skill development,
counselling is done on how to make the correct choice to fit the individuals needs for self fulfilment and self actualisation. More and more activities are being offered that contain of dance, movement exploration, movement education, stunts and tumbling, rhythmic, fitness activities, and aquatics emphasise key elements such as self-expression, co-operation, co-ordination, body awareness in a variety of mediums, creativity, strength, endurance, flexibility, agility, balance and spatial awareness. As children move into the upper elementary levels, the emphasis is on the development of fine manipulative skills. Children are taught the basic elements of a variety of physical activities such as soft ball, soccer, gymnastics, dance, fitness activities, swimming, and many more. The child's need to excel and compete are fostered through careful planning of movement experiences.

"Middle school programmes are to some extent a continuation of the upper elementary programme. However, a greater degree of sophistication of skill development and a broader variety of activities is involved. Because this period is an age of rapid physical and social growth, challenging activities that provide an opportunity for the development of interpersonal relationships should be offered. Emphasis is on team sports for interpersonal and social growth; co-
Educational activities that void contact; gymnastics, track and field; continued emphasis on fitness activities, rhythms, aquatic activities, and the inclusion of lifetime or leisure time activities that will be used after schooling is completed. It is also a time when various disciplines (science, mathematics, social studies, physical education) compelling the individual to draw upon unknown potential. Situations that force the student to learn from a wide range of activities will enhance the development of coping skills."

Williams\textsuperscript{11} states "physical education in Russia is compulsory for all school students and widely promoted for all adults of schools the programme is centered in three age groups 7-10, 10-17 and 18-25."

Likewise in most of the leading countries both socialist and capitalist, physical education is accepted as essential in the education curriculum. Schools are considered as the spot of talent hunting, school physical education and sports is the basement of the sports performance of these countries in international sporting arena.

Success of a scientific physical education programme depends upon a well planned curriculum. Hence an effective programme is to

be designed to meet the current needs of the students as influenced by the social conditions of the culture of which they are a part.

According to Harold Rugg\(^{12}\) the main three definite job involved in curriculum making are first, the determination of fundamental objectives, the great purposes of the curriculum as a whole and of its several departments, second, the selection of the activities and other materials of instruction, choice of content, reading exercises, excursions, topics for open forum discussion, manual activities, health and recreational programmes, third, the discovery of the most effective organisation of materials, and their experimental placement in the grades of public schools."

Williams\(^{13}\) observes "As education becomes more scientific in its procedure of organisation, it become clear that what is offered as instruction to a child should be selected with respect to certain consideration. These considerations suggest five essential steps in the development of a curriculum in physical education. These steps are

1) Analysis of the students, 2) appraisal of the characteristics of the

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individuals to be educated, 3) statement of an aim for the programme, 4) statement of the objectives to be sought, and 5) selection of the activities in relation to the situation, characteristics of pupils, aim and objectives.

**Physical education in India**

India has a great tradition for physical education and sports - the sports culture prevailed in the Vedic and Puranic period, the yogic system of physical culture - contributed a lot but the impetus for sporting activities was given by the Britishers. The great passion of the British in India was sports. A love of cricket, tennis, squash and field hockey would be with English, the most enduring heritage they would eventually leave behind under the British rule. These activities were carried out voluntarily by educational institutions, sports bodies and gymnasium. But it was only after independence that it was generally accepted as the policy of our country that physical education and sports should be in harmony with the total educational pattern and should be complementary to the achievement.

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of the goals of education. To give practical shape to the policy, different committees were appointed from time to time to suggest plans for the development of physical education and sports for the student as well as the non-student youth of the country. A National Plan of Physical education and Recreation was first prepared in 1956 by the Union Ministry of Education. This plan has included useful guidelines for a syllabus of physical education for primary and secondary schools. The Government of India, in 1965, framed a multipurpose programme of physical education for implementation in the secondary schools of the country. Under the present educational structure of 10+2+3, as envisaged by the National Policy of Education, and declared by the Union Government in April, physical education and sports are to be an integral part of curriculum at all stages.

17. NCERT., op.cit..
Government of India implemented several plans and are schemes and set up commissions to popularise physical education in the country. National Plans of Physical Education and Recreation was first prepared in 1956 by the union ministry of education. The plan included useful guidelines for a syllabus of physical education for the primary and secondary schools.

Kothari Commission\textsuperscript{19} states "it is wrong to ignore the educational values giving too much emphasis only to physical well being. Perhaps physical education is one of the latest subjects to enter the field of organised education in our country.

The Government of India framed a multi purpose programme of physical education for implementation in secondary schools in 1965. The review committee on the ten years school curriculum headed by Sri Ishwar Bhai J. Patel had laid special emphasis on school physical education.

In the opinion of the of the committee,\textsuperscript{20} "The physical welfare of the youth of the country should be the main concern of the state


\textsuperscript{20} Ibid., pp. 637.
and any departure from the normal standards of physical well being at this period of life may have serious consequences."

With respect to context of the government policy many state Governments have attempted to make physical education a compulsory subject in the school and college programmes.

The Secondary Education Commission made physical education compulsory in all the strategies of school curriculum. The Central Board of Secondary Education (CBSE) has framed syllabus and teaching procedures for physical education for 9th and 10th classes as a compulsory subject. The State of Punjab also took the lead in framing the syllabi and introduced physical education as a compulsory subject in the secondary schools for 9th, 10th classes and as an elective subject for 11th class. More and more states are accepting physical education as a compulsory subject in the schools and colleges.

Success of physical education programme depends largely upon two factors - adequate facilities and well planned activities.
Williams\textsuperscript{21} states "the recent trend is to enrich the programme of physical education and it demands enough space and allied facilities, which are largely responsible for the success of the programme.

Clark\textsuperscript{22} pointed out that physical education is one phase of total education process and that it utilizes activity drives that are inherent in each individual to develop a person organically, neuro-muscularly, intellectually, and emotionally. These outcomes are realised whenever physical education activities are conducted in such places as the playgrounds, gymnasium and swimming pool.

A successful physical education, programme needs adequate facilities in the form of playgrounds, gymnasium, sports equipments, sports rooms, sanitary facilities, and swimming pool if possible. Since these are expensive items, there is a good deal of thinking and planning from the management and government side to provide these items.


Facilities of physical education should be designed and constructed with one central purpose in view to serve particular kinds of education programme. Planning for physical education facilities is a continuous process of anticipating and prepared to meet facility needs. Functional facilities are the result of well organised planning. The time, effort and expenditure thus invested will be amplified manifold in fundamental facilities at the lowest cost. Those facilities necessitate the use of extensive out door and indoor activity area as well as expensive equipment and service facilities. A well organised plan for proposed structure may help to give priority to provide the facilities required.

The initial enthusiasm did not last long in the case of functional efficiency of physical education and sports in the schools of India. Physical education in general does not have the same status as the other academic subjects in the educational curriculum. It was accepted just as a policy matter.

The report of the central board of physical education states, "there are very few schools that provide physical education for all students every day. The usual excuse is that academic load is heavy

and school hours are ill adapted for physical education with different emphasis given in different schools.

From the above report it is clear that there is a good deal of reluctance on the part of the school management and governments to provide these items. The need for classrooms building, furniture, labs, libraries, gardens, even drawing rooms is accepted as essential, but the facilities for physical education are often neglected. Persisting impediments in the implementation of an effective programme for all pupils are lack of play grounds, sports materials, time availability and adequate well trained physical educational personnel.

The report of the Ad-hoc enquiry committee on games and sports, ministry of education, government of India 1959, emphasised for proper facilities in every educational institution. The committee, though aware of the magnitude of the problem of providing educational institution with playground and as these admits no set solution to the problem, the committee recommended the problems to be tackled according to the circumstances of each educational institution.

Nevertheless, the committee recommended a standard of minimum of ten acres of land for play grounds in a college with a student population of 1000 to 1500: 5 to 6 acres of playground for a high school with student population of 500 to 1000: 3 to 5 acres for a middle school with population of 200 to 500 and minimum of one acre in the case of a primary school.

However they are old reports and there might have been much improvement in some faces since that time, or there may be deterioration in relation to physical education facilities and programme in the schools of various states in India.

Kerala is a small state situated in the southern Peninsula - a very potential area for sports - which produced thousands of internationals, Olympians and even medallists in World Athletics Championship. Kerala dominates in many of the sports events like Athletics, football, volleyball etc., in National level senior, junior, university and school championships.

In Kerala as per government regulation there should be a minimum of three acres of land for a school, out of which the minimum area for play field and court provisions are not clearly
specified. Due to this there are schools functioning without sufficient play fields.

At present there is one post of the physical education teacher in each high school. There will be provision for another post if there is an upper primary section with only a minimum of 500 students. Hence a large majority of the students in the schools are deprived of the service of the physical education teacher.

The minimum qualification prescribed for physical education teachers in high school is only the Certificate Course in Physical Education i.e., CPED. They are looking after the high school section and even the higher secondary section because in Kerala the post of the physical education teacher is not yet created at the higher secondary level.

There is no prescribed syllabus for physical education in Kerala high schools. Therefore the physical education activities are not uniform. The present physical education activities are fixed according to the interest of physical education teachers and local needs. Main activities are competition oriented sports and games with an eye on inter school level sports. The students have very little motivation to take part in it. Therefore, physical education activities are confined to
a few students. The physical education periods allotted in the school time table are not properly utilised in the absence of a syllabus.

The aim and objective of physical education is the creation of wholesome personalities through the wide variety of physical education activities. Each student should be able to develop himself physically, mentally, socially and emotionally by participating in the systematic physical education programmes during the school days. Knowledge about health and wellness is very important in the modern period. Kerala school physical education totally neglected health and fitness development of the student community. In the given situation the investigator strongly feels that the present system of physical education existing in the schools of Kerala is not capable to attain the goals of education, physical education in particular.

Hence the present study is to assess the existing physical education facilities and activities in the high schools and higher secondary schools of Kerala state.

**Statement of the Problem**

The present study is titled "A Study on Facilities and Activities of Physical Education in the Secondary and Higher Secondary
Schools of Kerala State." The purpose of the study was to assess the existing facilities and activities of physical education in the secondary and higher secondary schools of Kerala state.

**Definition and Explanation of terms**

**Facilities**

The items which are essential to assist the programmes of physical education like play fields, courts, gymnasium swimming pools, equipment, sports library, etc. which are necessary for a sound curriculum of physical education and sports.

**Activities**

Activities are the physical education programmes held in the schools such as team selection, coaching, team participation in the various levels of competitions, intramurals, sports meet, recreational activities, general physical education activities such as Mass PT, marching challithanics, mass drills, health education, yoga, fitness programmes etc.
Delimitation

1. The study was delimited to the secondary and higher secondary schools of Kerala state (ie. the Government schools, Government aided private schools) including the vocational higher secondary schools in the above two groups.

2 The study was delimited to 300 Government and 300 Aided high schools and higher secondary schools from all the 14 revenue districts of Kerala state selected at random out of the presently existing 2625 schools.

3 The study is confined to assess the general information of the schools, the facilities, details of physical education teachers, the budgetary provisions, financials aids received by the school, details of team participation and coaching, achievements, intramural sports meet and games competitions, incentives, general physical education activities such as mass PT, yogas, marching, recreational activities, health and fitness activities, etc taking place in the schools.

Limitations

The following limitations were recognised for the present study.
1. The study has its limitations as it depended upon the sincerity and integrity of the responses of the physical education teachers of the secondary and higher secondary schools.

2. The usage of questionnaire as a means of collecting the data has been recognised as a limitation, in that, the responses elicited from the institutions may not be exhaustive and the responses to certain questions might depend on the attitude that the respondents have towards that aspect.

3. Another limitation of the study is that the respondents deliberately conceal facts regarding the essential facilities such as the size of the play area, availability of the courts, etc.

4. Approximation errors are bound to occur, that may lead to erroneous conclusions.

SIGNIFICANCE OF THE STUDY

The present study is highly significant in the following ways.

1. The result of the study will reveal the existing physical education facilities and activities in the schools.
2. The study result will provide feedback to the authorities concerned, regarding the effectiveness of the existing system.

3. The study will reveal the views and opinions of the physical education teachers in the schools of Kerala.

4. The study report may help the authorities in restructuring the existing system.

5. The study would help the planners design a new syllabus for physical education in the schools of Kerala.