ABSTRACT

Schools are the nurseries of the society where the future citizens are prepared for owning the responsibility to take the nation to its greater heights. School education is therefore considered the foundation on which the integrated personality of a child is developed from the grass root level. Numerous policies and programmes have been introduced by the Central and State Governments for the upliftment of the standard of the school education including the physical education and sports both for the Government and non-Government institutions in the country. Since the education is the subject that comes under the jurisdiction of State Government, vividness has been observed in the implementation of these policies and programmes. It has also been felt that wilful efforts sometimes have not been made by the educational institutions themselves towards the desired implementation of these policies and programmes. Besides that these policies and programmes are not time to time evaluated by any agency for getting proper feedback.

The researcher therefore has made a sincere attempt to critically evaluate the policies and programmes pertained to physical education and sports in the schools of Jammu and Kashmir. Education process aims at the holistic development of the personality of an individual in
order to ensure his/her congruence with social milieu. Any learning when imparted through physical activity is termed as physical education and similarly it is also targeted at the all-round development of personality of an individual through games and sports. Much emphasis has been laid by the Government for ensuring best possible measures to educate its children folk but still remains some of the Lucanes and short-comings due to one reason or the other.

Physical education and sport, although closely linked, are not synonymous. Sport is formalised physical activity involving competition or challenges against oneself, others or the environment, with an emphasis on winning. It begins in play and develops through games and challenges. On the other hand the focus in the physical education curriculum is on the child’s holistic development, stressing personal and social development, physical growth, and motor development. Goal-setting, within the curriculum, focuses on individual’s improvement and not on winning or being the best (Primary School Curriculum 1999).

It has been found that after the independence of the country numerous commissions have been appointed by the Central and State Governments to study various aspects of education, identify the pit-falls and to suggest the appropriate measures for over-coming them.
Some of the pioneer education commissions and their specific significant recommendations with special reference to physical education and sports have been presented hereunder for reference in view of their relevance in the context of the present empirical research work:

The integration of Sports and Physical Education with the Educational Curriculum, making it a compulsory subject of learning up to the secondary school level and incorporating the same in the evaluation system of the student, has to actively persuaded. A National Fitness Programme has been introduced in all the schools in the country, steps initiated to augment the availability of infrastructure, including play fields, sports equipment and action taken to provide physical education teachers in educational institutions through, inter-alia, the training of selected teachers in these disciplines. Specialized sports schools may also be set up. An appropriate inter-school and inter-college/university

For the purpose of the study the data was collected from the physical education teachers working in the schools of Jammu and Kashmir. In the absence of such teachers, principals were considered as subjects for collecting data. 200 schools each from Jammu and Kashmir regions were randomly selected for the study. The data were
obtained on a self developed questionnaire having 56 items covering various aspects regarding policies and programmes of physical education and sports in the schools of Jammu and Kashmir. The obtained data was subjected to statistical treatment using Average of the percentages and Critical Ratios. The significant conclusions drawn have been enlisted hereunder:

CONCLUSIONS

Based on the results obtained from the present study the following conclusions have been drawn:

1. The facilities for outdoor games in the schools of Jammu and Kashmir were found excellent.

2. The transportation facility for students to take part in outdoor competitions in the schools of Jammu and Kashmir was found excellent.

3. The facility of separate playgrounds for boys and girls and facility for special students in the schools of both the regions were reported very poor.

4. None of the schools of both the regions were found to have gymnasium.

5. The equipments were provided in only one third of the schools of Jammu and Kashmir. In most of the schools the equipments
were reported inadequate; it is pathetic to note that in some of the schools of both the regions the equipments were not available at all.

6. In most of the schools of Jammu and Kashmir the average quality of equipments were provided for games and sports.

7. The provisions for allied activities in almost all the schools of both the regions were unsatisfactory except excursions which were conducted excellently in both the regions.

8. The excellent scope of physical education and sports for jobs in the schools of Jammu and Kashmir was found.

9. The student-teacher ratio was far behind according to the norms for physical education. The physical education teachers were overburdened in the schools of Jammu and Kashmir.

10. Although the physical education teachers of both the regions were satisfied with the existing salary structure but the teachers of Kashmir region were found less satisfied with their salary structure when compared to Jammu region.

11. The physical education teachers of both the regions were also consulted in preparing the time table in the schools.

13. In most of the schools of both the regions the trained coaches were not appointed to impart advance training to the teams and the school teams were trained by physical education teachers of the schools.

14. The physical education programme in most of the schools was supervised by principals.

15. Although the inspection was conducted for physical activities in the schools of both the regions but the condition was found better in the schools of Jammu region as compared to Kashmir region.

16. Respondents of both the regions unanimously opined that there should be separate sports schools and the knowledge of physical education teachers/coaches need to be upgraded.

17. Assistance/help received from the coaches of sports department, organization of extra coaching camps during winter/summer vacations, specialized outside coaching to the outstanding players and organization of special courses for rock climbing/ skiing/ mountaineering/ river rafting were found very poor and need to be improved.

18. In most of the schools of both the regions academic records were properly maintained but the medical examination records
and sports performance records were maintained very rarely. It is pathetic to note that some of the schools of both the regions did not maintain any of the records.

19. The games and sports activities in most of the schools were negatively affected due to the adverse climatic conditions.

20. Although telephone, mails and posters/banners were used occasionally to inform the players about the competitions but in most of the schools the players were informed about the competitions through announcements during morning assembly in the schools of both the regions.

21. Annual physical education budget was prepared in the schools of both the regions but, the schools of Kashmir were found better in preparing physical education budget. The funds for physical education and sports activities were found inadequate to run the activities in both the regions but the schools of Kashmir region were allocated slightly more funds compared to the schools of Jammu region. In some of the schools of both the regions the physical education programme was running smoothly but in the schools Kashmir had an edge over the schools of Jammu region.
22. Although TA & DA and incentives were appropriately provided to the meritorious players and awards and honours were also conferred to the players on the basis of their outstanding performance at district/state/national level, but the schools of Kashmir region were found far better than the schools of Jammu region. Only in few schools of both the regions scholarship was provided to the students for their outstanding achievements. Other source of financial assistance for games and sports were reported in the schools of Jammu and Kashmir regions, unanimously.

23. Although most of the times the intramural programme was conducted during school hours, weekend. Surprisingly in some of the schools of both the regions no time was allotted for intramural programme.

24. A larger part of the budget has been spent on miscellaneous expenditures in the schools of Jammu and Kashmir.

25. The schools of Jammu region out-numbered the schools of Kashmir region regarding participation at the district sports/games competitions. But for securing the position in these competitions contrary to it, the position of Kashmir region was found better in games and sports competitions when
compared to the Jammu region. Indigenous games competitions were poorly organized in the schools of both Jammu and Kashmir regions and need to be improved.