Chapter 1

INTRODUCTION

The process in which children grow to become teenagers and later on adults, is at many levels, a very complicated one. The way it ends, the question of what kind of personalities arise from this process, is usually dependent on the outer stimuli which have a strong effect on the children's development. For this reason no civilized country would be willing to let the choice of stimuli affecting the development of their youth depend on accident or chance or even on the children's choice. On the contrary, all over the world, people try to choose and arrange those stimuli in such a way that children will develop in ways which are accepted and wanted within the society they live in. This choosing and arranging certain stimuli is a long process and is termed "Education."¹

Education in its broadest sense is preparation for life. It should help each individual to become all that he is capable of becoming. Education must be concerned with developing an

individual with optimum organic health, vitality and emotional stability, social consciousness, knowledge, wholesome attitude to spiritual and moral qualities.  

In India, education as a whole is going through radical changes. Education is expected to promote national goals of democracy, socialism and secularism in our country. It also aims at inculcating the values of our society and develop skills and attitudes, responsibility for citizenship, productive capacity and cultural development among the youth. After independence, physical education has come to regarded as an essential part at all levels of education.

Ex-army personnel who acted as drill masters and terrified the school children by their brutal system of discipline are being replaced by the qualified teachers. These teachers now impart instruction along scientific lines and adopt sound educational procedures all in an attempt to develop the school boys and girls as worthy citizens.

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Thus, twentieth century saw the evolution of a new physical education on scientific lines which attempts to discover the physical needs of the individual in the changed environment and the part that planned physical education can play in meeting these needs. Physical education is now recognised as an integral part of the total education process all over the world. There is a growing consensus among all concerned with the education of young people that health and physical education can make a significant contribution to the total development of children including now only their growth in physical aspect but also in mental, social and emotional aspects.\textsuperscript{4,5}

In any age the prevailing conception of the relation of the mind to the body determines, the large measure, the aims and character of the physical education of that period. The Athenian Greek believed that mind and body were one and inseparable; that each influenced the development of the other. No other intellectual and beauty loving people have ever given in high a place to physical education in their system of eudcation


\textsuperscript{5}P.P. Singh, "N.C.E.R.T. Physical Education Projected Achievement and Target," Paper Presented at the NCERT Workshop in Physical Education at YMCA College, Madras (September 1980), pp. 24-29.
as did the Athenian Greek. It was hard for the Athenian Greek to think of a beautiful spirit existing in any but a beautiful body. Almost without exception the great men of Greece were men of magnificent physique. There can be little doubt that the greatness of the Greek was due, in some measure at least to their conception of the relationship of the mind to the body as it found expression in physical, aesthetic and intellectual education.

Conversely, people during the Middle Ages were influenced by the ascetic element in Christianity and regarded the body as an evil. They practised ascetism and crucifission of the flesh so that the spirit might be free. Physical Education had no place in the system of education approved by the church. It is not surprising therefore, that there was little or no progress during this period.

Modern society is well aware of the importance of physical education for its members, especially the children and the youth. Biological discoveries have now easement of knowledge about human organism emphasizing that there has certainly been deterioration in human physical efficiency and verve since the time he started depending on machine. The modern man, in comparison with his primitive counter-part, is poorer and inferior with regard
to physical prowess and skill. No doubt, machines have done and can do much of human work and yet the assumption that the basis of man's existence is physical cannot be left out.\textsuperscript{6}

Here 'Physical' refers to the body. It is often used in reference to various bodily character, such as physical strength development, prowess, health and appearance. When an individual is playing a game, running, swimming, working out on the parallel bars, skating or performing any of the physical activities, education is taking place at the same time. This education may be conducive to the environment of the individuals' life or it may be detrimental. It may be a satisfying experience or it may be an unhappy one.\textsuperscript{7}

Article One of the International Charter of Physical Education and Sport proclaims that every human being has the fundamental right of access to physical education and sport which are essential for the development of his or her personality and physical fitness and attaining a level of achievement in sport which corresponds to his gifts. Article Two of the Charter


\textsuperscript{7}J.W. Shelton, Physical Education in Perspective - The Physical Education 28 (March 1971), p. 7.
proclaims that physical education and sport, as an essential dimension of education and culture, must develop the abilities, will power and self-discipline of every human being as a fully integrated member of the society and contribute to the maintenance and improvement of health, wholesome leisure-time occupation and overcome the drawbacks of modern living.

Physical education is an educational process in that it takes the child where he is and through activity, optimally increases his potential powers to the end that he may live life more abundantly. There activities are natural in that they are based upon much fundamental tendencies such as physical activity, self assertion, gregariousness, competition, leadership and followership. The activities involve the total body as they take place under conditions requiring physical exertion, intellectual accuracy and emotional control simultaneously. They should be primarily on the play level as the play level implies the highest degree of interest in the activity. Interest means an atonement of the self with the activity and when interest in great learning is facilitated thereby developing a physically, mentally and socially integrated and effective individual. An integrated individual functions harmoniously as a biological organism and as a social unit. He is effective when he does an optimum amount of personally or socially useful work with the least strain or fatigue. Physical education emphasizes the individual inasmuch as adequate provision for individual
differences is necessary to learning and, after all, it is the individual who learns to adjust to the group, not the reverse.

The above process is best defined in terms of its three remote and sociologically obtained objectives, namely, health, which makes for effective living; worthy use of leisure time which requires the use of a repertoire of skills accompanied by interests and attitudes to make the skills effective in their continuance; ethical character which is primarily the proper adjustment of the individual to the group and society. As the above Sociological objectives are essential to make physical education proposeful to the education generalist, so are the following biological and intermediate objectives necessary to the specialist in physical education: organic development, neuromuscular development, inter-precive-cortical development and emotional-impulsive development. The immediate objectives are the educational outcomes familiar to those in the field, such as physical changes, habits and skills, knowledge and insight and ideals, attitudes and appreciations.

Thus, physical education is not only concerned with the physical outcomes that accrue from participation in physical activities but also the development of knowledge and attitudes conducive to life long learning and participation. For the benefits
of physical education to be realized, sound programmes of physical education must be conducted and activities selected judiciously. A sound physical education programme under qualified leadership enriches the participants' lives.8

However, the real meaning of physical education, both in letter and spirit, is yet to be truly interpreted or adhered to. Physical Education being an integral part of education, it must have all qualities and drawbacks inherent in education. Unfortunately, we the so-called physical educationists are laudable in saying and emphasizing that 'physical education is education' in the true sense which is more real to life than general adored the cover page of the book while its contents are all irrelevant and superficial. In the name of efficiency we have, as if, sacrifice physical education and the altar of specialization, namely, gymnastics, athletics, games, yoga, coaching, body building etc. Slowly and gradually we have moved away a long way on the path of division of labour like methods. We make ourselves confined to particular aspects or parts of physical education and feel proud of exhibiting those parts as the best and have completely forgotten

that man is a whole being, not a patch-work. Man has not only a body but also a mind and soul which are more influential than the body. The real quality of a coconut is not only the outer shell but its inner pulp. Similarly the real quality of a man is not a well built body but good character, behaviour and conduct. We sermon that physical education is the only reliable and sure way of changing and guiding the character of man. But how far we have been able to achieve this is evident from internal matches, meets, tournaments, what to say of national, state or local meets, where, not only players but also coaches, instructors and officials have been vehementaly criticised for unsporting behaviour both on the field and off it. Why does this happen? We still quote the old adage "sound mind in a sound body." It has been adored and has serve as light for so many years but now it appears to be defused. There is nothing wrong with the maximum but with our thinking. We have now become masters of one, that is, specialists in 'physical' and have dropped 'Education', the real vital spirit, the soul, the light and energy. The character attitude and behaviour - forming aspects of physical education have been overlooked and set aside. That is why physical education has become a commercial education like commerce, typing and shorthand, technology, engineering, veterinary and such other faculties.
Now the real worth of physical education is in terms of catching jobs, excelling, specialisation and breaking old records of performance at the cost of even breaking character, behaviour and moral principles. The real gist of any profession or agency of education is not how many gentlemen it shapes.

**Physical Education Programme**

As has already been said, a rational and well conducted programme of physical education helps to produce and promote physical fitness with the development of discipline and moral, sound and strong character. Through a well directed programme of physical education, young people develop skills for their leisure time, engage in activities conducive to healthy living, develop socially and contribute to the progress of the society.

Physical education programme depends upon the number of conditions which are not under the control of the teacher. Each school has got its own problems which affect the calibre of instruction or which limit the possibilities of even developing a complete and desirable programme of physical education. An analysis of some of these factors should throw light on the situation and indicate the possibility for the programme improvement.
When students reach upper levels of education, they should have opportunities to develop a depth of interest and a higher level of skills in a few activities. They must be exposed to a variety of activities so that they can have their choice. When programmes are narrow in scope, students will continue to progress only so long as their skills and abilities fail to meet the demands made of them. As a child develops some skills, it needs new goals to challenge it to a new effort. When programmes provide the same content and same routine, year after year, without greater demands, children grow complacent, uninterested and cease to strive.

Ideally every individual will gradually move towards the top of the spiral. However, not all will reach the top. Those who manage to reach the top are those with a strong desire, drive and self-discipline necessary to reach the highest. Those who are less talented will struggle tirelessly to become better and, though successful in many ways, will be unable to reach the ultimate goal.

The spiral path-way concept of physical education programme provides guidelines for improving the curriculum. The pathway of the bottom must be wide enough to accommodate every child as such as it starts going to school. From thereon the road must provide a gradual bend and continuous climb, until the child
leaves school as a young adult, with a series of challenges within a well coordinated programme which can develop mental, emotional and physical skills needed for living life to the full.

The question of balance in physical education programmes is a theory issue, and the teacher involved in planning often finds it difficult to resolve it. There are many activities from which to choose and many influences at work on the planners to include one activity at the expense of the other. The back specific facilities lead to the exclusion of some activities, while the presence of a special facility will mean that more time than usual may be spent in making full use of that facility. A school with its own swimming pool, for example, would make full use of it, while a school situated at forty minutes bus ride from the nearest pool may choose to omit swimming from this programme altogether.

Facilities, therefore, determine to a great extent the shape of the physical education programme. Local sporting culture will also have some influence. In many areas there is along tradition of participation and success in a particular sport. Physical education teachers may find themselves in a dilemma as to whether they should plan their programme so that the strength of the locally popular sports is sustained or should they ignore local tradition
and plan what they see as the best possible series of experiences for the children in their school. The answer is probably some form of a compromise. Local traditions ought to be taken into account but then ought to become dominant factors in programme planning.

A good programme of physical education should be enjoyable and purposeful. Participation in physical education ought to help young people develop acceptable moral attitude and should contribute to a sense of accomplishment.

In general before planning a programme of physical education one should consider the objectives of physical education, the needs, abilities and interests of students, equipment and facilities available, capabilities of staff, time allotted for physical education classes, climatic and geographical conditions, budgetary resources etc. It requires time meticulous planning, effort and persistence on the part of the physical education teacher to make a good programme of physical education. With intelligent, patient and untiring efforts of dedicated teachers and administrators exemplary programmes of physical education are possible.

Planned evaluation of the programmes of physical education is very essential. Programmes may have to be replanned, personnel and facilities increased, methodology changed and so on. Successful
evaluation is continuous.

Programme evaluation is a long range project usually culminating at the close of a semester or a school year. This is the time for a close look at the programme to spot weaknesses and to reevaluate objectives. Evaluation determines the worth of the programme in terms of objectives. Measures of status and progress, comparisons with established standard, identification of strengths and weaknesses are some of the possible uses of programme evaluation. What were the objectives? Have the objectives been met? Were they appropriate? Did the activities provide for a progression of skill and were the skills difficult enough to challenge? Were suitable achievement levels reached and if not, why not? Such broad and fundamental questions as these which reveal the adequacy of the programme in terms of its relative quality and effectiveness can be answered. After evaluation, there is generally a follow-up to reappraise the aims and objectives and to revise or strengthen those areas of the programme that were discovered to be deficient. In fact, the procedures of evaluation themselves may be excellent means for helping to achieve progress.9

Evaluation results are usually both diagnostic and prognostic since they may indicate weaknesses and at the same time reveal needs that must be met or corrected. An effective evaluation programme should result in some positive action directed at some specific purpose. As staff members become aware of the deficiencies in their methods of teaching, the material they use as instructional media, their techniques of motivating students to scale greater heights etc. and as needs become apparent to them, they can prescribe remedial action to alter procedures and improve programmes. Evaluation may also help bring about improvement in those phases over which administrators have control, such as facilities, equipment, programme and staff.\(^{10}\)

The evaluation of physical education aims at structuring a critical feed-back for pupils and staff that will reveal the strength and weakness of the physical education programme and improve the teaching expertise that supports it. In doing this our expectations to have got our thinking and 'doing' sensible geared to the demands of comprehensive change. Our experience in the evaluation field remains in the crude exploratory stage

\(^{10}\text{Ibid., pp. 461-462.}\)
but we are, nevertheless, now keenly committed to the continuous use of evaluation procedures in planning the programme and work of this department. What follows is an account of how it is tried and done.

The measure of evaluation in the physical education is inter-nationally standardised now, although the modifications are sometimes made depending on the needs of the situation. The apparent reason for this universalization of physical education for the evaluation of a world system of its evaluation and for the importance given lies in the fact that it forms the very basis of all the branches of education as well as of the whole progress of an individual not only in any and all spheres of human activities but also in its modern application for improving the working capacity, both qualitatively and quantitatively of groups endeavouring for national progress in various departments of life.

It is, however, unfortunate that, we in India, have not yet accepted imparting of physical education compulsorily to every individual as one of our goals tough our constitution directs that primary education be made available to all children upto the age of fourteen years.\[11\]

The Central Advisory Board of Physical Education and Recreation has reported that there were very few schools which provide physical education for all the pupils every day. The usual exercise is that the academic load is heavy, and the school homes are ill adopted for physical education. With different emphasis given in different schools, there is an over all feeling that physical education is not so essential, and its inclusion is very much a matter of convenience and choice. It has also been reported that conditions of service of teachers of physical education are far from satisfactory.\textsuperscript{12}

However, these are old reports and there would have been much improvement in some faces since that time. So, evaluation must be continuous and vital part of the physical education programme. It should be utilized as one means of interpreting the programme to pupils, schools personnel parents, community. It provides the basis for assessing the behavioural response of the learner in relation to the planned learning experience and the development of learning experiences to follow. It will help us to identify the current practices and to search for supportive information to use into the proposal in the school

\textsuperscript{12} A National Plan of Physical Education and Recreation (Delhi : University of Education, Government of India 1964), pp.4-5.
boys. It also predicts future trends in physical education. Hence, the present study was undertaken to evaluate the physical education programme for boys' and co-educational high and higher secondary schools in North Eastern Zone of India.

Statement of the Problem

The purpose of this study was to evaluate the physical education programme for boys' and co-educational high and higher secondary schools in the North Eastern Zone of India.

Delimitations

The present study was delimited to:

1. The States of Nagaland, Manipur, Mizoram, Assam, Tripura, Meghalaya and Arunachal Pradesh.

2. The programmes of physical education for boys' and co-educational high and higher secondary schools of the North Eastern Zone of India in terms of: i) Relationship of physical education programme to the total education programme. ii) Fiscal management of the physical education programme. iii) Relationship of physical education programme to the community. iv) Available facilities for physical education. v) Administration of the physical education programme. vi) The curriculum in the physical education programme.

Limitations

In the absence of strictly accountable programme of physical education in the administrative policies of North Eastern Zone of India, it became difficult to quantify the degree of imp-
llementation of the programmes; only qualitative assessment by
the response of the heads of the high and higher secondary schools
themselves mostly do not have clear perspective of the scope
and goals of the physical education programme which they are
intended to administer in their respective schools.

Respondents selected for the study, working in the institu-
tions which have different set-up and as such demands made
on them vary from institution to institution. Those working in
private and public schools are expected to shoulder greater respon-
sibilities whereas those employed in Government services have
comparatively less responsibilities. Therefore, the opinion expressed
by the respondents are in relation to the responsibilities undertaken
by them and as such differences are likely to arise in their
responses which ultimately might have affected the findings of
this study.

The responses of the respondents were mostly dependent
on their integrity and their attitudes towards physical education.
The researcher had no control over the factors of understanding
and experience of the respondents in the field of physical education.

Definition and Explanations of Terms

Although the various terms were used in their ordinary
and non-technical meanings, the brief definitions of essential
terms are given here to avoid misunderstanding.
Physical Education

Physical Education, an integral part of total education process, is a 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 had been selected with a view to realising these outcomes.

Physical Education Programme

Physical education programme provides guidelines for improving the physical education. It is a theory issue and the teacher involved in planning after finding it difficult to resolve it. It includes the aims and objectives of physical education, the needs, abilities, and interests of the students, equipments and facilities available, capabilities of staff, time allotment of physical education classes, climatic and geographical conditions, budgetary resources etc. It requires time meticulous planning, effort and persistence on the part of physical education teachers to make a good programme of physical education.

Evaluation

Consideration of evidence in the light of value standards and in terms of the particular situation and the goal which the
group or individual is striving to attain.\textsuperscript{13}

Evaluation is the out of judgement scientifically applied to some trait, quality or characteristics in the universe according to some predetermined standards.\textsuperscript{14}

Evaluation in education signifies describing something, in terms of selected attributes, and judging the degree of acceptability or suitability of that which has been described. Something that is to be described and judged may be any aspect of the educational scene, but here, it is a typically total physical education programme for boys' high and higher secondary schools in North Eastern Zone of India and this was in terms of -

1. Relationship of Physical Education Programme to the total educational programme.

2. Fiscal management of the physical education programme.

3. Relationship of physical education programme to the community.


4. Available facilities for physical education.

5. Administration of physical education programme.

6. The curriculum in the physical education programme.

The process of evaluating involves these distinct aspects

a) selecting the attributes that are important for judging the
worth of the specimen to the evaluated, (b) developing and applying
procedures that will describe these attributes truly and accurately,
and (c) synthesising the evidence yielded by those procedures
into a final judgement of worth. However, we are concerned
primarily with evaluation as it was applied to the physical education
teachers, Headmasters, Deputy Directors, School Inspectors and
District Sports Officers of the North Eastern States.

High and Higher Secondary Schools

For the purpose of this study "High and Higher Secondary
Schools" referred to block of classes from VI to X and XI to
XII (10 + 2 stage) pattern respectively (age group 11-18 years).
Some of them are Roman Catholic, Jewish, Murarians, Private
Public and Government Schools of North Eastern Zone of India.

North Eastern States indicate the seven states of India
namely, Nagaland, Manipur, Mizoram, Assam, Tripura, Meghalaya,
Arunachal Pradesh.
States of the North Eastern Zone of India

The North Eastern Zone comprises the states of Arunachal Pradesh, Meghalaya, Mizoram, Assam, Manipur, Nagaland and Tripura. These states were once an integral part of undivided Assam and were lovingly called - "Seven Sisters."

The North Eastern Zone of India presents a veritable cultural mosaic of a diverse pattern in physical exercises, song, music, dance, dresses, rituals, crafts, styles of customs and dialect. Yet, there is one discernible link common to all, mainly the contiguity and somewhat similarity of terrain, flora and fauna, occupational pattern and also to a great extent taints of the same Mongoloid, Austric and Tibeto-burman origin which were influenced later on by the impacts of Dravidian and Aryan cultures on one side and Buddhism, Hinduism, Islam and Christianity on the other.

Backdrop

Geographical conditions i.e. location in latitudes and longitudes, physical features, particularly altitudes, soil and climatic conditions determine the flora and fauna of a place. All these factors taken together with ethnicity, major occupations, stages of productive systems including tools and implements used and the action and interactions with the outside world form the social fabric which in turn in a combined and richly diverse manner,
determine the culture and the way of life of its people. The North Eastern Zone is no exception to this general rule. The above factors are rather more congenial in that region, especially, because of multi-lingual ethnicity, multifarious customs and traditions and very little action and interactions with the outside, even among the tribes in the region, owing to get geographical barriers primarily, lack of communication and lower stage of productive system.

This zone comprises more than 100 tribes in an area largely non-habitable and the tribes have, in a large measure, retained their ethnic traditions, customs, even to a large extent, their social structures, economic activities, dialects, crafts, songs, music, dances and festivals.

These tribes represent a colourful pattern of a multi-splendoured culture. They have all the good things of life. They have an exemplary community spirit. They sing, they dance, and make merry. They have festivals practically for all occasions. To a large extent, they are now profusely influenced by Western cultures owing greatly to the dedicated efforts of devoted Christian Missionaries. Yet, to their credit, they have not lost their identities, which speak amply of their inner strength and own community feelings and love for traditions rooted in the soil and handed down from generation to generation.
The primary occupation of these people is agriculture with hunting and craftsmanship making up the side occupations.

In the materialistic sense, they may still be at a lower rung of progress, but, in reality, they are at the highest step of civilisation, the most coveted pursuit of human progress being to achieve a sense of "togetherness" with fellowmen, thus comprising unity of all streams into the sea of humanity.

The people of the North Eastern Zone are more or less mixtures of different ethnicity though some special characteristics are especially conspicuous on each tribe, which gave them their special identity.

Owing to geographical barrier the tribes have lived for centuries in idolation from among the other tribes as well as from the people of the plains.

This seclusion together with the instinctive passion for survival by keeping their heritage intact has cast many regidities in their marriages, funeral ceremonies, at child birth, festivals, religious rites, even in dresses, crafts, songs, music and poetry. They are usually very rigid in the use of colours. Vegetable dyes were mostly used and original shades, namely, sunset red, deep skyblue or the blud of the hills, single greens, dark black etc. all the strong and vivid hues of nature without any admixtures
are very common. Each tribe has its own colour emblem. Among the hill tribes, the height of the hills seems to dictate the colour contour. As one descends down, the hues are diluted and on the plains those are faded and are mixed.

Their poetry and songs mostly move round prayers to Gods, war-cries, joys of victory, and love songs. The musical sounds resemble those of raw nature and the wild life.

The motifs on their clothes do sometimes relate to their ancestral part, tribe's Gods or simply imitations of the sun, the moon, mountains, rivers, flowers leaves and branches of trees, sometimes they symbolise their tools and weapons and utensils. All over the North Eastern Zone, the above specialities are to be found. In the plains, however, there are more sophistications. Their life is easy, people have more respite, interaction with the outside is possible, the naturally cultures blossomed into all fineries, tough life force may appear to be somewhat missing in vigour and thrust.

**Tripura State**

The State of Tripura is a small territory on the north-east, hemmed in by Bangladesh. The antiquity of the land and the charm of its picturesque landscape fascinate one no less than did Hardy's or Wordsworth's Lake Districts. The undulating
green, the murmuring rivulets, the hills, the jungles, the lakes present to the eyes a sight which is a joy for ever.

The land of Tripura comprises picturesque hills, green valleys with the symphony of splashing water and dense forests. The mountain mass that has beautified the landscape of the State thrusts s from the eastern Himalayas between the Brahmaputra and the Chindwin - Irrawaddy river systems. The valleys which consists of flat lands mostly to the west and south constitute 40 per cent of the total area of the territory. Tripura is divided into three districts, viz., West Tripura, North Tripura and South Tripura.

The population of the State comprises mostly the original inhabitants of the region - the tribals, the refugees from erstwhile East Pakistan, Tripura is predominantly a ruralized administrative unit. About 90 per cent of the total population live in villages. The Bengalees constitute about 70 per cent of the population. The tribal people constitute about 30 per cent of the population.

1. Natural Resources

   Minerals

2. Industries

3. Communications

<table>
<thead>
<tr>
<th>Natural Resources</th>
<th>Crops - Forest Produce, Jute, Rice, Tea.</th>
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<tbody>
<tr>
<td>Minerals</td>
<td>—</td>
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<tr>
<td>Industries</td>
<td>Tea, Wood-based and Cottage Industries.</td>
</tr>
<tr>
<td>Communications</td>
<td>Roads - Surfaced - 1,251 kms. Unsurfaced - 4,602 kms. (National Highways - 123 kms.)</td>
</tr>
</tbody>
</table>
Railways

Airports : Agartala

4. Popular Festivals and Dances.
   - Garia Dance
   - Reang Dance
   - Bizu Dance
   - Hai-hak Dance
   - Cheraw Dance
   - Karchi Puja
   - Ker Puja
   - Ashokastami
   - Ganga Puja
   - Doljatra
   - Raaslila

5. Architecture : ---

6. Climate
   - Summer : 35°C to 24°C
   - Winter : 27°C to 13°C
   - Mansoons : June to August.

7. Literacy : 41.58 per cent

8. Languages : Tripuri, Manipuri, Bengali

9. Population : 2,060,189

10. Area : 1,0477 sq. kms.

Nagaland State:

Nagaland, the Sixteenth State of Indian Union was previously a district of Assam.

The State is bound by Assam in the north, by Burma in the west, and Arunachal Pradesh in the east and Manipur in the south.

The topography is very severe - full of hill ranges which break into a wide chaos of spurs and ridges. The altitudes vary 214 metres and 3,048 metres.
The Barmal range enters the State from west. Its Japvo peak, a little to the south of Kohima, the capital of Nagaland is nearly 3,048 metres high. Here it is met by the meridional axis of elevation of prolonged from the Arkan Yoma. The slopes are moderate to steep and occasionally easy. The highest peak is Saramati in Tuensang district on the Burma border (3,840 metres).

1. Natural Resources : Crops - Forest Produces,
                       Millets, Rice, Sugar Cane.

                      Minerals : ---


3. Communications : Roads - Surfaced - 1,586 kms.
                   Unsurfaced - 5,118 kms.
                   (National Highways - 103 kms.)

                Railways : 8 kms.

                Airports : Dimapur.

4. Popular Festivals and Dances. : - Sekrenyi of Angamils
                                   - Tsukhenyie of Chakhesangs
                                   - Aoling Monyu of Konyaks and Phoms.
                                   - Miu of Khemnugans
                                   - Moatsu of Aos
                                   - Nakyulim of Changs
                                   - Tuluni of Semas
                                   - Tsungrem Mong of Aos.
                                   - Metemneo of Yimehungers
                                   - Amongmong of Sangtams
                                   - Tsokum of Khemnugans
                                   - Tokhu Emong of Lotha
                                   - Ngada of Rengmas
                                   - Meleyingyi of Zelliangs.
5. Architecture : ---

6. Climate : Monsoons: May to September
Summer Temperature: 21°C to 40°C
and in Winter goes down even to 4°C.

7. Literacy : 42 per cent

8. Languages : Nagamese, English


10. Area : 16,527 sq. kms.

Mizoram :

Mizoram literally means "the land of the highlanders". It is the new name given to the mountainous region earlier known as the Lushai Hill.

From Union Territory, Mizoram attained Statehood in February 1987, after the Mizo Accord. It is the 23rd State of the Indian Union.

Mizoram is a land-locked territory sandwiched between Burma in the east and south and Bangladesh and Tripura in the west. Its north boundary is linked with Assam and Manipur.

Mizoram has the most variegated hilly terrain in the eastern part of India. The average height of the hills is about 900 metres.
Blue mountains and deep, narrow valleys with swift-flowing rivers, tropical forests with a rich variety of flora and fauna, quiet hamlets and bustling towns mark the special features of the State. Aizawl is the Capital of Mizoram.

1. Natural Resources : Crops - Forest produce, Fruit, Patato, Rice, Sugar.
                      
                      Minerals : ---
                      

                      
                      Railways : ---
                      
                      Airports : Aizawl.

4. Popular Festivals and Dances. :
   - Mim Kut
   - Chapcharkut
   - Pawl Kut
   - Rallu Lam
   - Cheraw Dance
   - Khualam Dance
   - Cheih Lam Dance
   - Solakia
   - Chai Lam
   - Sarlamkai
   - Par Lam.

5. Architecture : ---

6. Climate : Summar - 18°C to 29°C
              Winter - 11°C to 24°C
              Mansoons : May to September.

7. Literacy : 59.5 per cent.

8. Languages : Mizo, English


10. Area : 21,087 sq. kms.
Manipur State:

Manipur attained Statehood in 1972 in the Union of India and it was called "Jewel of India" by Pt. Jawaharlal Nehru. Manipur literally means "the land of Jewels."

It is bordered by Nagaland on the north and Assam to the west, by Mizoram on the south-west, and by Burma to the south and east.

The State comprises of two major physical features, the Manipur River Valley and a large tract of mountainous country surrounding it. The valley extending from north and south covers an area of about 650 square miles and lies at an altitude of 2,600 feet above the sea-level.

The hill ranges have a general north-south trend, connecting spurs and ridges running west to east in between. The ranges include the Naga hills to the north, the Manipur hills along the eastern Burmese border, and the Lushai and Chin hills to the south. The average elevation lies between 5,000 to 6000 feet above sea-level.

In the west, the mountains are broken by the valley of the Surma River which is known as the Barak River in Manipur. It rises at the Mount Japvo and flows south and west to join the Meghna River of Bangladesh.
2. Industries: Agriculture, Wood-based and Cottage Industries (Handloom).
5. Architecture: ---
7. Literacy: 42 per cent
8. Languages: Manipuri
10. Area: 22,356 sq. kms.
**Assam State:**

Nestled in the heart of India's north eastern region which is roughly a fourth of it comprising rugged hills and the rest green alluvial plains.

Assam has Arunachal Pradesh in the north, Nagaland and Manipur in the east, Mizoram lies in the south, while Bangladesh is in the west, sharing Assam's border with Meghalaya and Tripura.

Except for the districts of Mikir Hills and North Cachar Hills, Assam is generally comprised of plains and river valleys. The State may be divided into three physical regions the Brahmaputra Valley in the north, the Barak Plains in the south, and the hilly region. The valley of the Brahmaputra River is the dominant physical feature of Assam. The valley is surrounded on all sides except on the west, by mountains and is interested by many streams and rivulets that flow down from the neighbouring hills to empty into the Brahmaputra, Geologically, the Brahmaputra Valley and Barak Valley are entirely alluvial in origin. The mikir Hills and part of the North Cachar Hills form part of the Meghalaya Plateau.
1. Natural Resources : Crops : Cotton, Forest Produce, Fruit, Jute, Oilseeds, Rice, Sugar Cane, Tea, Wheat.

Minerals : Coal, Limestone, Mineral Oil, Natural Gas.


                     Unsurfaced - 46,691 kms.
                     (National Highways - 1,365 kms.)

Railways : 2,194 kms.

Airports : Guwahati, Dibrugarh, Tezpur, Silchar, Lilabari.

4. Popular Festivals and Dances. : - Bihu Dance
                                    - Satriya Dance
                                    - Deodhani Dance
                                    - Ojapali Dance
                                    - Jhumur Dance
                                    - Jajong Dance
                                    - Dimasa Dance
                                    - Rangkhol Dance
                                    - Tai-Ahom Dance
                                    - Bodo Dance
                                    - Karbi Dance
                                    - Mishing Dance
                                    - Bhartal Dance

5. Architecture : Shiva Temple, Sibsagar, Kamakhya, Temple - Guwahati, Amananda
                   Guwahati, Brick Temple (Ahom Period). Tezpur.

6. Climate : Summer - 35°C to 18°C
             Winter - 26°C to 7°C
             Monsoons : June to September.

7. Literacy : 28.1 per cent

8. Languages : Assamese.
10. Area : 78,253 sq.kms.

Arunachal Pradesh:

Arunachal Pradesh - the land of the rising Sun in the north-eastern tip of India which has a long international border with Tibet and Bhutan to the west, China to the north and north-east, and Burma to the east. Its south border is flanked by Assam and Nagaland.

The land is mostly mountainous with the Himalayan ranges along the northern borders.

Beneath the towering snow peaks of the Himalayan ranges, the meadows adorn themselves with blooms in summer.

Lower down the hills run one upon another like sea waves and innumerable streams roar and murmur their way across the green valleys.

There are five river valleys - the Kameng, the Subansiri, the Siang, the Lohit and the Tirap.

1. Natural Resources : Crops : Forest Produces, Fruit, Rice.
   Minerals : ---
2. Industries : Wood Based and Cottage Industries.
3. Communications: Roads - Surfaced 909 kms. 
                 Unsurfaced - 8,837 kms.

Railways: ---

Airports: ---

4. Popular Festivals and Dances: 
   - Loser Festival of Manpas
   - Oliiyele Festival of Adis
   - Mopin Festival of Adis
   - Loku Festival of Noctes
   - Reh Festival of Idu Mishmis
   - Nyokum Festival of Nishis
   - Mol Festival of Tangsas
   - Kban Festival of Mijis
   - Si-Donyi of Tagins
   - Ipisi Dance of Idu Mishmi
   - Ayi Dance of Idu Mishmi
   - Domve Dance of Singphos
   - Voigap Dance of Singphos
   - Ka-pai Dance of Khamptis
   - Ka-chowkem Dance (Jataka Folk Dance).
   - Ka-kechuk Dance of Khamptis
   - Solung Punug Dance of Adis.

5. Architecture: ---

6. Climate: Varies from hot and Humid in the 
            foot hills with heavy rainfalls.

7. Literacy: 20.1 per cent.

8. Languages: Tribal


10. Area: 84,000 sq. kms.

Meghalaya State:

Meghalaya, literally meaning the abode of the clouds, 
is one of the new States of India. It attained Statehood on January 
21, 1972.
The State is a land-locked territory of lovely hills. It is bound on the north and the east by Assam, and on the south and west by Bangladesh, Meghalaya constituting three hills - Khasi, Jaintia and Garo.

Meghalaya is famous for Cherrapunjee, one of the rainiest spots in the world, and Shillong, its Capital, which is called "Scotland of the East" because of its exotic scenic beauty and climate.

Waterfalls and mountains, lakes, rising peaks and billowing hills, meadows, valleys and rushing rivers combine to make Meghalaya a rich panorama of scenic beauty.

Garo Hills rise abruptly from the Brahmaputra Valley to about 1,000 feet and merge with the Khasi and Jaintia Hills. The Khasi and Jaintia hills form a single massif of a series of eastward trending ridges with table lands in between. The central plateau acts as a watershed for many rivers and streams, the most important being Umiam-Barapani.

1. Natural Resources : Crops - Forest Produce, Fruit, Jute, Millets, Rice, Potato.

   Minerals : Coal, Limestone, Sillimanite.

2. Industries : Cement, Wood-based Industries.

                   Unsurfaced - 2,845 kms.
                   (National Highways - 217 kms.)
Railways : —
Airports : —

4. Popular Festivals and :
   - Ka Pomblang Nongkrem of Khasis.
   - Shad Suk Mynsiem of Khasis
   - Behdeinkhlam of Jaintias.
   - Laho Dance Festival of Jaintias
   - Wangala Festival of Garos.

5. Architecture : —

6. Climate :
   Summer - 25° C to 15°C
   Winter - 16°C to 4°C
   Monsoons : June to September.

7. Literacy : 33.2 per cent

8. Languages : Khasi, Garo, Jaintia


10. Area : 22,489 sq. kms.

**Significance of the Study**

The findings of this study, by bringing forth the adequates, and inadequacies of physical education programmes of boys' and co-educational high and higher secondary schools in the North Eastern Zone of India, may provide pragmatic guide-lines for the development for better physical education programmes. Specific contributions of this study for the development of physical education programme would include the following areas:

Relationship of physical education programme to the total educational programme.
Fiscal management of the physical education programme.

- Relationship of physical education programme to the community.

- Facilities for physical education.

- Administration of physical education programme.

- The curriculum in the physical education programme.

The geographical conditions i.e., flora and fauna of the North Eastern Zone of India and its barriers, lack of communications and lower stage of productive system are quite different than the other parts of the country.

Occupational pattern and also to a great extent taints of the same Mongoloid, Austric and Tebeto-burman origin which were influenced later on by the impacts of Dravadian, Aryan cultures on one side and Buddhism, Hinduism, Islam and Christianity on the other. They are now profusely influenced by Western Cultures even to a large extent, their social structures, economic activities, dialects, crafts, songs, music, dance and festivals show that they have large measure of talents in them. Therefore, the findings of this study may help in nurturing talented school going children and in improving overall health and fitness of the children of the states.