Chapter - 1

INTRODUCTION

Formal education has become essential to adjust to modern life. Education not only remoulds man but also develops his personality. It also changes one's behaviour, develops culture and imparts knowledge. It is a dynamic and continuous process and helps to attain success in a democratic set-up. Education also develops mental power and this in turn is related to physical power. Therefore, physical education is closely related to general education. But, however, like general education it is not learning carried on by specialists and as a part of enculture experience only (Herskovits, 1948: 310). Education, including physical education is related to other fields such as economy, ecology, behaviour and so on (Spindler, 1963:9).

In the true sense, education is not complete unless it includes physical education and sports. In this respect physical education becomes an integral part of education to fulfil the needs of Man. Sports and games play a vital role in physical education programmes. Achievements in sports depend largely upon the availability of sports facilities. Great educationists have said that "a sound mind exists in a sound body". Psychologists, too, have proved that a healthy body leads to a healthy mind. Therefore, general education and physical education are the two faces of the same coin and an all-round growth and development of an individual is based on these two facets of educational objectives. Great philosophers such as Aristotle, Plato, Rousseau, John Dewey say that an allround development means physically fit, mentally sound and alert, socially well adjustable, emotionally balanced and culturally good.
Sports activities play a vital role in achieving all these objectives of physical education. For this, adequate sports facilities like play-grounds, equipment, qualified staff, swimming pools, gymnasiums are essential.

Meaning and Importance of Sports

The word "Sports" is derived from the Latin word "Disportere" and it means 'carrying away from work' or, in other words, leisure time activity. Sporting is a natural instinct in Man and has been created through human movements. Sports activity is defined as an 'individualised or group activity in which rules are fixed'. The term is commonly used in the broader concept to include athletics, games, play-gymnastics, swimming and activities of an individual and team variety, both competitive and non-competitive. Sports is also an integral part of life as well as an educational process at all times and in all societies, ancient or modern. It is a highly organised activity, from the earliest times to the modern.

Sports, in its various forms, play a vital role in the life of mankind. As a recreational and competitive activity it has existed as such through the ages. When we talk of sports we definitely point out to such recreational activities which are not merely theoretical. Nor do we participate in them for the sake of pleasure only. Because sports are pleasurable as well as competitive. The recent trend shows that modern sports have become more competitive where the motivating factor is to win at any cost. As a result sports are no more a pastime factor but also an extremely complex behaviourable issue. Sports involve motor activity and these activities are the basis of man's behaviour. It also involves competition or challenge and its definite outcome is primarily determined by physical skill.
Sports play an important role in society as well as in educational institutions. Sports and games enhance health and develop physical fitness of the participants, giving youngsters a healthful and socially acceptable, physical and emotional outlet for aggressive and competitive needs. Sports remain a social significance by reflecting the tradition and culture of people. It also has its own influence on the life and living of common man in society. Every individual must be physically fit to carry out his/her day-to-day duties or activities. In sports and games, too, physical fitness plays a vital role in the improvement of a player's performance; especially at the competitive level. Therefore, physical fitness has become an essential part of sports and games and also for a superior sports performance.

Today almost all nations in the world attach greater importance to the development of sports in order to improve the nation's health and for the wellbeing of the future generations. A few nations even try to project the superiority of their political ideology and their political and social systems through their achievements in the field of sports. Sports can also play a vital role in nation building, in bringing national integration and international understanding, friendship and strengthening of relationship between nations. This naturally helps to bring the world close and maintain peace and harmony among the nations and global brotherhood. Sports also develops good relationship between people who belong to different colours, castes and creeds. It unites different religions, communities and also avoids the diversification of societies and stimulates continuous developmental programme.
Sports and games are played not only as pastime activities but also to derive pleasure, fun, recreation, professional growth and monetary benefit through competition. It helps in developing personality and nationalism among the people. Sports and games involve a lot of spirit, interaction between many groups of people and promote group action, co-operation and co-living.

Physical fitness has become essential for a more meaningful and enjoyable life. Modern thinkers now-a-days emphasise that the best individual is one who is physically fit, mentally sound and sharp, emotionally balanced and socially well adjusted. These can be easily achieved through sports and games alone.

The modern age is the age of science and technology. Man has invented a number of machines for his comfort and to reduce his load of work. As a result, he gets a lot of leisure time which, in turn, leads to inactivity, less work and exercise. This has in turn led to lethargy and degeneration of the human system. Here sports is the only remedy for keeping fit and active which also helps in production. Finally, we can raise it to the national level and say if everybody is healthy and strong, then the nation also becomes strong and sturdy.

Need for Sports

Sports is essential to man at all levels - to the growth and development in childhood, progress and achievements in the prime of life and a disease-free life in old age. As a process of education, it also plays an important role in the development of personality (Quillen, 1963:50). It gives pleasure, fun and recreation. It helps to develop culture among the young generation and teaches them discipline, regularity, punctuality and
sincerity. It maintains peace and harmony in the community and helps social living and group thinking. Sports should become an integral part of human life.

Sports also bring the world close and develop international understanding, peace and prosperity among nations and co-operation and co-living among people. It brings together people from different nations irrespective of their caste, creed, colour, race, religion and region. At the international level, too, sports activity helps to develop nationality, patriotism, respect and a proud feeling for their country. It also develops the spirit of challenge. Sports activity is a part of physical education which itself is an integral part of education. Without sports the programme of physical education will be incomplete. So the goals of education cannot be achieved without sports. According to Book Walter, it helps the students to improve their physical power along with mental power. Students get engaged in sports during their leisure time and avoid getting restless as students and later in life. It helps the students to become dynamic and creative-minded. (Loc.cit. Kamlesh and Sangral, 1987:18-20).

Need for this Study

Sports play a vital role in the general educational programme. It is also an integral part of the curriculum or co-curriculum. Achievements in sports mainly depend upon the sports facilities available in the institutions. Total achievement of an institution will be based upon the performance of students in sports also. The present researcher felt that a study of sports facilities and achievements was essential to understand the status of physical education in the affiliated colleges of the Karnataka University.
The study will throw light on the availability of sports facilities such as trained sports personnel, incentives for the students, budget provision, performance of the students, achievements of colleges, implementation of physical education and sports programme in the colleges and university and problems faced in the administration and organisation of sports in the colleges and the university.

Statement of the Problem

The purpose of this study is to assess the status of sports facilities and achievements in the affiliated colleges of Karnataka University. By this it is intended to read the present trend of sports and games and their development in the field of sports. The study also intends to bring out the problems which are faced by the college administration in providing sports opportunities to the students. Emphasis is given to know the sports facilities provided in terms of play-fields, equipments, incentives, uniforms, guidance etc. With all these investigations, the study will also ascertain the interest, sports awareness in the public and the society. The study will naturally reveal the significant relation between the sports facilities and achievements.

Aims of the Study

The main aims of the study are to investigate:

1. The development of sports programme in the Karnataka University jurisdiction for the years 1991 to 1996;

2. The sports facilities provided to students in the colleges like play-grounds, equipment, uniforms, allowances;

3. The opportunities given to students in the form of guidance, coaching, training;
4. The interest of the students in participating in inter-collegiate and inter-university competitions and their achievements;

5. The incentives given by colleges to students in the form of scholarships, awards, prizes, free boarding and lodging; and

6. The attitude of principals, parents, general public towards sports.

Limitations of the Study

The study has the following limitations:

1. It is confined to the Karnatak University jurisdiction, that is, to the districts of Belgaum, Bijapur, Dharwad and Uttar-Kannada.

2. The basic data were collected through a questionnaire mailed to the principals/physical education directors of the colleges.

3. Only the affiliated colleges were selected and the non-affiliated ones are left out; and

4. Only those facilities in sports and games in which colleges of the Karnataka University participate at the K.U.Sports Meet are considered and not all those which are listed in Inter-University tournaments.

Hypotheses

The study has the following Five hypotheses to test:

1. Significant sports achievement is not there in Karnataka University colleges because of lack of required sports facilities such as grounds, equipment, funds and experts.

2. Due to lack of incentives such as allowances, uniforms, free boarding and lodging facilities, scholarships, prizes and awards, students do not come forward in large number to participate in sports and games.
3. The contribution of college management and general public to sports is negligible and so the achievements are poor.

4. Students of technical/professional institutions do not find time to participate in sports and games and so a large number of them do not participate in sports activities.

5. The physical and socio-cultural environment of the area is not suitable for sports activities.

Methodology

To achieve the objectives of the study, it was intended to read the relation between the sports facilities and achievements in the colleges of the University. So the required data were collected from both Primary i.e., from field survey and Secondary i.e., library sources. The investigation was conducted using the established Anthropological methods, tools and techniques.

Field research tools such as Questionnaire and Observation were used to collect the data from different colleges, outstanding sports persons, general public and trained coaches in the Karnataka University jurisdiction. A general questionnaire with 120 questions, grouped under twelve sections, was constructed and kept ready to be sent to all the colleges to obtain the data. The same was earlier pre-tested and standardised.

In the meantime, a list of all the affiliated colleges in the Karnataka University jurisdiction, was prepared with their full addresses. In all, it was found, there were 240 colleges under the category of Arts, Science, Commerce, Engineering, Medicine, Dentistry, Pharmacy, Education, Physical
Education and Law etc. Among them, One is exclusively for men, Four are exclusively for women and the remaining 235 are co-education institutions.

The general background information on these colleges, their history of sports achievements, the sports needs, and tournaments conducted by the University were collected from records available with the office of the Director of Physical Education, Karnataka University, Dharwad. The questionnaire along with an appeal and a self-addressed stamped envelope, to facilitate the informants in returning the filled questionnaire, were kept ready for mailing to the principals of all the 240 colleges. On 20th March 1995, they were finally mailed. A time limit of 20 clear days was given to the informants to return the filled-in questionnaire. Ten days after the despatch of the questionnaire, a reminder letter was sent to all the informants.

In the meanwhile, with the help of a statistician, a tabulation sheet was prepared. The same was tested and kept ready to start the tabulation of questionnaires, as they came.

By the end of the stipulated 20 days period, 118 responses were received from the colleges. After receiving our reminder letter, a few principals wrote that either the questionnaires were not received by them or they were misplaced and requested us to send another. Their requests were not entertained. Similarly, the filled-in questionnaires which were received after the fixed date of 20 days were also rejected.
As the filled-in questionnaires started coming, they were numbered and checked. Ten incomplete ones were rejected. The remaining 108 questionnaires were taken for tabulation.

Terminology - Meaning of Terms Used

The terms used in the study such as Sports, Physical Education, Facilities, Status have specific meanings. So we have used them in the meaning as given by Kamlesh and Sangral (1987), and Dheer and Radhika Kamal (1991).

Concept of Sports

The meaning of the term 'Sports' includes various types of games and events played in different situations. These come under major, minor, indoor, outdoor, indigenous, aquatic and adventurous games. These games are highly skilled and competitive in nature and played as per the rules and regulations which govern them.

Concept of Physical Education

Physical Education means a type of education which imparts knowledge through physical activities. Sports and games come under physical activities. It helps youth for an all-round growth and development of personality.

Concept of Facilities

Sports facilities mean the materials/things which are required to play sports and games. These include play-grounds, equipment, materials, qualified staff, swimming pool, gymnasium, funds and incentives like scholarships, certificates, prizes, job opportunities and other facilities rendered to sports persons.
Concept of Achievement

Sports achievement here means performance of sports persons at various levels like Inter-Collegiate and Inter-University level meets. The performance can be evaluated by securing places and prizes like winning medals, cups, trophies in these competitions. Mass participation in sports and games irrespective of age, sex, caste and creed, individually or collectively is also credited as an achievement.

Concept of Assessment

Assessment here means evaluation of sports performance and to finding out sports facilities available to the participants.

Concept of Status

The status of sports means the importance given to sports in the institution and society, trend developed in the students and public. To know the status of sports in the colleges, the following factors are evaluated:

1. Status of sports in the higher educational programme or curriculum,
2. Encouragement given to sports by the Government, Management, Principal, Physical Education staff, parents and public,
3. Attitude and interest of students towards sports and games to pass leisure time,
4. Awareness of youth towards physical fitness, health and hygiene,
5. Contribution of sports towards development of personality, future and profit to individuals.

Answers to the above factors determine the status of sports in the colleges and society.
Review of Related Literature

A number of studies have been already conducted on the concept of facilities for the promotion of sports programmes and physical education at different times and at different levels. It is also possible that sports programme suitable to one place may not be suitable or appropriate to another. This is because of the difference in the facilities required for different sports and their levels and places. So a review of related literature will give an opportunity to understand the concept of sports facilities and achievements.

Further, it is also necessary to have a review of related literature to get an idea of the present state of sports in the society. The literature is available in the form of research papers, seminar proceedings and enquiry committee reports. Plenty of literature is available also in the form of Masters Degree and Ph.D. Degree dissertations. An attempt is made here to review the available literature.

It is found that the financially rich and developed countries are not only known for their sports activities on an international level but also for their research. Especially the Americans are far ahead in both sports facilities and achievements and information. As a result, we get lot of information from American library sources.

A review of literature on sports and physical education also reveals the aspect of sports they have concentrated on - facilities, achievements, training, trained coaches, finance and equipment.

Webster (1940:1), discusses the importance of sports grounds. According to him, one of the essential items for healthy living is the "Maintenance or provision of open spaces". He further says that, "for
physical education, the play-ground itself is the class room. The play-ground must be spacious enough to accommodate a large number of students'.

Mallaradhya, an eminent educationalist, administrator and sports enthusiast, (1975:7) says, "Provision of adequate play-field facilities throughout the state is one single factor that creates a favourable atmosphere for the genuine development of sports and games". He says' further, "The open fields are to be treated as open air machine shops for training sportsmen and as an efficient means of popularising sports" (Ibid, 7).

Successive Governments have also shown interest in the development of sports. From time to time they have appointed committees to look into or enquire into the state of affairs of sports. The Committee on National Plan of Physical Education and Recreation constituted in 1968 emphasizes the importance of equipment. It says that a good programme of sports and physical education requires varied equipments in sufficient quality. Use of different kinds of equipments is necessary for different kinds of skills. It must be remembered that this is one of the objectives of physical education and this is facilitated when equipments are ample.

Sujan Singh (1963:25) states that the most important facilities that are needed for the success of sports training are: a) Play fields, b) Gymnasiums, c) Adequate class-rooms, d) Swimming Pools, and e) Tracks for Athletic events. His views are basic and the facilities he suggests are most essential since the other facilities such as coaches, equipments etc. can be borrowed from others.
Thomas (1961:8), another physical educationalist, is of the opinion that modern physical education programme emphasising out-door sports activities requires extensive play-grounds for different field events. He says that the play-fields are the open class-rooms and as such they must be properly equipped and maintained. The size of the play field and its proximity to the college needs careful thought and consideration. He says further that a play ground is not an added attraction to the college set-up but a continuation of the process of education in the class-room on the ground that without them education is bound to be incomplete and ineffective.

The Deshmukh Committee (1966:21) which was constituted by the Central Government to enquire into the physical education facilities in Indian Universities and Colleges says that "they do not have enough resources to provide basic facilities and amenities in the field of games and sports." So the Committee recommended that the Government should provide substantial proportion (80%) of the total expenditure required for an effective programme of compulsory physical education. According to this report, the Central and State Governments took measures and steps in the right direction.

The Central Government has channelised its funds in the form of Block Grants through agencies such as U.G.C. and/or SNIPES (now through Sports Authority of India) for the development of physical education and sports facilities such as play-fields, grounds, gymnasium, swimming pool, improving the surfaces of play fields and for providing flood lighting to play-courts. The State Governments, too, have issued orders to appoint qualified staff in physical education and
sports in the colleges. Accordingly the order sent by the Karnataka Government i.e., Order No. Ed/146/upc/79, dated 3rd October 1981, is an example. The Committee found that the ratio of students and physical education staff was disproportionate. There was also lack of job description, syllabus to teach or any programme to execute. In such circumstances, in the absence of a planned programme of physical education and sports in the colleges, the students do not seem to benefit at all. However, the directors of physical education can plan and execute a programme of their own as long as it is within the existing facilities.

Bakshi (1971:17), another physical educationalist, is of the opinion that for our schools and colleges the aim should be to provide ideal environment and facilities for natural physical activities. This should be provided under highly qualified leadership having scientific knowledge and sympathetic understanding of human nature. If this is done, ideal environment with proper facilities can promote physical education and sports activities in both quality and quantity.

Dharam Singh (1982:71) of Punjabi University, Patiala for his M.Litt. dissertation in physical education studied the physical education programmes, coaching and physical facilities offered at Patiala, Punjab. He collected data randomly and by using a questionnaire, he concluded as follows:

1. In 1978-79 a total of 95 students, in 1979-80 a total of 101 students and in 1980-81 a total of 103 students, actually participated in the school games. This shows the meager participation of students in physical education programmes,

2. The physical education staff in various schools is not adequate,
3. Only 32% of the schools have sufficient equipments needed for a physical education programme.

4. Play-ground facilities in 63% of schools are insufficient, and

5. Various scholarships received by the participants during different years were not encouraging and satisfactory.

   Opposed to this, the findings of Kaur are quite different. A student of Punjabi University, Patiala, Kaur investigated (1983) for his M.Litt. dissertation the role and contributions of sports wings in colleges towards the development of sports and games in Punjab. For this, he collected data from 220 students, 40 coaches and 15 principals from 19 colleges having sports wings in different disciplines and by using three different questionnaires. He concludes that:

1. Motivation to join the sports wings, is largely provided by the parents.

2. The students are satisfied with fairness of selection, boarding and lodging arrangements, play-grounds, equipments, uniforms and daily allowances.

3. College rules and regulations help the students in their performance.

4. Coaches look after the welfare of their trainees regarding their diet.

5. Coaching camps at college and university levels are quite useful.

6. Qualifications of coaches are satisfactory.

Nash (1951:18) is of the view that:
1. Sports programme should really encompass the total person, his spiritual, mental, emotional, social, cultural, physical aspects and in all stages of his life, right from his birth.

2. It should have a direct effect on his attitude and aptitude towards fitness.

3. The programme should reach all youths.

4. It should be made stronger in schools and colleges.

5. It should be a national responsibility and should meet recognised standards.

6. The programme should be an integral part of education.

7. It should include health education, recreation, health examination and physical fitness and skill.

8. It should give strength, flexibility and also develop skills and help achievements.

Govindarajulu (1969:16), an eminent Professor of Physical Education, believes that lack of academic value to physical education in Indian Universities, has brought down its value. He says further that "people in charge of physical education are not in a position to organise and administer the sports programme successfully." He further makes an observation that "the people who are put in charge of the programmes of University physical education have not been provided with a programme suitable to that particular age group. This kind of situation will ultimately kill the interest of the students in physical education."
A few physical educationalists like Kothiwala go to the extent of suggesting that physical education be made one of the subjects at degree level. In his paper published in the *Journal of Physical Education and Recreation* (1959:29) he suggested that Indian Universities should introduce physical education as a compulsory subject at all degree examinations. He believes that a perfect integration of body with mind will take place only when every individual participates in sports along with academic or professional education.

An ideal sports programme would include at least one period of work for every day of attending school or college. Daily the duration of period and the type of activity can be based on age level, interest and facilities available. For selection of a good programme, a number of factors have to be taken into consideration. Guess (1963) made a survey of 49 independent secondary schools in the city of California (USA). He used the questionnaire method to determine the extent of their sports programme implemented as per the recommendations made by the State of California for the boys for four years physical education programme. He found that a majority of the independent schools failed to meet the state standards. The common weaknesses were the inadequacy of trained personnel. A lack of communication between school and parents acted adversely, resulting in limited classes, aquatic programmes and inter-school athletic programme.

William (1966:423), on the contrary, opines that "the success of physical education programme depends upon the men behind the activity. Because the facilities available come alive only when persons involved become effective agents." Therefore, in the absence of adequate finance, facilities and qualified staff, any amount of programme planning is
mere waste. On similar lines, Parappa, Principal, Physical Education College, Bangalore also suggested that irrespective of the student strength of a college, one lecturer in Physical Education with Masters degree in Physical Education, should be appointed (1980:7). The teacher and student ratio for the implementation of the programme shall be 1:300. He further added that the physical education and sports may be offered as an elective subject at the degree level. He also viewed that all the physical education lecturers should be sponsored to undergo N.I.S. training in a phased programme.

According to Mukerjee (1983:18), who studied the status of sports in sports training institutions in West Bengal, says that one of the essential pre-conditions to improve the training programmes is the improvement of training institutions. He says further that the efficiency of an educational institution depends on its staff, students, physical education and sports facilities.

A few educationists argue that money is important in the promotion of sports. For example, Vijayasarathi (1970:22) says that inadequate finance is a big hindrance for the execution of a well co-ordinated programme of physical education. So it is impossible to improve the sports facilities without financial aid. In the present system the facilities are to be improved from the sports fees collected from the students and there are no other sources. Hence, government must provide sufficient grant every year to improve the facilities. However, this suggestion of Vijayasarathi may get requisite help but it can not make physical education self-sufficient.
The Indian Ad hoc Enquiry Committee on Sports and Games (1958) had recommended that a college with a student population of 1000 or 1500 should have a minimum of 10 acres as play-grounds; a High School with a strength of 500 - 1000 students should have a minimum of 3 - 5 acres; and a primary school should have a minimum of one acre. However, it was felt that even about 10 years after this report was submitted, the educational institutions do not have adequate play fields. This has been the greatest handicap in the smooth implementation of the National Sports Organisation Programme which has been launched by the Government of India under the Fourth Five Year Plan for Universities and Colleges. The matter was considered in a recent meeting of the informal consultative committee for National Sports Organisation Programme presided over by the Union Education Minister and it was felt that top priority should be given to financial assistance to Universities and Colleges for provision of multi-purpose playing fields which have a pavilion and fields for games like hockey, football, volleyball etc., as well as a track for athletic events.

Participation on a massive scale is one of the basic requirements for the promotion of sports in India. This would imply the provision of playing fields on an extensive scale in every nook and corner of the country.

In 1966, the All-India Council of Sports set up a Committee consisting of Sarvashri Ranga Ramanujan and Mehta, to draw up a detailed plan for protecting and improving the existing play-grounds and for securing land for new playing fields. The committee arrived at the following conclusions which were approved by the All India Council of Sports and
were circulated to all State Governments and State Sports Councils for implementation.

1. State Governments through their municipalities should make an inventory of existing areas and facilities that are available or offer possibilities for development of sports.

2. State Governments should prepare an analysis of recreation areas in the cities, appraise their adequacy and formulate acquisition and improvement programmes designed to meet the needs.

3. Education authorities in the State should ensure that facilities for primary, secondary and further education are provided for their area, including adequate facilities for recreation and social and physical training.

4. A local authority shall, in particular, co-operate with any voluntary societies or bodies whose objects include the provision of facilities or the organisation of facilities/activities of a similar character.

5. a) Neighbourhood play-grounds should furnish day-to-day opportunities for children;

b) Community playing field to serve as a major recreation area for young people and adults with a section set apart for children;

c) Athletic field designed primarily for highly organised team games and track and field events;

d) Large recreation park;

e) Special areas for developing particular types of sport.
6. Protection and preservation of play grounds should have legal sanctions by State legislation for conserving parks, playing fields and wherever necessary and possible, open spaces to serve in future as parks and playing fields or as spaces conducive to serve as open lungs for crowded localities in the Corporations and Municipalities of the state.

7. In addition to the above, the State Government should encourage voluntary organisations equipped with authority to control and maintain playing fields and/or open spaces as also to obtain grants and raise loans for meeting the maintenance expenses only in full or in part.

8. State Governments should also encourage influential and responsible committees to be formed, and such committees should be conscious of the need for adequate provision of public space for open air games and recreation and to be in a position to raise adequate sums to stimulate and assist in the provision of playing fields and play grounds.

9. State Government should keep at the disposal of the State Sports Councils proper technical personnel who can advise Corporations, Municipalities, and Panchayats on the lay-out, preparation and maintenance of play grounds, the expenses of such personnel being met out of Sports Council grants, if necessary by augmenting the grant to the extent necessary.
In recent years, Deshmukh Committee’s report on Physical Education in Universities and Colleges considered the need for adequate playing fields for Universities and Colleges and suggested that each college should aim at having about 8 to 10 acres of land for play grounds. In places where the area is small and additional land cannot be acquired, the alternative should be to construct within the college premises or near about some form of facilities which do not require so much space, i.e., a Badminton or Squash Court for the use of the students. According to the Committee, each University should have at least a Swimming Pool, Two Cricket Fields, Two Foot-ball Grounds, Four Basket-ball Courts, Six Volley-ball Courts, Twelve Tennis Courts, a Sports Stadium with a Running Track, a Cricket Pavilion, and a Gymnasium Hall for gymnastics, Badminton, Table Tennis and Wrestling pits. Similarly each College should have at least One Cricket Field, One Hockey Field, One Foot-ball field, Two Volleyball Courts, Two Basketball Courts, Two Tennis Courts, a stadium with a Running Track, a Swimming Pool and a Gymnasium Hall.

The Government of India gave due consideration to the recommendation made by Dr. Deshmukh’s Committee and approved it. According to it, the following pattern of financial assistance for capital projects is needed for the development of games and sports.

I. Universities and Colleges

The University Grants Commission is the implementing agency for the scheme of NSO of the Department of Youth Affairs and Sports (Ministry of Human Resources Development) for the universities and colleges. The scheme aims to provide assistance to universities and colleges for the development of sports infrastructure. Because of the objective of developing the infrastructure and because of the limited funds available
under the scheme, the UGC has identified only some items for assistance on scales mentioned in the scheme.

The UGC provides assistance as below for various items of sports infrastructure during the Eighth Five Year Plan:

<table>
<thead>
<tr>
<th>Item</th>
<th>Maximum cost</th>
<th>Maximum UGC share</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Construction of multi-purpose Gymnasium</td>
<td>Rs.32 lakhs</td>
<td>Rs.25 lakhs</td>
</tr>
<tr>
<td>2. Swimming pool</td>
<td>Rs.32 lakhs</td>
<td>Rs.25 lakhs</td>
</tr>
<tr>
<td>3. Pucca Basket Ball, Volley Ball, Badminton, Tennis Courts</td>
<td>Rs. 1 lakh</td>
<td>Rs.75,000</td>
</tr>
<tr>
<td>4. Moorum/Clay Lawn Tennis Court and Cricket pitch</td>
<td>Rs.25,000</td>
<td>Rs.16,000</td>
</tr>
<tr>
<td>5. Cinder/Clay Athletic Track</td>
<td>Rs.4 lakhs</td>
<td>Rs.3 lakhs</td>
</tr>
<tr>
<td>6. Non-expendable sports equipments</td>
<td></td>
<td>100% cost as UGC share for items for which a space is available, total upto maximum ceiling of Rs.3.00 lakhs.</td>
</tr>
</tbody>
</table>

II. State Sports Councils

To help the State Sports Councils to create facilities in various State Capitals and other important Centres for the organisation of tournaments/matches of National and International importance, financial assistance is available in the ratio of 75:25 in respect of hilly/tribal areas and 50:50 in the case of other areas subject to ceiling's limit indicated in the scheme for various facilities.