CHAPTER-I
INTRODUCTION

It was Aristotle who first observed that pleasures differ in kind. We hazard to add that each pleasure will also vary in degree to the extent that we focus attention upon this and that individual. Such a variation in degree is possible in single person if the source of the variation is external, then variation is best considered to be between subjects in terms of their basal reactivity (or adoption) level to pleasant stimuli of certain class. These distinctions apply to painful objects as well as to pleasant ones. First pain differs in kind secondary they differ in degree as from one person to another.

It is a matter of common observation that the rise and fall of a nation depends upon the extent of the development of a feeling of nationalism in its citizens.

Hence this feeling needs to be nurtured cultivated and strengthened by all possible ways and means. Sports and games are one of the most potent and effective means for this great task.

It is but natural to have different ideals, values, customs, traditions, ways of living, eating and dressing in different communities and groups. There is hard fact that Himachal Pradesh represents a wide variety of peoples. There was no time when one language was spoken throughout the state. Never was the time when all the Himachalis followed anyone religion. These diversities often lead to mutual tension and then, unfortunately, towards state or national integration. The strength of the nation depends on the degree of homogeneity of its people which again depends upon the acceptance of common standards and values.

Now at present sports and games propagate the feeling of nationalism and help in creating a new generation of individuals
with the feeling of the differences based on caste, community and religion have no meaning and faith in love and peace, in purity, in the feeling of goodwill and brotherhood serves to a great extent towards humanity. Sports and games provide a great platform where the sports persons from different religion," professing different religions and faiths, speaking different languages, having different customs and traditions interact with each other in a harmonious and congenial atmosphere where they forget all their differences and emerge as a homogenous group.

If all the people of the world wish to enjoy a full measure of personal liberty, freedom and dignity and want to enjoy nature's beauty, then we have to participate in games and sports because they plays a vital role and prepare the younger generation for living in a world community. Games and sports develop those social skills which are necessary in creating mutual understanding with state or nation. Games and sports also bring all the nations of the world nearer and nearer and it results in the formation of strong bonds of international brotherhood and fellow beings. Competitions in sports are not the product of present day. They have been a part and parcel of human civilization from its inceptions. Competitions are the results of the urge for completion with other, the desire for creative activity and the need of survival.

1.1 CONCEPT OF SPORTS DEVELOPMENT

Sports was largely underestimated as a major tool in humanitarian programmes and was rarely used in a systematic way. Within the United Nations, humanitarian aid workers have tapped the potential of sports as a means to improve the conditions of victims of conflict and natural disasters for many years.

More recently, there has been a fundamental shift. Today, more and more national and international development
organizations are using sports to add to their approaches in local, regional and global development and peace promotion programmes. This is done in close cooperation with sports organizations most of the time.

Despite recent progress, the systematic use of sports and physical education for development is still in its early stages as many remain unconvinced of the impact sports can have on reaching development and humanitarian objectives.

**Sports**

In the area of Sports & Development, ‘sport’ is generally understood to include physical activities that go beyond competitive sports. “*Incorporated into the definition of ‘sport’ are all forms of physical activity that contribute to physical fitness, mental well-being and social interaction. These include: play; recreation; organized, casual or competitive sports; and indigenous sports or games.*

**Development**

It relates with the development of sports in terms of:

1. Sports Infrastructure
2. Sports and coaching facilities
3. Finances
4. Incentives given to the players and trainer
5. Effect of sports policies
6. Participation in sports during various games at various levels
7. Performance in sports during various games at various level
8. Increase in number of sports institutions and sports experts
1.2 DEVELOPMENT OF SPORTS IN INDIA

During the primitive days people used to indulge in sports for the sake of entertainment. Recreation was the main aim of sports. Greeks were considered to be first who brought physical education in sports to glorious heights by making the games an integral part of the national policy and education. Slowly the concept of the sports change from recreation to competition. Today we see the flood of competitions at international level, such as Olympic Games, Asian games, common wealth games, SAIF Games, Afro Asian Games etc.

Today sports is considered integral to all-round development of one's personality. Making an international mark in the field of sports also has a great bearing on national morale and prestige. In order to meet the increasing demands of the changing times, at national as well as international level, the government has taken upon itself to implement programmes to promote excellence in sports.

The Ministry of Youth Affairs & Sports was initially set up as the Department of Sports in 1982 at the time of organization of the . The name was changed to the Department of Youth Affairs & Sports during celebration of the International Youth Year 1985. It became a Ministry on 27th May, 2000. Subsequently, the Ministry has been bifurcated into Department of Youth Affairs and Department of Sports w.e.f. 30th April, 2008.

Sports promotion is primarily the responsibility of the various National Sports Federations which are autonomous. The role of the Government is to create the infrastructure and promote capacity building for broad-basing sports, as well as for achieving excellence in various competitive events, at the national and international levels. All schemes are geared towards achieving these objectives. The growing role of sports has made participation and winning of medals in competitive sports a matter
of great significance. In recognition of this fact, many states have set up national training academies and specialized centres of sports excellence which offer an opportunity for exceptionally talented young children to train under experts for long duration with modern training aids.

Several central/state universities also impart physical and sports education at graduate and post graduate levels. Besides, almost every state government has a department dedicated to promoting sports and youth affairs.

There are a number of agencies which are established in India with a view to promote sports are various levels. Some of them are as under:

Indian Olympic Association, All India Council of sports, school games federation of India etc. besides these national level agencies. Now we also have sports promoting associations working within the state of Himachal Pradesh for e.g. a number of government and private sports institutes are being run in different parts of the state to prepare the sports persons for participation at national and international level. In this regard government of Himachal Pradesh has taken a number of steps to recognize the contribution of various outstanding sports persons under the great direction of government of India, such as:

**Sports Talent Search Scholarship**

- Rural sports tournament (New Scheme in operation from 1989 under it scholarships are given to eminent sports persons)
- Promotional incentives: To school and medal winners (Incentive scheme for promotion of sports and games in school through prize money)
- National welfare fund started in 1982 (giving financial assistance to outstanding sports person)
Awards like Rajiv Gandhi Khel Ratna Award, Arjun Award, Dronacharya Award.
Parshuram Award in Himachal Pradesh.

Dr. Tarachand Committee (1948)

After independence till date various boards, commissions and committees were established for the promotion of physical education in the country. Dr. Tarachand Committee (1948) examined the problems of secondary education including the physical education also. The committee recommended the following with respect to sports and physical education:

- To train teachers in the field of physical education in respect of organization, administration and recreation.
- To institute postgraduate course of one year duration.
- To establish training colleges in physical education in different states to increase the supply of trained teachers.
- To establish sports club, Gymnasia and Akharas in different parts of the country.
- The Government of India, Ministry of Education appointed in 1948 a commission with Dr. Radha Krishnan as chairman to consider the problem of Education in India and made recommendations:
  - All students to be required to take a thorough physical examination at the time of admission and thereafter once a year.
  - Similarly, the staff members and employees of the schools and should go through medical examination.
  - School students should undergo a programme and physical education for the first two years.
  - Corrective exercises should be provided for those who need.
Central Advisory Board of Physical Education and Recreation (1950)

In order to ensure a planned and proper development of physical education and sport in all sections of the educational and social set-lip, the Government of India appointed a Central Advisory Board of Physical Education and Recreation (1950) with the following objectives:

- To suggest ways and means by which physical education could be made compulsory in schools and colleges;
- To formulate and recommend curricula of physical education for different levels of education - primary, secondary and university.
- To lay down norms for selection and qualifications of physical education teachers for appointment in educational institutions and
- To scrutinize the existing syllabi of physical education training courses (certificate and diploma) and suggest uniformity.
- In 1951, the first Asian Games were conducted in Delhi despite the fact that the nation was in deep financial crunch.
- In 1953, Raj Kumari Amrit Kaur Coaching Scheme was started for the promotion of games and sports and to train Indian sports persons for participation in the National and International Competitions.
- In 1954, Central Advisory Board of Physical Education and Recreation was established by the Government of India to advise the Government on the coordination of all programmes and activities in the field of physical education and Recreation in the country.
- In 1954, All India Council of Sports was established to act as a liaison agency between the Government and the National Federations of various games and sports and to
offer financial assistance to these federations. Under the All India Council of Sports, State Councils of Sports and District Councils of sports were also formed to reach the grass-root levels:

In 1954, National Discipline Scheme (NDS) was initiated. Under this scheme, a few training centres were opened for preparing training instructors. The syllabus of this scheme included drills, parades, sports and games, rhythmic with songs, camps, cultural activities, patriotic songs, community work etc. The purpose of this scheme was to make the youth physically fit and inculcate discipline. This scheme was looked after by Late General J.K. Bhojsle, the then Minister for Rehabilitation.

In 1954, the School Games Federation of India was formed in order to organize and conduct annual Inter-State/National Championships in games and sports for the school students of various age groups.

In 1956, A National Plan of Physical Education and Recreation was prepared by the Central Advisory Board of Physical Education. In this plan greater emphasis was given to promote indigenous physical activities to Establishment of the Lakshmibai National College of Physical Education (August, 1957), the premier national institution of physical education having all modern facilities, preparing quality teachers comparable in training to those in progressive countries with bachelor's and master's degrees in Physical Education and Recreation and with specialization courses for teaching and coaching in sports."

**The Course of Study as Under:**

1. A three-year B.P.E. Course.
2. A two-years B.P.Ed Course.
4. M.P.Ed. (Summer Course for in service candidates).
5. Master of Philosophy in Physical Education.
7. Four-month Orientation Course for pre-relieved Army Officers).
8. Refresher Course in Physical Education for the Directors/Sports Officers and Lectures in Physical Education.

LNCPE, Thiruvananthapuram (17th August, 1985) conduct (1) Three-year B.P.Ed. Course, (2) Two-year MPEd. Course,. This is the only institution in the country to offer Sports Science Specialization at the Master's Degree level and is affiliated to Kerala University. In 1995, the premier institute of Physical Education, being run by the Central Govt. under the name of L. N. C. P. E. Gwalior was given the status "Deemed University", which is now known as Lakshmibai National Institute of Physical Education, Gwalior (M.P.).

In 1958, for the promotion of physical education, sports and youth welfare, a separate division was established in the Ministry of Education.

**The Ad-Hoc Enquiry Committee on Games and Sports (1958)**

The credit for bringing to fore the Asian Games, held every four years in Olympic Games style, goes to India and the first Asian Games were held in India in 1951 at New Delhi. India was fortunate to secure over all second position. Subsequently when Asian Games were held in 1954 at Manila (Philippines), we went down to fourth position. In 1958 Indian Hockey team lost gold medal to Pakistan. This precipitating decline in the standard of sports gave a jolt to all concerned with sports in India, the sports federations, the Govt. and the like. In view of this, Government of India set up an Ad-Hoc Committee in 1958 to suggest ways and means to improve the present situation. The chairmanship of the
committee was be wowed upon Late His Highness Maharaja of Patiala Sh. Yadvinder Singh. Dr. K.L. Shrimali, the then Union Minister for Education, in his inaugural address to the committee on 7th July, 1958 referred to the poor standard of Indian competitors in all games and sports.

The Following were the Recommendations of the Committee:

1. There should be planning on long and short term basis in the field of games, sports and Physical Education.

2. It recommended that there should be a Central Sports Institute for training of various teams and producing first-rate coaches. This has since been implemented in the form of Netaji Subash National Institute of Sports, Patiala.

3. All coaching schemes be integrated and their programmes rationalized so that maximum populace could be benefited. This recommendation has resulted in the existence of National Coaching scheme being run under N.S.N.I.S. Almost everywhere N.I.S. trained coaches are being employed to give a sort of uniform type of coaching.

4. The importance of Physical Education teachers should not be undermined. All the physical education training institutions can be asked to carry out central plan of coaching. The colleges of physical education should re-orientate their programmes and should pay more attention to games and sports.

Kunzure Committee - A committee for Co-ordination committee and Integration of Schemes operating in the field of Physical Education, Recreation and Youth Welfare.

In 1959, Govt. of India appointed a co-ordination committee, under the chairmanship of Dr. Hirdya Nath Kunzuru, to examine the various schemes for Physical Education, recreation, character building and discipline operating in Educational institutions, and
to recommend measures for the proper co-ordination in order to avoid duplication and wastage of resources and expenditure.

The committee had a detailed survey of the various schemes operating in the country for the development of youth. The Committee toured the different parts, for on the spot study of those schemes. It also interviewed educationists and other experts in the field and finally submitted the report in 1963. It recommended that:

At the school stage there should an integrated programme consisting of basic curriculum compulsory for all and an optional curriculum. The contents of an integrated programme should be worked out by a body of experts. One of the optional subjects such as scouting, mountaineering, sports, dance, drama, music, the choice being left to the student, should be there.

Kaul & Kapoor Committee - Mr. M.K. Kaul and MT. M.N. Kapoor - both members of the AICS comprised yet another Committee in 1960. This two-member committee popularly known as Kaul-Kapoor Committee - was deputed to the Rome Olympiad to study the organization and observe the system of physical education in the European countries. The major recommendations of this Committee were as under:

- Physical Education should practically be considered as a part of general education in schools and introduced at the under-graduate level in the University education as an optional/elective subject.
- Educational institutions should thoroughly overhaul their department(s) of physical education and manage them more efficiently.
- Importance must be given to the development and maintenance of play fields and sport infrastructure in schools and colleges.
Scholarships should be provided to talented and outstanding sports-persons in schools and colleges as incentives.

Efforts should be made to create a net-work of sports and recreation clubs all over the country with the sponsorship of the government, corporate sector, universities, commercial establishments, industry and business houses.

**Netaji Subhash National Institute of Sports, Patiala**

In 1958, third Asian Games were held in Tokyo (Japan) where India gave a very poor performance especially in Hockey. We lost to Pakistan in the finals. The defeat in Hockey gave a major shock to the Govt. of India and all concerned with sports in our country. In view of the poor show given by the Indian teams, Govt. of India set up an Ad-hoc Enquiry Committee in 1958 to study the causes of low standards in sports in the country and to suggest ways and means to improve the deteriorating situation. The chairman of the committee was Maharaja Yadavindera Singh of Patiala. The committee recommended to establish a "Central Training Institute to provide First Class Coaches in different Sports and Games".

The National Institute of Sports (the prefix Netaji Subhash was added later) came into existence in 1961 at Motibagh Palace, Patiala."

- In 1965, National Fitness Corps was established. This was an amalgamation of Trained Physical Education Personnel and National Discipline Scheme, Directorate of National Fitness Corps (N.F.C.) prepared a hand book of Physical Activities Programme for Teachers.

- In 1970-71, the Rural Sports Tournament Scheme was launched by the Central Govt. with two main objectives, i.e. to involve a major segment of the rural youth and to spot out natural talent. In the same year Sports Talent Search
Scheme was introduced by the Govt. of India. This scheme provides state level and national level scholarships to the promising and talented young boys and girls.

- In 1972, the Lakshmibai College of Physical Education, Gwalior was given the status of National Character and renamed as Lakshmibai National College of Physical Education, popularly known as L.N.C.P.E. Gwalior.
- In 1973, University Grants Commission, New Delhi allowed the interested Universities of the country to introduce Physical Education as an elective subject in the affiliated colleges at under-graduate level.
- In 1975, National Sports Championship for Women was started in order to encourage women participation in games and sports.
- In 1982, Govt. of India conducted IX Asian Games in Delhi. It gave a boost to promote the games and sports in the country.

After the 9th Asian Games held in Delhi, the Govt. of India realised the need to have one central sports body. As a result, Sports Authority of India was established in 1982 with the twin purposes i.e. to promote games and sports in the country, and to maintain and utilize the existing sports infrastructure.

**Sports Authority of India**

The Sports Authority of India (SAI), a successor organization of the IX Asian Games held in New Delhi in 1982, was set up as a society registered under the Registration of Societies Act, 1860, in accordance with the Resolution No. I-I/83-SAI dated 25.01.84 of the Department of Sports, Govt. of India. It was established with the objective of promotion of games and sports in the country. It was also assigned the responsibility of maintaining and utilising the existing stadia in Delhi which were constructed/renovated during the IX Asian Games. Subsequently, in order to adopt an integrated approach towards promotion and
development of Sports awareness, Society for National Institutes of Physical Education and Sports (SNIPES) was merged with SAI w.e.f May, 1987.

There are many other schemes for promotion of sports and Physical Education as given below in brief:

**National Sports Talent Contest (NSTC)**

Realizing that the spiral of competitive sport stands on the base of talented young sports-persons, the National Sports Talent Contest was introduced in 1985 with the major objectives to (1) broad-base sports at the grass-root level, and (2) scout the talent among schools children who are genetically gifted and are endowed with natural motor qualities suitable for selected Olympic sports disciplines viz. athletics, badminton, basketball, gymnastics, hockey, swimming, table tennis, volleyball, football, wrestling.

The NSTC, as revised from time to time, focuses on "stay; play and study" in the school itself. With the application of scientifically valid scouting criteria, the genetically gifted and physiologically efficient children in the age group of 8-12 years are identified and given all possible inputs-boarding, lodging., equipment, coaching etc - at the public expenses, to be groomed into "future medal hopes" of the country at international sports competitions.

**Special Area Games (SAG) Scheme**

The Special Area Games Scheme was conceived of by the SAI in 1985 with the sole objective of tapping talent from areas the people of which presumably have either some genetic or geographical advantage or pre-disposition towards excellence in a particular sport/game traditionally played by them over centuries or generations. Specially the identification of sport-talent from tribal, hilly, rural, coastal belts keeping in mind sport-specific attributes in archery, fencing, athletics, boxing, weight-
lifting, shooting, wrestling, hockey, water-sports, cycling, judo etc. have been considered. Talent may also be tapped from the practitioners of indigenous sports and martial arts. In all seven SAG centres of the SAI, in-house facilities for subsistence and training are provided at the cost of public exchequer.

**SAI Training Centres**

With a view to identify sport-talent from the rural areas and take sport to all, Sports Project Development Area scheme was introduced in 1991. The Scheme is jointly implemented by the Centre and the States. SPDA centres - now known as SAI training centres - were made functional by 1994-95. Their objectives are:

1. to make possible for the Central and State Government to work together for sports development through an integrated effort;
2. to remove regional imbalances in the development of sports infrastructure;
3. to nurture talented sports-persons on a long-term basis;
4. to ensure maximum utilization of the existing sports facilities; and
5. to make equitable distribution of the funds for the sports development.

**Sport Science Research Fellowship Scheme**

The Sports Authority of India awards sports science scholarships to research workers for carrying out research in sports sciences such as Sport Physiology, Sport Psychology, Sports Medicine, Sports Nutrition, Sport Bio-mechanics and Sport Training Methods etc. Under this Scheme, 5-10 scholarships are awarded every year. Each scholarship is of the value of Rs. 20,000/- per annum with an additional contingency amount of Rs. 10,000/-.
This apart, the Sports Authority of India runs Army Boys sports Company - an extension of the NSTC - and Centre of Excellence Scheme for high achievers.

The SAI acts as a nodal agency for various schemes of the Government of India. Some of these schemes are explained below:

**Sports Scholarship Scheme - 1997**

The Sports Talent Search Scholarship Scheme was introduced by Government of India in 1970-71 to assist the young promising and talented boys and girls studying at secondary stage of education but proficient in sports. The aim is to develop their talent in games and sports and to enable them to have nutritious diet during their studentship. The students are selected on the basis of national or state level sports competitions for the award of scholarships. Scholarships are also provided to outstanding university/college level sports-persons under the National Sports Organisation programme and to women under the programme of promotion of sports and physical education among women. The old scholarships are also renewed provided the awardees continue to main aim or improve their level of achievement.

**Rural Sports Programme**

Originally, the rural sports tournament scheme launched in 1970-71 by the Government of India, was implemented by the NIS - as pointed out above in these pages - with the basic objectives to (1) involve major segment of the rural youth in the main stream of the country's sports activities, and (2) spot out and nurture rural sports talent. The programme involves holding of sports tournaments for the rural youth at the block, state, and national levels in such sports disciplines as archery, football (for boys), volleyball, hockey, weight-lifting, swimming, wrestling, kho-kho, kabaddi etc. Financial assistance is made available to the State
Government @ Rs. 2,00,001- per discipline upto three disciplines for each national level tournament and Rs. 30,001- per discipline for state level tournaments and Rs. 15,001- per Union Territory for each discipline upto five disciplines.

**National Sports Festival for Women**

The National Sports Festival for Women was started in 1975 as part of celebration of International Women Year by the Government of India to boost women participation in games and sports. The organization of the championships in selected sports disciplines was entrusted to the National Institute of Sports, Patiala. Now the Festival is organized by the SAT every year in two groups. For the lower level competitions financial assistance is made available as per norms which are revised from time to time."

**B.R. Ambedkar Rural Sports Tournaments**

In order to broad base sports and to tape available talents in rural areas, the Government of India launched the All India Rural Sports Tournament Scheme in 1970-71 for under 16 boys and girls. The States/Union Territories are provided financial assistance for conducting district/state/national level competitions in identified disciplines with the objectives to involve major segment of our youth in rural areas in the mainstream.

**Promotion of Sports & Games in Schools**

This scheme was introduced in 1986 with a view to raise the standard of sports at school level and to encourage participation in inter-school level and to encourage participation in inter-school competitions. Revised from time to time, this scheme became effective in its present form since 1.4.1998. Under the scheme, grant is provided @ Rs. 50,000/- per district and Rs. 2 lakhs per state to the Directorate of Sports for holding district and state level inter-school tournaments. The State performing best at the national level shall receive an award of Rs. 1 lakh along with a
rolling trophy. The scheme will be operated directly by the State Government.

**National Sports Talent Contest (NSTC) Scheme**

The NSTC Scheme launched in 1985 aims at selecting school children in the age-group of 9-12 years through a battery of tests in the ten disciplines identified as Athletics, Badminton, Basketball, Football, Gymnastics, Hockey, Swimming, Table Tennis, Volleyball and Wrestling for their scientific training in the SAI ‘Adapted Schools. At present 29 schools (including 8 day boarding) and two Akharas are functioning throughout the country. The entire expenditure is borne by the Sports Authority of India (SAI).

**Sports Hostel Scheme**

This Scheme was introduced in 1986 to groom the sports persons in the age group of 16-21 years who have attained advanced level of sports proficiency at the State/National level to enable them to seek berth in the national team to achieve excellence at the international level. SAI provides the facilities of boarding and lodging, sports kit, equipment, specialised training pocket allowance, TA/DA to participate in coaching camps and medical assistance with insurance cover.

**School Games Federation of India**

The Federation which is a voluntary body established in 1955, has a registered constitution duly framed by state representatives in charge of Physical Education and sports. The then Chief Inspector of Physical Education of Orissa, Late Shri A.C.Das, was the leader. The School Games Federation of India now conducts competitions at the national level for games and sports for various age groups such as sub-juniors, juniors and seniors but the boys and girls below the age of 19 can participate. Kendriya Vidyalaya Sangathan is also affiliated with it as a separate unit. The competitions conducted by the federation
help school children to improve their performance and gives them scope to develop inter-state contacts. The federation is also affiliated with International School Games Federation and takes part in the competitions held abroad for school pupils.

**Role of Sports Federation for Promotion of Games and Sports**

Various sports Federations and Associations for different games and sports came into existence after independence. These federations have played a vital role in promotion of games and sports in our country. They have their constitutions in States and Districts for the promotion and the development of games and sports at different levels. These Federations/Associations conduct national championships in their respective games and sports and they select the national teams. The Sports Federations/Associations are affiliated to the Olympic Association. Some of National Federations/Associations in India are as under:

1. India Olympic Association
2. Archery Association of India
3. Amateur Athletics Federation of India
4. Badminton Association of India
5. Basketball Federation of India
6. Billiards and Snooker Federation of India
7. Indian Body Building Federation
8. Indian Amateur Boxing Federation
9. Indian Amateur Boxing Federation
10. Bridge Federation of India
11. All India Carrom Federation
12. All India Chess Federation
13. Board of Control for Cricket in India
14. Women’s Cricket Association of India
15. Cycling Federation of India
16. Equestrian Federation of India
17. All India Football Federation
18. The Indian Golf Union
19. Gymnastics Federation of India
20. Indian Hockey Federation
21. Indian Women’s Hockey Federation
22. Judo Federation of India
23. Amateur Kabbadi Federation of India
24. Kho-kho Federation of India
25. Indian Power Lifting Federation
26. National Rifle Federation of India
27. Rowing Federation of India
28. Squash Racket Federation of India
29. Swimming Federation of India
30. Table Tennis Federation of India
31. Taekwando Federation of India
32. All India Tennis Association
33. Volleyball Federation of India
34. Indian Weightlifting Federation
35. Wrestling Federation of India
36. Indian Style Wrestling Federation
37. Yachting Association of India
38. Indian Kayaking and Canoeing Association
39. Apart from these there are also special sports bodies at the National level that have their separate entities.
40. The National Equestrian Association
41. The Service Sports Control Board
42. The School Games Federation of India
43. The Inter-University Board of Sports
44. The Railway Sports Control Board
45. The All India Police Sports Council Board etc.
Associations and Agencies

Associations and Agencies conduct different competitions at National and International levels.

In India a number of agencies have been established with a view to promote physical education and sports at various levels. Particular of some of these important agencies established and working to serve this purpose are given below:

Agencies at National Level

1. Indian Olympic Association (IOA)
2. All India Council of Sports (AICS)
3. School Games Federation of India (SGFI)
4. National Association and Federation of different games and sports
5. Nehru Yuvak Kendras
6. Society of National Institutes of Physical Education and Sports (SNIPES) Supervising Netaji Subhash National Institutes of Sports (NSNIS) and Laxmibai National college of Physical Education (LNCPE)
7. The Services Sports Control Board
8. The All India Police Sports Control Board
9. The Post and Telegraphs Sports Board
10. Sports Ministry of Central level and State level
11. Sports Authority of India

Indian Olympic Association

The India Olympic Association is the body responsible for selecting athletes to represent India at the Olympic Games and other international athletic meets and for managing the Indian teams at the events. It also acts as the Indian Commonwealth Games Association, responsible for selecting athletes to represent India at the Commonwealth Games. The Indian Olympic Association was formed in 1927 with Dorab ji as its first president, Dr. D.G. Noehrem, Secretary and G.D Sondhi as
Assistant Secretary and since that year has been the body officially recognized by the International Olympic Committee as India’s National Olympic Organization.

The India Olympic Association is formed with following objectives:

1. To develop and promote the Olympic movement and amateur Sport.
2. To promote and encourage the physical, moral and cultural education of the youth of nation for the development of character, good health and good citizenship.
3. To enforce all rules and regulations of the International Olympic Committee and the Indian Olympic Association.
4. To enforce and defend the exclusive right of the Association to the use of the Olympic flag and Olympic insignia, confining their use and as far as possible, that of the words, “Olympic" and “Olympiad” to activities concerning games.
5. To be the official organization in complete and sole charge of all Olympic matters in the country.
6. To educate the public of the country the value of amateurism in sport.
7. In cooperation with National Sports Federation/Associations to guard and enforce amateur rules.
8. To maintain the highest ideals of amateurism and to promote interest therein, particularly in connection with the Olympic Games and other Games under the patronage of the I.O.C as well as I.O.A.
9. To have full and complete jurisdiction over all matters pertaining to the participation of India in the Olympic Games and other Games under the patronage of the I.O.C as well as I.O.As.
10. In cooperation with National Sports Federations/Associations to organize and control the teams that will
represent India in the Olympic Games and other Games under the patronage of the I.O.C as well as I.O.A.

11. To undertake with the assistance National Sports Federations/Associations the financing, Management, transportation, Maintenance and welfare of teams form India taking part in the olympic Games and other Games under the patronage of the I.O.C as well as I.O.A.

12. To certify the amateur status of competitors of India for such International competitions as require such certification.

13. To stimulate the interest of the people of country in the promotion of sports and games in the Olympic programme, and to work for the formation of State Olympic Association for the development of sports and games within a State and National Sports Federations for games and Sports in the Olympic Programme.

14. To act as the channel of communication between National Sports Federations and the Government of India for financial or other assistance to the Federations.

15. To admit the membership of State Olympic Associations and National Sports Federation which shall be required to submit their annual reports and audited statement of accounts to the I.O.A. for information.

16. To take disciplinary action against any Federation for misbehavior or any other undesirable activity bringing discredit to the country and sport.

To do all other things that may be necessary or expedient to promote the development of amateur sports and games in the country and for the conduct of its business.

**National Sports Awards**

Recognition of any outstanding achievement is highly motivating and more so when it comes from the top most functionary of prevailing system. Further, honouring the deserving
is a great encouragement for others to follow the legendary personalities. The Govt. of India has instituted “Padma Shri Awards” the highest National Awards in recognition of outstanding contribution made by individuals in any field of human resource development. Similarly, the Govt. of India, in recognition of meritorious achievements in sports has instituted following National Awards for sports persons:

- Arjuna Award
- Rajiv Gandhi Khel Ratna Award
- Dronacharya Award

**Arjuna Award**

The Arjuna Award is the highest national recognition given to distinguished sportspersons for their contribution in the field of sports. The award was instituted in 1961. It is for outstanding performance given by a sportsperson during the year for which it is presented after taking into account the achievements during the preceding three years. The awardee is presented with bronze statue of Arjuna, the legendary Pandava, a scroll, and a cash prize of Rs. 3,00,000/-.  

**Rajiv Gandhi Khel Ratna Award**

The award was instituted by the Rajiv Gandhi Trust in the year 1991-92 with the objective of motivating sports-persons towards high levels of sports performance and to intensify the spread of a sports culture in the country. The award is given for the most spectacular and outstanding performance by a sportsperson. Only one award is given under this scheme. The award consists of Rs. 5,00,000 in cash.

**Dronacharya Award**

The great Indian Saint Kabir described the significant role of Guru (Teacher) in his famous lines.
In recognition of such Gurus (Coaches) the Govt. of India instituted Dronacharya Award in 1985, to honour eminent coaches who make outstanding contribution in their respective fields. The awards are given for commendable work performed on a consistent basis in the promotion of that sport. Each awardee is given a cash prize of Rs. 3,00,000/-.

National Sports Policy

The National Policy of Education, 1968 laid emphasis on “inspiring the physical fitness and sportsmanship of the average student as well as those who excel in this department”. The need to have “playing fields and other facilities” was given a priority. The 1979-NPE recognized physical education consisting of sports and games and athletics:

- Failure to make physical education and sports an integral and compulsory part of the school curriculum.
- Poor coordination between various government and non-government agencies involved in this gigantic task.
- Lack of investment in sports and its promotion by both public and private sectors.
- Financially weak and poor management structure of sports bodies at various levels.
- Poor availability of good quality and reasonably priced sports equipment and goods.
- Weak structure of domestic sports competition.
- Inadequate media exposure to promote physical education and sports.
- Lack of infrastructure and poor utilization of existing infrastructure thereof.
1.3 CONTRIBUTION AND NEED OF PHYSICAL EDUCATION SUBJECT IN DEVELOPMENT OF SPORTS IN INDIA

The N.C.E.R.T., New Delhi has already framed a curriculum in Physical Education for Class IX and the same is being developed for higher classes too. This framework is based on the suggestions and recommendations made in the National and Regional Seminars held in different times at different places like Hyderabad, Calcutta, Madras and Ajmer. In those seminars various Educationists from different states contributed their views and suggestions to finalize the recommendations.

The work load of a Physical Education Teachers either in school or a College should be as per with that of other academic teachers and should enjoy the same status and pay scales as per with their counterparts. The Pupil Teacher ratio as per the recommendations is 1 : 250 which means one Physical Education teacher for every Two Hundred and Fifty Students in a Secondary School. But this is not followed in majority of the schools. In case of College the ratio should be 1 : 250 - 300 which means one Director of Physical Education for every 250 - 300 students on roll.

Will a time come, when our Schools, Colleges and Universities demand a minimum level of physical efficiency and refuse to admit students who fails to display a fairly acceptable level. Such rigid entrance policy may appear to be exacting but in the long run it helps in the development of personality.

The present position of physical education in India is described below under four areas are:

1. Physical education in elementary schools,
2. Physical education in secondary and higher secondary schools,
3. Physical education in university colleges and
4. Sports participation for others (non-educational channels).
Physical Education in Elementary School

There is a National curriculum framed by the National Council of Educational Research and Training (NCERT) for these classes i.e. classes I to VIII. The State Governments have prepared syllabus in physical education in line with the one framed by the NCERT, Delhi, with suitable amendments based on local activities. Physical education subject is included in the Primary Teacher Education Programme. Further efforts are being made to organise orientation courses for in service primary school teachers. The local authorities take steps to provide play areas, equipment and the other requirements for this subject. At many places competitions are held for students of primary schools. Illustrated hand books in physical education are also prepared for teachers guidance.

Physical Education in Senior Secondary School

In these schools, teachers qualified in physical education are appointed to teach physical education and sports. Syllabus in physical education for High School and Senior secondary schools, is prepared by the respective State Board for Secondary/Higher Secondary Education, three or four periods a week are provided for this subject in the time table. For talented youths, special coaching classes are conducted under the guidance of qualified coaches. Competitions in sports and games are organised at District, State and national level. By way of incentive, scholarships for proficiency in games and sports are awarded every year. Competitions in Sports at National level are organized by the All India School Games Federation in cooperation and financial support from State Governments.

Physical Education in Colleges and Universities

In colleges, persons qualified in physical education are appointed under the designation of Director of Sports or lecturer in physical education. They are incharge of sports activities of the
colleges concerned and prepare teams for participation in Inter-
college and Inter-University sports. Facilities by way of
equipment, play areas are developed with the assistance of the
UGC and the National Sports Organization. The Association of
Indian Universities conducts sports competitions at the National
level in cooperation and financial support from universities.
College students are also encouraged to join youth movements
such as NCC, NSS and adventures sports on a voluntary basis.

Sports Participation for Other Non-Educational Channels

The existing National Federations and Institutions for sports
and games are providing facilities for participation in sports for
the general masses who are not presently in any educational
institution. Local clubs, district units of the national federations,
gymnasia, krida mandals, yuvak mandals, Nehru yuvak kendras
and such other organizations have not yet been effective in
creating net work of clubs and institutions on a massive scale.
The activities of these organizations remain located in urban
areas, with the result that a large mass of youth population from
the rural areas stand neglected. Promotion of games and sports
for persons in the country is attempted by the various national
federations and the Indian Olympic Association. There are more
than 25 National Federations promoting sports for the masses in
India. They have their units in States which in turn have district
units, and under them clubs, institutes, mandals at the local level.
All these organizations attempt to promote physical education and
sports by organizing competitions and holding coaching camps
mainly with the help of SAI trained coaches. The physical
education teachers do not come across the trainees of this
category.

The all India Seminar of the State Inspectors of Physical
education and the Universities Directors' of Physical education,
1958, recommended that Physical education should be a
curricular subject in the school at all levels and should be at par
with other subjects. The programme for physical education and recreation should cater to the needs, interests and capacities of the pupil and should have 'carry out' value. It should promote normal growth and development, maintenance of health, acquisition of skills and desirable social attitude and behaviour. Facilities regarding playgrounds, equipment and gymnasiums should be provided for the student. A minimum of two instructions and two participation periods per week should be made compulsory for all school children. The syllabus given in the 'National Plan of Physical education and Recreation' should be followed in all schools with necessary modifications.

We therefore, strongly urge that Director of Physical education have the Doctorate Degree in Medicine of Physical education with the basic science of Medicines included and that universities offering degree courses offer the doctorate as soon as facilities may be acquired. Special committee should be appointed to work out the courses for the advanced degree. If the central institute is located at one of the universities, it should offer the doctorate as a post graduate degree and further more when students in physical education finish training they will look employment and person who have a more bachelor's degree will look the scientific background and be too young to occupy a full professorship, which is necessary if physical education is to be developed in our universities.

There is a general feeling in India that the situation in higher education is unsatisfactory, even alarming, in some ways, that average standard have been falling end that rapid expansion has resulted in lowering of quality. The examination results, the report of public Service Commission, the view of employers and the assessment of teacher themselves, the result of research done-all seems to support this conclusion. In view of the difficulties inherent in the objective measurement of standard over a given period and as no serious attempts to measure
standards has been undertaken so far, it is difficult to say definitely to what extent and in what respects, they have been fulfilled.

Develop both the mind and the body to their maximal growth, so as to enjoy a pleasant life till death.

Sports and Physical education activities play an important part in the nation's schools and colleges which may be categorized as Nursery Schools (L.K.G. and U.K.G), Primary Schools, High Schools, Senior Secondary School, colleges and universities.

Sports and Physical education programme should be based on sound philosophy, a meaningful aim and significant objectives. J.B. Nash and his associates are of the view that:

1. The programme should really encompass the total person his spiritual, mental, individual, social, cultural and physical and all the stages of his life right from birth.
2. It should have a direct effect on the attitude and aptitude towards fitness.
3. Programme should reach all sportsmen.
4. It should be national responsibility and should meet recognized standards.
5. It should include health and recreation.
6. It should give strength, flexibility, endurance, agility etc. and also develop skills and help achievements.
7. It should give a hand to youths in its planning and conduct.

Bhattacharys (1949) quoted, "The basic programme will be to build a body beautiful in form, harmonious in posture supple and agile in this movements, powerful in its activities and resistant in its health and organic function".

The National Sports Policy and Programme of Action (1992), refer to create a sports atmosphere, every child should take part in various games and sports. The different sports
facilities should also provide in reference to sports participation through the various educational and sports authorities. The practice, training and participation in sports are also the part and partial of educational curriculum as prescribed by National Education Policy and National Sports Policy.

The Programme of Action (1992) explained that:

1. The National Sports Policy of 1984 was formulated with the avowed objective of raising the standards of sports in the country. The National Education Policy of 1986 also incorporated the objectives of the National Sports Policy in so far as the schools and education sector was concerned.

2. Implementation of the National Sports Policy was therefore, effectively taken up only during the 7th Five Year Plan, i.e. 1985-86, with the allocation of funds raised from only Rs. 14.73 corers in the 6th Five Year Plan to Rs. 200 corers for the promotion of sports and Physical education. The Sports Authority of India (SAI), established in 1984, was given a substantial share of their funds to maintain the infrastructure facilities created for the Asian Games in 1982, and also to undertake specialized schemes for the identification and intensive training of talented athletes. Various other schemes for the promotion of sports through the country were also taken up through the Sports Authority of India (SAI) for extensive and intensive coverage of identified athletes. These include the NSTC, SAG and SPDA schemes.

3. In addition, a number of schemes and programmes were formulated in the department and implemented either directly or through State Government and UTs. These schemes are generally aimed at developing infrastructure facilities in schools universities, and at the state level.

The participation in the Physical education activities contributes to the development of self-confidence, reduction of
anxiety level and outgoing tendency or extra version such as proficiency leads to success in the Physical activities, which is highly valued in one group. The success of sports activities in childhood and adolescence enhances esteem. The process of acquiring motor skills and using them in sports help to acquire academic proficiency to boost up their personality structure whereas, obese and weak individuals who have neither proper prospective of physical activities nor power avoid physical activity and become socially withdrawn.

Hethirington (1958), believed that education was a process in which child was guided from birth through the period of growth and development to maturity: his powers were developed and were adjusted to a social order for happy and competent living. The purpose of Physical education as a phase of education was to contribute to the total education of the child, in a programme of Physical education activities through which organic vitality and fundamental strengths and skills were development to carry the burden of strenuous living. He used the term fundamental education to indicate that Physical education was the basis of growth and development of organic and neuromuscular powers in childhood and was essential to the efficient of the adult. In addition to that Physical education aided by intelligent leadership during childhood contributed to character education and encouraged the development of high standard to conduct and finally, Physical education made a contribution to intellectual education by the satisfaction of the child's need for experience and self-expression and an educational programme of play activities.

Such and analog is true of education and Physical education, because they co-exist, co-operate in their structure and functioning.

Physical education committee constituted by the Government of Bombay (1945-1946) recommended that Physical
education should have the major subject status and it should be allotted 45 minutes time. Therefore, in 1948, University Education Commission. Dr. Radha Krishna as chairman, states that Physical education is an art where human being are developed through psycho-physical in nature also provision for adequate dynamism, playing fields and other facilities.

The “Secondary Education Commission” has made Physical education in all the state of school curriculum. However, instruction and participation in this area continued to be restricted to a few students in schools. The central advisory board of Physical education and recreation has reported there are very few schools that provide Physical education for all the pupils every day.

In 1984, the National Sports Policy emphasized on the following points:

1. Infrastructure in villages and towns.
2. Preservation of play fields and spaces.
3. Nutrition
4. Identification of talent
5. Sports Institutions
6. Incentives
7. Special Consideration for Employment
8. International Exposure
9. Appropriate Equipment

Time long with the increasing in demand of wide varied Physical education programme, the ideas as to what an efficient Physical education programme should consist of the reports of various committees has been examined. After independence till date various boards, commissions and committees were established for the promotion of Physical education in the country. Immediately after independence, the central government appointed committee in 1984 under the chairmanship of Dr. Tara
Chand to examine the problems of secondary education and Physical education. The recommendations were as follows:

- To train teachers in the field of Physical education in respect to organization, administration and recreation.
- To institute post graduate courses of one year duration.
- To establish training colleges of Physical education in different states to increase the supply of trained teachers.
- To establish sports club, gymnasium and akhada in different parts of the country.

The All India Council of Sports was constituted first time by the Union Minister of education in 1954. Its duties include the following:

- To advise the government on all matters concerning sports and games, including financial assistance to sports organization.
- To adopt suitable measures to improve sports standards.
- To act as liaison between various sports bodies and government.
- To advise sports organization and prevail on them to coordinate the work.
- To ensure proper use of funds allotted by government for sports.
- To suggest steps for the development to play ground, stadium, swimming pool, indoor gymnasium etc.

Adhoc inquiry committee for games and sports in 1958 was set-up under the chairmanship of H.M. Maharaja of Patiala. The committee made the following recommendations:

- More facilities and better opportunities for training and competition be provided.
- In school play grounds and equipment should be made available.
- Credit may be given to students for achievement in sports.
Talented players should be provided with nutrition.

The term of office bearers in National Federation should be limited to 3 years with permission for selection for one more term.

The first All India Sports Congress was held in 1962 by the Union Ministry of Education. This congress made recommendations of the betterment of sports administration in the country. The All India Council Recommendation was also made for promotion of games and sports at school and college level. Finally the congress suggested that survey of the facilities by ways of play fields, stadium equipment and the like is undertaken in the country.

The facilities available at various parts of the India may also reflect the sports achievement, the present study also considered in view of the availability of the sports facilities and its utilization in achievement the status of various games and sports.

Since facilities and programmes play an important role in achieving educational aims, scopes and objectives adequate facilities and programmes are necessary. Various States in India provide facilities to organize programmes for the development of physical education and sports.

The facilities include playgrounds, both indoor and outdoor stadia, swimming pool, health services, sports library, changing rooms, etc. The necessity and utility of facilities depends upon the nature of sports programme administrative policies of the concerned authority, interests and needs of the participants.

To attain the goals of physical education programmes, the facilities must be prepared well. A well laid strategic approach is half of the battle won. In the same way a well prepared programme and facilities are found to be effective. Programme
and facilities have to be planned on the basis of fundamental needs, interest and physical status of the pupils.

The educational institutions should be equipped with proper fields for sports and games, so that a better improvement can be attained whatever open spaces that are available and even public roads with this traffic may be used as training fields. It is ideal to have all playfields adjoining the schools/colleges or universities. Physical education requires facilities in the form of play fields, gymnasiums and swimming pools.

Programme emphasize extensive play areas; equipments, and competent personnel. It is a known fact that proper facilities are necessary in providing well planned programme and in achieving better standards in games and sports. Better facilities with sophisticated equipments will go a long way in motivating the students to participate in sports activities in large numbers.

The administrators, elders and educationalists must care to aid to provide open areas for such institutions and provide opportunities to sportsmen to participate in varieties of sports activities. It is ideal to have the playfields adjoining the concerned institution. Inadequacy or non-availability of required play areas, would crush the interest or the growing youngsters.

The area of playground required depends on the strength of youth and their participation in sports activities. These playgrounds must be properly maintained. There is an urgent need for playground movement in our country, on a national level, which can work for the development of playgrounds in India, so that everybody in India, young and old have enough opportunity to find the best and most satisfying use of leisure time.

The term equipment has been defined by Bucher and according to him, “Equipment IS the term used for those items that are not considered expandable but are utilized over a period of years, such as parallel bars and audiometers".
For a successful implementation of any programme of physical education towards defined results minimum standard equipment, sometimes sophisticated equipment is very essential.

Equipment is an essential part of the sports programme. Majority of the activities can only be conduct with the help of the type of essential equipment available. The type and quality of equipments add to the richness and variety of a programme to a great deal.

Adequate equipment including safety equipments for various sports and games, adequate finance and other working personnel are necessary for the success of the programme.

Finance is the most important factor to carry out physical education programme effectively and systematically. For the construction of indoor and outdoor stadia, maintenance or the stadia, purchase of equipments, and teaching aids, books and periodicals, conduct and participation of tournaments to provide prizes and scholarships to participants, adequate finance is necessary.

Incentives are stimuli acting upon an individual from his external environment and are often referred to as extrinsic motivation. Incentives stimulate students to respond in a particular way and are found in many forms.

Sports in modern world have been assuming greater proportion as a component of the society with each passing day for number of people participate relates activities and equipments.

Dharamraja (1982) desirable India's contribution and participation in the world of sports as old and significant as its achievement in the field of history and culture, but laments that our persistently dismal performance in international sporting contents for the last five decades is a major impediment in
making even her own people believe India to be a national with a tradition of sportsmanship and sporting ability.

A study of history provides sample evidence in support of existence of games and sports throughout the ages to the presents day of course with difference in form and emphasis ever since man appeared on this planet.

Sivia (1992) has cited world perkin, who referred to the age of sport as old as the hills. According to (Sivia, 1992) Huizinga a noted Dutch historian believed that "Sports originated in society from the year dot" and this sports and games formed a part of cultural and artistic heritage of humanities. Rao (1983) 'believed that physical culture, sports, recreational pursuits, folk arts involving body movements and commonly held health belief and mores have their roots in the' dawn of human culture. Games and sports have always been integrated into the social network but their role and place in the society during the course of history, have changing with the changing social culture and its value system.

1.4 SPORTS IN MODERN ERA

In most cases modern games and sports to India via the British tennis, Polo cricket football, hockey, rifle shooting and writing are the oldest games and sports that were organized in India towards the end of the 19th century (Kamlesh 1988).

After independence games and sports in the country have received much greater attention of the government the public and the private corporation and also the industrial/business organization. As a result a larger percentage of population has come under the influence of games and sports. Unlike at the times of partition when games and sports were primarily the monopolies of elite. During the last six decades service scheme were launched for taking sports to the mass for excellence in performance at the international level and financial allocation
raised from merge Rs. 13 crores in 6th five years plan to Rs. 200 crores in the 7th five year plan. A score of new games and sports unknown in 1947 in our country have been introduced in free India.

The numbers of training college's in physical education and sports have also increased manifold and courses leading to Bachelor's degree. Master's degree, M.Phil, Ph.D. in Physical Education are being offered in the country by several colleges and universities.

1.5 THE DEVELOPMENT OF SPORTS IN HIMACHAL PRADESH

Himachal Pradesh first came in to being as a centrally administrated territory on 15th April, 1948 by integration of 30 former Punjab states. Bilaspur, another princely state, which remained as separate part "C" state merged with it in 1954. The Pradesh had an area 28, 192, Km until October 1966. On 1st November 1966, as a result of the reorganization the state of Punjab some districts were transferred to Himachal Pradesh. Under the Punjab reorganization Act of 1966. These comprised the district of Kangra, Kullu, Shimla, Lahaul-Spiti, part of Hoshiarpur, Gurdaspur and Ambala districts.

Himachal Pradesh in its present form has an area of 55,673 sq. km. is the eighteenth state of India which came into being on 25th January 1971 is bigger than Kerala, Nagaland, Punjab or Haryana. After that board of school education was framed at Dharamshala of Distt. Kangra. Before this all the schools of Himachal Pradesh were affiliated to Punjab school education board. After making the separate education board the Govt. of Himachal Pradesh started the initiation in the field of sports and games at school level.
Himachal Pradesh is the state where a priority is given towards games and sports. In Himachal Pradesh there is a great love towards games and sports everyone motivates each member of the family to participate in number of games and sports. No parent hesitates in sending their children to games.

In Himachal, there are many personalities dedicated to games and sports. There is a long lineup of national and international players hailing from Himachal Pradesh.

Himachal’s status in the national sports arena has been relatively much low but with the passage of time and active involvement of its people the gap has considerably been reduced. Prior to independence no organized efforts had been made by the British government to encourage sports and games in this hilly Pradesh whatever patronage was given to sports came from the Princes and private individuals especially those who were dedicated to the case of sports. With the integration of erstwhile tinny hill state and dissolution of Princely order this source of
assistance by and by completely evaporated. It was mostly left to the voluntary sports organization to encourage sports with whatever founds they could managed to rise. The contribution of the people in this behalf has been quite encouraging inspire of their economic backwardness.

On the whole the sports activities mostly remained confined to the four walls of the schools in early fifties did a commendable job by organizing school sports on proper lines. Districts and state level tournaments become regular future. This form not only afforded the opportunity to the students to meet each other often, but also infused in them a healthy competitive spirit besides bringing laurels to the Pradesh in the national school games.

Having realized the importance of sports in the process of nation and character building of the government of Himachal Pradesh constituted the state sports council to advise them on all matters concerned sports and games in the Pradesh and also to function as a coordinating agency between various voluntary organizations. The council so constitute devoted itself exclusively to the task of encouraging high class standards in sports by realizing the financial grants to the sports association which previously never had this privilege from the state exchequer. At present there are 16 states sports association recognizes by the council which receive annual grants for the propagation on their respective discipline in whole of the Pradesh.

The state sports association have also recently instituted state award for distinguished sportsman sports scholarship for outstanding students besides financial help to the national level tournament committee. Apart from this council has also recently taken step to establish district sport council to encourage sports and games in their respective districts. The mountaineering institute at Manali has taken the Herculean task in hand to popularize sports to the country. In addition to winter sports such as skinning, Alpine Skinning and mountain climbing the institute
has also established a few sub centers to encourage the rock
climbing racking hiking even water sports at various suitable
palaces in the Pradesh. Apart from the contribution of the
institute the winter sports activities are also notable encouraged
by the ice-skating club at Shimla. Incidentally it may be of great
interest to know that this is the only ice skating rink of its kind in
the country which creates to the need of ice skating enthusiasts.
In Himachal Pradesh Manali in Kullu District is the place of the
national and international winter sports competition. In winter
sports Himachal Pradesh has produced many international
players for the nation.

Special Initiatives by Government

Like other states Himachal Pradesh Government started
Parshuram Award for outstanding sportspersons. In 30th
March 1987 first state sports award (Parshuram) was given. All sports
persons representing Himachal Pradesh and who secure first and
second positins in individual events/team games in any Senior
level National sports competition consequently for five years out
of which the individual/team has reached the semifinal at least
once during his period will be eligible for the Parshuram Award.
Before 2001 in cash prize of Parshuram Award was Rs.10,000.
State Parshuram Award will be given only once to sportsperson.

Now this awards carries Rs 50,000 along with a replica of
Parshuram statue is given.

Government of Himachal Pradesh has reserved 3% seats in
Government job for the outstanding sportsman who bring laurels
to the State and Country in field of Sports. The state government
has given many incentives lie cash awards, scholarships,
government jobs and sports outfits to the players who excelled in
national and international level competitions and brought medals
and laurels to the State and Country in the field of sports. All
medal winners at national and international level tournaments are
also given state honour like Parshu Ram Award and handsome prize money by arranging special receptions for them to give further encouragement to the students the government reserves seats in various institutions of higher learning for the outstanding sportspersons. With the co-operation of central government, the state government is going to constitute various indoor stadiums, Astro-turf and synthetic tracks, sport Hostels, Sports Stadium in the State. Synthetic track of Hamirpur is almost complete and athletes are practicing there.

The State Government has also given various facilities to Youth Clubs in rural areas for the upliftment of the sports under the various sports schemes. Special attention has been paid to uplift of sports at school and college level. Because schools, colleges and universities are the workshops producing budding sports persons for any nation.

The State government has prepared several schemes for providing financial assistance and coaching facilities to the outstanding sportspersons. Yet more is to be done. Government and Education Department of Himachal Pradesh have created sports hostels in some educational institutions for grooming sports talent and preparing the students for higher level competitions.

1.6 NEED OF STUDY

From the forgoing discussion it may be inferred that the terrains of Himachal Pradesh resemble the terrains of Canada, Switzerland and Kazakistan. The standard of sports in these countries is very high but it is a matter of common observation that Himachal Pradesh and its schools are unable to produce players of high caliber still. Lack of facilities of the sports at different levels may be one of main cause of poor performance in the field of sports, so the study of development of sports at school level is of utmost importance.
In recent few years, the Government of Himachal Pradesh is committed to create a supportive environment and a conducive culture in which all the youth will be encouraged to develop their full potential as sports persons through provision of appropriate opportunities. Promotion of excellence in sports in various levels of tournaments would be achieved through the collaborative efforts of government bodies and private sector.

Government schools of Himachal Pradesh since their inception and laid emphasis on promotion of sports. The facilities created, the sports programme introduced, the coaches appointed and the incentives provided attracted the attention of sports persons and helped to bring extra ordinary sports achievement. They have won medals in school national tournaments with their own resources and still doing a lot for the development of sports in Himachal Pradesh. The scholar is of firm view that to achieve desired results in the field of sports, the state needs competent, hardworking professional and administrators. The very purpose of taking this research study is to highlight the contribution school games field of sports which would serve as an inspiration and light house to other people, institutions and organization connected with the promotion of sports.

Keeping in view the significance of sports and after going through the above discussion, the researcher arrived at the conclusion that there are approximately 1260 (as per record of Directorate of Higher Education) Senior Secondary Schools in Himachal Pradesh and sufficient work has not been done on development of sports in the state and studies on such matter especially at school level has been explored by the researchers systematically. Hence researcher has selected the present problem.
1.7 STATEMENT OF THE PROBLEM

“A study of development of sports at school level in Himachal Pradesh.”

1.8 SIGNIFICANCE OF THE STUDY

The results of the present study will be of great help in following areas:

1. At present there does not exist any systematic study on the development of sports in Himachal Pradesh. The study will help the sports planners for the progress of sports in Himachal Pradesh.

2. It will help to know the facts regarding the status of infrastructural facilities in Govt. Senior Secondary Schools of Himachal Pradesh.

3. Education Deptt. of Himachal Pradesh will be able to develop new guidelines to improve existing facilities, organization and administrative pattern on the basis of contemporary work in the field of sports.

4. This investigation will help to know about the initiatives taken by different government bodies from time to time for the promotion of schemes pertaining to the sports at the schools level.

5. This study will help the government and those who are involved in organization of sports and games for the improvement of sports performance.

6. The study will highlight the effects of different schemes on the performance of sports persons and also provide suggestions for making improvement in sports and training programmes of sports scheme.

7. It would helps future researchers to do the further research in the field.
1.9 OBJECTIVES OF THE STUDY

For the present study the researcher had formulated the following objectives:

1. To study the availability of sports infrastructure at school level in Himachal Pradesh.
2. To examine the sports and coaching facilities at school level in Himachal Pradesh.
3. To examine the finance and Sports Budget of Himachal Pradesh School Sports Association since 1971 to 2011 (after getting the full statehood status of Himachal Pradesh).
4. To study the sports incentives (DA and refreshments) given to the players studying in government schools of Himachal Pradesh.
5. To examine the various sports promoting schemes and their impact on the development of sports at the school level in Himachal Pradesh.
6. To examine the number of games in which Himachal Pradesh School Sports Association participated in school national games.
7. To examine the achievements/performance of Himachal Pradesh at school national games.
8. To study the organizational and administrative setup of sports in Educational Department of Himachal Pradesh towards schools.
9. To find out the increase in number of schools and Physical Education Teachers in Himachal Pradesh.
10. To find out the level of satisfaction of administrators, experts and players regarding above mentioned objectives.
1.10 HYPOTHESIS OF THE PROBLEM

For the present investigation the following hypothesis has been formulated:

1. There would be inadequate sports infrastructure in Govt. Senior Secondary Schools of Himachal Pradesh.
2. Sports and coaching facilities in schools of Himachal Pradesh are inadequate.
3. Finances for sports development at school level are not sufficient.
4. Incentives given to the players and trainers are not adequate.
5. There is no proper sports policy and schemes for development of sports in schools of Himachal Pradesh.
6. Participation and performance in sports at school level in Himachal Pradesh is not satisfactory.
7. Increase in number of schools and sports personnel are not adequate.

1.11 DELIMITATION OF THE STUDY

The study will be delimited in terms of following aspects.

1. The investigation have been delimited to all the twelve districts of H.P. and its affiliated govt. senior secondary schools since 1971 to 2011.
2. Games and sports in which Govt. Senior Secondary Schools of Himachal Pradesh participate at School National Games have been considered.
3. The study have been delimited to development of sports at school level in Himachal Pradesh in terms of:
   i. Infrastructure and physical facilities
   ii. Organizational and administrative set · up.
   iii. Incentives given to the players and trainers.
4. Sample of administrators, experts selected for tile purpose to gather information regarding the research problem have
been delimited to 60 and 120 and the sample of players have been restricted to 120 including those who have at least participated in Himachal Pradesh school state games.

5. The records available with in the Govt. schools of all Districts of Himachal Pradesh and Directorate of Education Deptt. has been incorporated in the data figures for various academic years w.e.f. 1971 to 2010 after getting full statehood by Himachal Pradesh.

1.12 LIMITATIONS

1. Due to non-availability of the records of a few years, they could not be made part of this research project.

2. Data regarding facilities and establishment of schools existing before 1970 is not available in Directorate of Education.

1.13 DEFINITIONS AND EXPLANATIONS OF THE TERMS USED

**Education:** Education is the modification in behaviour. The word education refers to the development of a wholesome personality of an individual to become honourable and acceptable member of the society.

"Education is the complete development of the individuality of the child so that he can make an original contribution to human life according to the best capacities.

**Physical Education:** Physical Education is an educational process that has as its aim the improvement of human performance and enhancement of human development through the medium of physical activities selected to realize this outcome.

**Sports:** Sports is an institutionalized competitive activity that involves vigorous physical exertion or the use of relatively complex physical skills by individuals whose participation is motivated by a combination of the intrinsic satisfaction associated with the activity itself and the external rewards earned through participation.
School: According to the Oxford dictionary, meaning of school is an institution for education of children or giving instructions, usually of more elementary or more technical kind that are given at the Universities.

Budget: A budget is merely an estimate of possible income and expenditure.

Principal: The principal is responsible for organization and conduct of various physical education and sports programmes in the school. He outlines the various policies of physical education and decides the various programmes in accordance with these policies. He estimates the expenditure of the physical education programme and gives sufficient fund for them from the annual budget. He also arranges for necessary equipment.

Physical Education Teacher: As in case of various academic subjects, a teacher is appointed for physical education also. The teacher works under the supervision and guidance of the principal and is responsible for development of various aspects of the physical education and sports respectively.

Coach: Anyone who coaches, teaches or gives instructions but who is to a full-time education professional or an administrative director of coaching.

Equipment: Equipment are part and parcel of each game. No sport can achieve its utmost goal unless it has the require equipments of each game e.g. Football, Volleyball, Discuss, Shot, Hammer etc.

Library: Library is an essential part of every human' being including researcher of physical education. Libraries are the store house of books and books are the store house of knowledge. It contains latest books, journals and magazines of physical education as well as other subject.
Swimming Pool: Like athletics, swimming is also a mother sports and its benefits in term of health, total well being, mental poise and fitness are innumerable.

Gymnasium: Gymnasium are originally a room and open enclosed space in which we engaged in different physical activities such as exercising massaging, wrestling etc.

No hard and fast rule govern the dimension of the gymnasium. However it should be located reasonably away from the school building to avoid disturbances to the unstructural work.

Coaching: Meaning advance scientific training In particular event by an expert in that event.

Incentives: Individuals contribute services or produce goods because of certain motivating factors. These motivating factors can be called incentives since individuals are the most important factor in an organization, it is essential that incentives be considered.

Curriculum: The term curriculum refers to various educational activities carried out in the institution under the supervision of the authority.

Facilities and Equipment: The term "facilities" should perhaps refer to permanent type of structures requiring either indoor or outdoor space. Such units are gymnasia, swimming pools and play grounds are examples of physical education facilities.

Survey: Survey is the systematic collection analysis, interpretation and reporting of pertinent facts concerning enterprise or some aspects thereof.
CHAPTER-II
REVIEW OF RELATED LITERATURE

In the preparation and execution of research, extension work is often undertaken on the review of previous studies in the area concerned. If the review is done by an individual with broad experience in the field, the review may constitute a major contribution in itself and may form enormous contribution to the professional literature, Travers (1978) asserts that the review of related literature should lead up to the full and complete statement of the problem. According to Kerlinger (1978), the underlying purpose of review of related literature is to locate the present research in the existing body of research on the subject and to point out what it contributes to the subject.

In the present chapter, the systematic review of related the investigation to fulfill the above mentioned purpose Good(1966), in a set of beautiful words has highlighted significance of review of related research which is given below:

The key to the vast storehouse of published literature may open the doors to sources of significant problems and explanatory hypothesis and provide helpful orientation for definition of problems, background for selection of procedure and comparative data for interpretation of results. In order to be creative and original one must read extensively and critically as a stimulus to thinking.

Indeed the review of research is an essential aspect of a research, the investigator needs up-to-date information about what is already know, what others have attempted to find in particular area, which methods are promising and what promises remains to be solved and answers of these are provided by the review of related literature.
Keeping importance of a through review of related research in conducting a good piece of research, an attempt was made by the present investigation to look at the studies conducted in India and abroad.

Attenburge (1939), Conducted a study on playing facilities of 71 elementary schools in 71 cities of over 20,000 population. The data of this study was collected by the field squads of the American Child Health Association Gymnasium of the school were visited. 23 hard gymnasium and 48 did not have this facility. The research worker stated in his conclusions that there was no relation between the area per pupil and presence of the gymnasium in a school. The visited schools in the study, only one out of severity 65 schools, the play areas were a part of the school grounds. In other five cases the play areas, adjoining to the schools and easily accessible. Although the median areas per pupil for all schools in 125.3 square feet which that they have not sufficient play area for play needs of the children according to the standard set by leading authorities.

Loveless (1953) conducted an investigation on “Duties of the State Directors of Health and Physical Education” and found that directors performed administrative and specific duties in the states of America. On the basis of his study he concluded that directors of health and physical education performed various duties which were as under.

1. Planning the programme was a major concern of all directors.
2. Directors were responsible for planning and co-ordinating activities.
3. Directors had significant duties regarding their own staff.
4. Directors assigned duties to the staff members, and worked with associates on specific projects.
Kirpal Prem (1958-59) conducted investigation regarding position of sports and games including physical activities in the higher secondary schools and colleges. He pointed out that these activities existed in most of the schools and colleges and also stress upon further improvements of these activities in the country for which he gave certain valuable suggestion.

Kothiwala (1959) has suggested that Indian Universities should introduce physical education as a subject for their various degree examinations. He believed that perfect integration of body with the mind will take place only when every individual receives physical education with academic or professional education.

Kenninson (1960) made a survey on physical education curriculum, facilities and administrative practices in eighty one elementary schools of the Ireland Empire areas of Washington. The questionnaire was given to Principals concerning the facilities and administrative practices and to the physical education teachers concerning the curriculum. He concluded that unsuitable activities should be excluded. Outdoor and, indoor facilities should be developed, additional playgrounds equipments should be increased and the established administrative practices should be followed.

Harlacher (1963) found in one of colleges in California that the institute had adequate physical education facilities which were indeed ideal. The main item included in those facilities were a swimming pool, main gymnasium, auxillary gymnasium, lockroom and playing fields.

Bhullar (1965) has shown revealing facts in her study “Evaluation of existing programme of physical education in government high/higher secondary school in Chandigarh”. She found that all these institutions in Chandigarh had no planned programme of physical education, all these schools had about six acres land for play grounds, but some of them presented a
horrible picture and served as cattle ranches. The equipment were not adequate, time allotment for physical education period was discriminatory, specially no attention was paid to games and sports. They were not having any organised pattern for the conduct of intramurals and extramural competitions. Physio-Medical examination was done without any follow up.

Rao (1966) in an effort to suggest pattern of organisation of physical education for a teaching-cum-affiliating University in India, investigated the existing facilities and concluded that:

1. The importance of professionally well qualified and competent leadership in the area of physical education was not realized at the University level.
2. No importance was attached to securing well trained and competent teachers of physical education.
3. Nine colleges under Jiwaji University did not have a trained physical education teacher.
4. It was found that the scales of pay were not in any way related to the qualifications or the physical education teachers.
5. Teacher-students ratio of 1:863 under Jiwaji University was highly unsatisfactory. Nine colleges did not have even one trained physical education teacher. The co-educational colleges under Jiwaji University did not have a woman physical education teacher to instruct and supervise the women student's physical education programme.
6. It was found that 52 percent of the colleges that were investigated under Jiwaji University did not have any ground staff.

The seven major areas included in survey area five and area three with highest, 92 percent of attainment and were rated "Good" with respective percentage of attainment of 87 percent, 86 percent, 82 percent and 80 percent respectively. The area having
the lowest percentage of attainment was "programme activities", with 78 percent of attainment.

Sethi (1967) in his study, “the programme of physical education in government high/higher secondary schools in Kangra found that there was a great difference in sports facilities, pupil-teacher ratio and contents of the programme from one school to another.

N.C.E.R.T Report (1967), of the 2nd All India Education survey on colleges and Institutions of Physical education, “While the number of training institutions and their turnout has increased. It is generally felt that the quality of the product is still far from satisfactory standard. This we gather is due to inadequate facilities and poor staffing as well as the indifferent quality of material that come for the training and the crowded syllabus that has to be covered in academic year.

Gans (1972) conducted an investigation on “Sequential steps in Planning Facilities for Health, Physical Education, Recreation and Athletics”. His study was focused on to develop and describe specific sequential steps for planning and constructing facilities for health, physical education, Recreation and athletics. An analysis of his research revealed the following:

- That there is a need existed for careful organization and development of sports programme, prior to planning the construction of facilities.
- The desire to obtain facilities quickly tended to result in limitations of important considerations and procedures.
- Insufficient care regarding selection of architect to be common the use of educational consultancy may be helpful when no qualified person exists on the campus.

Deridame (1974) conducted a study on “organization and administration of women’s inter collegiate athletic programme in the 1973-74 AIAW active member school”. The purpose of his
study was to determine the current organization and administration practices in women's intercollegiate athletics and found that 50% or more directors perform various tasks which include schedules of contents, consult coaches before scheduling, send and receive contracts, publish schedules, administer the budget, inform about the expenditure, schedule facilities, arrange for transportation, supervise all publicity, and maintain medical records. He also found that women's intercollegiate athletic programme were greatly underfinanced.

Doland (1977) undertook an investigation to study the functions of athletic directors in selected institutions of Higher Education of Louisiana State University and its Agricultural and Mechanical Colleges. The purpose of his study was to determine the role and status of athletic directors in selected institutions of higher education. Specifically, the study was concerned with personal and professional characteristics of athletic directors as well as their duties and responsibilities. From the results of his investigation he found that most important task of an athletic director was supervision of various sports programme, and it was the duty of athletic director to make the programme successful.

Stratton (1978) investigated the adopted Physical education Programme in the one hundred eighteen IAAA Private and Public Secondary Schools in the state of Tennesse in terms of:

1. Professional preparation of the Physical education teachers.
2. Available facilities.
3. Activities included in their present programmes.

A questionnaire was mailed for the investigation and the data were collected based on the data obtained. The following conclusions appear to be warranted:
1. The age of the teachers was between 21 and 55 years with teaching experience ranging from 0 to 30 years. The majority held master's degree with undergraduate and graduates degree in Physical education.

2. The facilities were inadequate for their adapted physical education programmes.

3. In service workshops and clinics are not meeting the needs of the majority of the subjects.

4. The majority of the subjects had completed a wide variety of professional preparation courses.

Several recommendations were also made:

1. A person of the state level should serve as Director or Coordinator.

2. Local school system should upgrade the facilities.

3. Additional personnel should be provided to adjust the teachers.

4. The school administration should meet the need and interest of the exceptional students.

5. The Physical Education teachers should avail themselves for difference courses.

Tanered (1980) conducted an investigation on “An Assessment of Management Policies and Procedures of Sports Centres in England” and found that when policies and procedures were related to the management of personnel, organizations, finance, scheduling, etc., the managerial functions could be performed with more effectiveness and efficiency.

Jose (1982) undertook an investigation to study the duties of sports administrators in selected Brazilian Sports Associations with implication for professional preparation and found that the administrators performed 91 duties in terms of performance independently, co-operatively as on a delegated basis. He also investigated what type of difficulties the sports administrators
faced in performing their duties. In his investigation he also identified reasons for the difficulty in performing their duties.

**Miller (1983)** conducted an investigation to bring refinement and for updating the standards recommended by Spora and Kenny in 1959-60, regarding space used for athletics, physical education and recreation in United States. In his replication of the earlier study, Miller suggested the enrolment ratio of the students according to the space and facilities. Due to the results of his investigation he was able to establish standards for the amount and types of facilities needed for athletics, physical education and recreation.

**Frisby (1984)** reported in his study on the organizational structure and effectiveness of Canadian National Sports Governing Bodies, that those organizations which were to acquire more financial resources, were also more successful in achieving the goal.

**Hood (1984)** in his study “Administrative Structure of Post–Secondary Athletic Departments” highlighted the means for collecting money from different sources. From the results of his study he concluded that money pays a vital role in the success of any programme. He found that for most departments, the institution’s general budget was the major source of athletic funds and coaches and athletic directors were generally responsible for the budget preparation.

**Jefferies (1984)** conducted an investigation about the youth sports in the Soviet Union. The main purpose of his study was to examine the organization and administration of youth sports in soviet Union and to examine the phenomena of sports in Soviet cultural life. From his investigation he found that:

1. Sports Committee of U.S.S.R. had total responsibility for implementation of all national sports policy.
2. Responsibilities of various subordinating governmental and public authorities in the organization of sports.
3. The Soviets retain their talented athletes as coaches.
4. Coaches are highly qualified.
5. The Soviets have brought sports to the people.
6. Facilities are available locally.
7. Participation is free and talented athletes are afforded every opportunity to develop their abilities to the highest level.

**Kelley (1984)** conducted a comparative study of percentage increase in total operating budget of Universities with percentage increase in budget of athletic departments, those Universities according to percentage increase in consumer price index. From the results of his study he concluded that there was increase of budget in different departments in the preceding years and recommended that there should be appropriate increase in the budget of the different departments keeping in view the increase in consumer price index.

**Chhina (1987)** undertook an investigation to study the organization and working of sports departments in Punjab. According to his viewpoint the objectives of physical education and sports cannot be achieved without an efficient and dedicated administration and persons who man its various positions. On the basis of his study he concluded there were so many factors responsible for the moderate performance of players in various competitions which included:

1. Poor quality of sports infrastructures like sports complexes and equipment.
2. Unimaginative frequency of coaching camps.
3. Shorter duration of most of the coaching camps.
4. Political, administrative and individual considerations for selecting participants for camps as also making selection for competitions.
5. Group rivalries among coaches and sports officers.
6. Poor quality of diet.
7. Irregularity in participation by players.

Sharma, Y.P. (1993) conducted a study on the Facilities, Organization and Administration of Physical Education and Sports in Himachal Universities. He found that majority of respondents were not satisfied with sports facilities, training facilities, coaching camps and incentives given to the players. On the basis of the results of the study he also recommended that universities as well as state authorities should give a sufficient weightage to the ideas of organizing and planning physical education departments by giving more financial powers to the Director, Principals and Lecturers and a free hand to run their department effectively for the purpose for which they are created.

Lime, et. al. (1994) conducted a study to examine the financial investment factors in promoting mass sport in Korea and to determine their relative importance and investment priorities. This information would be guidance for sports administrators’ decision making in establishing investment policy. The Delhi technique (Dalkey, 1976) using 30 experts in mass sport administration and the Analytic hierarchy Process methods (Saaty, 1983) were used in this study. Six investment factors with 21 sub factors were derived. The top investment priority was given to the Sports Facilities factor, followed by the factors of Publicity, Leaders, Administrative Support, Voluntary Sports Clubs, and Programs. Investment priorities of sub factors in each factor were also discussed.

Sodhi and Negi (1995) conducted a study of utility of services of physical education teachers at school. They applied self-made questionnaire on 53 physical education teachers. They found that one physical education teacher was employed against 217 students. Only Rs. 643/- per annum as spent on equipment out of Rs. 1300/- allocated annually. Eighty nine percent of the
teachers took interest in conducting inter-class and inter-school competition. Ninety eight percent of the teachers exposed the children to drill and other physical education activities. On an average the duration of class was 35 to 45 minutes. Fifty seven percent of the physical education teachers were teaching other subjects also.

Thakur (1997) conducted a study for the assessment of physical education programme in secondary schools in Himachal Pradesh. She applied three questionnaires on administrators, technical experts and students belonging to the schools of Himachal Pradesh. She did not find satisfactory playing facilities for games and sports except Kabbadi and Volleyball in schools of Himachal Pradesh state. The equipment supplied to the players was also of the average quality. The teachers were not satisfied with their pay structure. Since players were not found regular in coaching camps, a great need for sports hostels was felt by the physical education teachers. The incentives to the players were not found satisfactory. The administrators, physical education teachers and students expressed great need of introducing physical education as an elective subject in the school.

Petersen (1997) conducted a study to examine current activity spaces and ancillary spaces in New Mexico high schools and to compare these spaces with existing standards. Current amounts of activity and ancillary space were determined in high schools. Activity and ancillary space compared to set standards. A secondary purpose was to revise planning, guidelines for high school activity and ancillary space. Forty high schools from New Mexico were selected at random. Questionnaires regarding the facilities and programme were sent to athletic directors and physical education department chairperson. Area measurements were made of the facilities to the questionnaire respondents of each school were introduced to obtain facility recommendations. It was concluded that: (1) the main activity space did not
significantly differ from the recommended standard. (2) Mean ancillary space for all the schools was significantly greater than the established standard. (3) Both total activity space and total ancillary space were significantly related with enrolment. (4) The distribution of types of ancillary space differed significantly from the standard recommended within ancillary space.

**Sundarajan (1998)** conducted a study of Management of Inter-School Sports Programme (M.I.S.S.P) in 103 Higher/High secondary school in Tamil Nadu. Management of Inter-School Sports Programme questionnaire development by the author was used to collect the data. Descriptive, Differential and Correlation statistical techniques were used for the analysis and interpretation of data. As far as the effectiveness of management of ISSPE scores were concerned boys school got the highest mean score (73.69%) and welfare school, the least mean score (55.22%) In five of the six dimensions boys schools scored the highest mean scores.

**Attri (1999)** conducted a comparative study of Physical Education and Sports facilities in the University of Punjab state and their impact on Sports Performance. He ventured into establishing relationship between performance in sports with facilities and equipments on the side and training, coaching and camping as preparation on the other with respect to sports accomplishment of students in the Universities namely GNDU, Punjab University Chandigarh, Punjab University Patiala and Punjab Agricultural University.

**Thomas L. Mckenzie (2001)** conducted a study “Promoting Physical Activity in Youth: focus on Middle School Environment”. The study focuses on ecological approaches for promoting physical activity in middle school. Baseline data collected in physical Education classes, Leisure time setting, and structured extracurricular programs during four year middle school physical activity and nutrition (M.SPAN) Project are revived. Refocusing
physical education goals, prompting gender equity in physical activity opportunities, and linking schools with community as means for promoting physical activity among adolescents.

Daisy Rani (2002) conducted a study, "Development of physical education and sports in Haryana state" found that the standard of sports in Haryana state improved only after the appointment of coaches and increased budget for sports. Olympic Bhawan of international level is sign of update infrastructure development in Haryana. Sports quota has been fixed at all levels for admission and jobs both. It is only in Haryana where "Crorepati Scheme" for spots person has been started and many other incentives are also given to players for the development of sports.

Bala, Indu (2002) in her study, "Evaluation of Effectiveness of Himachal Pradesh Sports Department" reveals that there is lack of co-ordination between different agencies that are looking after the sports in the state. There is no proper promotion policy for the coaches. The administrators and coachers expressed dissatisfaction with programmes and policies of sports department with regard to the promotion of sports.

Krishan, Kewal (2002) conducted study to investigate the Physical Education and Sports in Haryana State Universities. The investigator concluded gymnasium for Indoor Sports Hostels for Competitor (sportsperson), grounds and other infrastructural facilities shall be made available for the students. More matches and more competitions, adequate incentive to the players, off season coaching camps, clinic and refreshers courses for teachers are required to have good outputs by the institution.

Jagtar Singh and Praveen Sharma (2003) conducted a survey of Health and Physical Activity Status of Physical Education Teacher of Chandigarh School. For which health and physical activity status questionnaire was used to assess the
health and physical activity aspects of 170 physical education teacher of Chandigarh Schools. The results indicated that teachers were having low level of physical activity at leisure as compared to at work. Good number of Female and male teacher were not doing exercise regularly. Majority of teachers were totally unaware about their blood pressure, resting heart rate, and blood cholesterol and body fat percentage. Many of the teachers both male and female had/have non communicable diseases such as back pain muscle weakness, high blood pressure, muscle and bone pain etc.

Kapil Dev (2006) conducted a study of sports facilities available at college level in three districts of Himachal Pradesh. He found that majority of respondents from sample of experts and players under study were not satisfied with the playground/court, track and field, gymnasium and other sports facilities Result show that there are facilities pertaining to six games in all colleges under study while five out of sixteen college had not even 15% sports facilities.

Equipment coaching camps promotion avenues and pay scale need of refresher courses and seminars selection procedure of players refreshment daily allowance need of sports hostels sports

Quota in academic admission and physical education as an elective subject in academic curriculum Result concludes that due to lake of space many college do not have playing fields for those games which require large, open and flat area the geographical condition and the topography of the area are the hurdles in the way of preparing large open grounds.

He found that first born issue of a family got more love consideration and protection. First born parents don’t want that their child should participate in high harm sports where maximum changes are there of sports injuries.

Richa Mishra, At.el. (2007) conducted a study to assess the infrastructure and facilities of sports available at school level in Lucknow city in India. The study was conducted on 300 students of class 9th and 10th through interviews and a questionnaire for principal, physical education teacher and student. It was found that generally institution provide sufficient equipment, playfields, extra coaching and other facilities for sports.


He found that majority of respondent’s from sample of experts under study were not satisfied with the playground facilities Results shows that majority of school do not have up to mark equipment and Summer coaching camps were also not organized by most of the school. All most all the experts were of the opinion that physical education subject should be introduced as an elective subject than only the standard of sports will rise.

Pavinder Singh (2007) conducted a study on assessment of organizational and administrative set up of sports academies. He concluded that majority of sample of administrator experts and players are satisfied with refreshment, incentives after winning position, selection procedure of coaches, quality of equipment’s and coaching facilities.

Klasilschchikov, Oleksandy (2009) in his studies Beijing Olympics China 2008 and Asia Leading the world reveals that Asian countries improved a lot in development of sports. South East Asia strengthen in position with Indonesia, Malaysia and
Singapore’s improved standing in the overall tally India did realize its medal winning potential by finally and deservingly breaking the drought for the Olympic gold medal and successfully adding another two bronzes to its credit. Asia is obviously growing not only wide, but also tall. Providing that is the fact of twelve out of nineteen winning Asian countries finished with gold medals, to their credit, in Beijing; compared to eight gold medals winning Asian countries in 2000 Sydney, and ten in 2004 Athens.

**Sunita and Kapil (2009)** conducted a study of the Higher Secondary Students Academic Achievement and their Attitude towards Physical Education and Sports in Amravati District of Maharastra. It was concluded that:-

1. The status of the academic achievement of student is average. Out of 700 students 594 (71.14%) students constituted the average academic achievement category. Attitude as a whole influences academic achievement of students. Boys and Girls belonging to urban and rural area differed insignificantly with respect to their attitude towards physical education and sports.

2. Sportsmen and non –sportsmen differed significantly with respect to their attitude towards physical education and sports.

3. Students studying in different streams viz. Science, Commerce and Arts differed insignificantly with respect to their attitude towards physical education and sports.

**Kewal, krishan (2009)** Conducted study of socio-culture deterrents to sports participation by female students of Maharishi Dayanand University, Rohtak, Sohiand Lkhioya’s (1990) questionnaire was administered for the collection of data. He concluded that:-

1. Female felt that parents in general encourage males more than females for participation in sports.
2 The influence of peers is an important aspect of participation in sports by females.
3 The religion was not considered as a deterrent to female participation in sports.
4 The sex role orientations were along traditional lines and could act as a deterrent female participation in sports.

The foregoing review of literature related to the development of sports have been shown a definite lack of such work in the colleges and universities of Himachal Pradesh, whether no such study has been done. This provides enough justification for understanding the present study.

**Kumar, Rajeev (2010)** conducted a study of sports facilities in schools of Punjab. He found that majority of the administrators, experts and players were fully satisfied with the playing facilities. Majority of players were also in favour of starting physical education as academic subject. In case of incentives given to the players, the opinion of the administrators, experts and players were found distributed. Significant numbers of experts of government and private schools felt the need of sports hotels to great extent but their counterpart Jawahar Navodaya Vidyalaya was found opposite.

**Verma, P.K. (2011)** conducted a survey study on “Development of sports in institutions of Higher Learning in Himachal Pradesh”. He found that most of the institution don’t have adequate sports infrastructure, playing and coaching facilities, incentives given to the players, organization and administration of physical education and sports. He also observed a progressive increase in the performance of players at national level after opening of sports hostels within the state. On the basis of the results of the study he also recommended that due to adverse climate conditions of the state, sports facilities like indoor gymnasium will be a great boon for games like boxing, wrestling. Weightlifting, judo, volleyball etc. all the year round.
Organisational and administrative matters are the internal matters of the institutions and their staff and are more concerned with the details of the implementation of the programme. Administrative aspects of physical education and sports are the concerns of government agencies who have to provide personnel and finances for the programmes of physical education and sports.

In many schools health, Physical Education come under one administrative head. Efficient and effective working of an institution depends upon well knit organization of its different activities and expert administration. Organisation gives existence to an institution and administration executes its plan and takes it to the desired goals. Without these significant aspects no institution can work well. Education aims at all round development of an individual’s personality. To achieve this aim it is very essential for an educational institution to provide different activities to its students. These activities are not limited only to classroom teaching but extend to provision of sports, recreation, physical education, health, beautification of schools and its surroundings, etc. Successful and effective provision of all these activities needs a well planned organization and skilful administration.

The word ‘organisation’ has two popular usages. In one sense it is used as an association like scout organization, D.A.V. organization, Y.M.C.A. organization, etc. The other meaning of the word organization is setting up of things. It denotes the process of bringing individual elements of a particular project into such relationship with one another that they will function as a
whole in achieving the central aim of that project. It is the process which arranges all the elements of a particular enterprise into a systematic way so that the whole setting works as a unit. “It is a machine for doing work. It may be composed primarily of persons, of material, of ideas, of concepts, symbols, forms, rules, principles or more often of a combination of these. The machine may work automatically or its operation may be subjected to human judgement and will”.

### 3.1 ORGANIZATION: THE CONCEPT

Different schools of thought have defined the term “organization” differently. The Oxford English Dictionary (1961) defines the word “organization” as “the action of organizing, or conditions of being organized, as a living being; connection and co-ordination of parts for vital functions or processes; also, the way in which a living is organized; the structure of a an organized body (animal or plant), or of any part of one; bodily (rarely mental) constitution”.

To structuralists, it is a formally constituted entity, possessing a form consisting of people as raw material. To sociologists, organization implies a study of interaction of people, the classes of the hierarchy of an enterprise. To functionalists, practical administrators and top executive leadership. Organization is interlocking and interconnection of different segments and parts of the whole in order to produce combined efforts in most coordinated fashion to accomplish the desired consciousness of selected goals and objectives.

Gaus (1936) gave his view regarding the organization as the arrangement of personal for facilitating the accomplishing of some agreed purpose through the allocation of function and responsibilities.
Mooney (1947) defines organization in this way: “organization is a forum of every human association for the attainment of a common purpose”.

According to Barnard (1954) an organization is a system of conscious activities or forces of two or more persons. In a broad sense organization is defined as a group of persons working together for a common purpose.

According to Dimock and others (1959): “organization is the systematic bringing together of interdependent parts to form a unified whole through which authority, coordination and control may be exercised to activate a given purpose. Because the interdependent parts are made up also of people who must be directed and motivated and whose work must be coordinated in order to achieve the objectives of the organization.

According to Lawor (1958): “organization is a mechanism of structure that enables living things to work effectively together”.

Pfiffner and Sherwood (1964) have defined the term organization as “the pattern of the ways in which large number of people too may have intimate face contracts with all others engaged in complexity of tasks, relate themselves in conscious systematic establishment and accomplishment of mutually agreed purpose”.

According to Simon and associates (1971) organization means a planned system of co-operative efforts on which each participant has a recognized role to play and duties and tasks to perform.

In Mallya’s (1971) opinions organization as commonly understood in the study of industrial management or administration refers to the division and grouping of tasks or activity which are assigned to men arranged in a hierarchy or positions which carry with them authority, duties, and responsibilities, and which give to a structural pattern commonly
called the organization of firm or in the industry. In simple language organization deals with grouping of man.

According to Wexie and Yukl (1975) organization can be defined as the patterned relationship and activities of a large group of people who are attempting to activities some common purpose. Organizational processes include such things as communication, decision making, planning, controlling conflict resolution, leadership production, adaptation and system maintenance of course, organization are linked to the world of concrete things such an buildings, equipments and people, but the organization can remain intact even though these physical things are changed.

Hicks and Ray (1976) say than an organization is a structural process in which persons interact for achieving objectives.

Trivedi (1983) says that an organization is an administrative mechanism of related structures for the effective management of human affairs.

According to Robbins (1991) managers and administrators perform same duties and functions. Managers are called administrators, especially in not for profit organizations. Managers get things done through people. They make decisions, allocate resources, and direct the activities of others to attain goals. Managers do their work in an organization. This is a consciously co-ordinated social unit, composed of two or more people, that functions on a relatively continuous basic to achieve a common goals or a set of goals. Based on this definition, manufacturing and service firms are organizations and so are schools, hospitals, churches, military units, retail stores, police departments, and local, state, and federal government agencies. The people who oversee the activities of others and who
responsible for attaining goals in these organizations are their managers.

3.2 ADMINISTRATION

Organization, to function effectively, need machinery to help them run efficiently, to recognize and execute their affairs, and to keep them operating smoothly, so that the goals for which they have been created will be achieved. This machinery is administration. It is the part that helps organizations implement the purposes for which they have been established. Administration determines whether an organization is going to progress, operate efficiently, achieve its objectives, and have a group of individuals within its framework who are happy, co-operative, and productive.

3.3 ADMINISTRATION THE CONCEPT

Etymologically, the verb ‘administer’ is derived from the French word “Administer” or the Latin word “administrate”, both of which mean “to manage, to carry out, to accomplish, to attend”. Administration implies “the total of the process through which appropriate human and material resources are made available and made effective for accomplishing the purpose of an enterprise”.

The meaning of administration according to Oxford English Dictionary (1961) is : “The action of administering or serving in any office, performance execution, management, the management of public affairs ; the executive part of the legislature ; the management and disposal of the estate of a deceased person by an executor or administrator.

Tead (1951) feels that administration is the process or agency which is responsible for the determination of the aims for which an organization and its management are to strive, which establishes the broad policies under which they are to operate.
Henderson (1966) gave a precise definition of administration as the “arrangements of men and materials in the rational carrying out of purposes”.

According to Bucher (1983) “Administration is concerned with the functions and responsibilities essential to the achievements of established goals through the associated efforts”. Administration is also concerned with that groups of individuals who are responsible for directing, guiding, coordinating and inspiring the associated efforts of individual members, so that the purpose for which an organization has been established may be accomplished in the most effective and efficient manner possible.

Again according to Bucher (1983) facilities management is a very important administrative responsibility. Physical education and athletics require more facilities than most order educational programmes. The planning, scheduling and maintenance of these facilities is a major function of an administrator, particularly during these current critical times.

According to Sharma (1990) there are three common abilities available which can be utilized to define the administration. These are, goals or activities to be accomplished, limited resources implied in efficiency and effectiveness, the people referred to as other people. He defines administrators as “those who work through people, allocating scare resources to achieve goals”.

3.4 ROLE OF ORGANIZATION AND ADMINISTRATION

Organizations, to function effectively, need machinery to help them run efficiently, to recognize and execute their affairs, and to keep them operating smoothly, so that the goals for which they have been created will be achieved. This machinery is administration. It is the frame work of organizations. It is that part...
which helps organizations implement the purposes for which they have been established.

Administration determines whether an organization is going to progress, operate efficiently, achieve its objectives, and has a group of individuals with its framework who are happy, cooperative, and productive. Administration involves directing, guiding and integrating accomplishments. It refers particularly to groups, individuals, often called executives, who have as their major responsibility, direction, guidance, integration, and achievements.

Administration is especially concerned with achievements and proofs that the organization is attaining its goals. Achieving these results satisfactorily requires an understanding of human relationship and the ability to foresee the future and plan for any eventuality, and it demands that capacity to coordinate human personalities. Good administration ensures that the associated efforts of individual are productive. To accomplish this, administrators must possess attribute that elicit the most creative efforts of the members of the organization.

Administration also requires close supervision of the facilities, materials, supplies and equipment essential to the life of the organization. It implies a logical formulation of policies and effective operation of the organization.

If we turn the pages of history we shall find that from time immemorial, people used to live in some organized form, because it is a natural instinct of human being to cultivate a cult of togetherness among them, or unplanned in order to meet various requirements. But, if the activities are coordinated and directed properly then the human energy can be channelized for result oriented works and optimum utilization of material resources can be ensured. For these purpose organization of material resources can be ensured. For these purposes organization is essential.
Every enterprise, business or activity, concerned with man’s welfare has to be properly administered, if it is to pay rich dividends in producing right men or right material. Physical education is one such activity, exclusively concerned with men making and the perfection of which man is capable. In the present age the physical education has become tremendously complex, heterogeneous, unwieldy and competitive. To meet the requirement of such education, organization and administration of association institutions has to be dynamic.

Nigro (1963) says, keeping in mind his own experience, that “both public and private agencies that too frequently programme, fail at a vital stage of execution because of poor organization.”

According to Etzioni (1965) organizations are important in social life. Without organizations we would be forced to live in a very primitive way, as isolated individuals. He further speaks about the significance of organizations: “We are born in organization, and most of us spend much of our lives working for organizations, we spend much of time paying, praying and playing organization, most of us will die in an organization and when the time comes for burial, the highest organization of all, the state, must grant official permission.” Etzioni further observes that “Without well run organization our standard of living, or level of culture and our democratic life could not be maintained, Thus, to a great degree organizational rationality and human happiness go hand in hand.”

Relating the need of organization, Davis (1981) says that “Organization are necessary for world peace, successful school; system, and other desirable goals that people seek”.
3.5 ORGANISATIONAL AND ADMINISTRATIVE SET UP OF SPORTS AND PHYSICAL EDUCATION IN SCHOOLS IN EDUCATION DEPARTMENT OF HIMACHAL PRADESH

Each school is governed by certain positional heads and other staff who shape the physical education and sports department of the institution. The organizational and administrative set up of sports and physical education activities at school level in Himachal Pradesh is as under:

Hierarchical Structure of the Education Departments of Himachal Pradesh in Schools:

- Director
  - Deputy Director
    - Principal
      - Superintendent
        - Assistant Steno
          - Clerk
            - Peon
        - Lecturer And TGTs, C&V And Lab Assistant
      - ADPEO
        - DPE and PET
          - Ground Man
Director

According to Himachal Pradesh Government Ordinance, Himachal Pradesh Government shall appoint two whole time Directors of Education (one for Higher Education and one for Elementary Education Department). He shall be directly responsible to the Secondary Education for organizing games, sports, athletics, training camps and other physical activities for the students studying in schools of twelve districts of Himachal Pradesh. He will impart instruction time to time to Deputy Directors of Education Department of all the districts and Deputy Directors of Physical Education for the smooth conduct of games and sports at school level in Himachal Pradesh.

Duties of Deputy Director of Physical Education and Sports

At present there are two posts of Deputy Directors of Physical Education at Directorate of Education Shimla (one in Higher Education Department and other in Elementary Education Department). Following are the duties of the Deputy Directors of Physical Education and sports working at Directorate of Education Shimla.

2. Act as the Secondary to the sports and co-curricular activity councils.
3. Assists the schools of different districts in working out the scheme of physical training and sports.
4. To organize the school state athletics and school state cultural programme of Himachal Pradesh.
5. To deliver lectures on physical Education and sports at educational centers according to the programme approved by the committee.
6. To be incharge of the gymnasia, playground and sports equipments of Himachal Pradesh school sports council.
To perform such other duties as may be prescribed by the executive council the committee for residence Health physical welfare, conduct and discipline of students or sports and co-curricular activities council and those assigned to him by the Director of Education.

The deputy Director of Physical Education act as a overall in charge of sports and games at school level in respect of management of state as well as national level tournaments within the state.

**Additional District Physical Education Officer (ADPEO)**

The Deputy Director is assisted by the ADPEO to look after the working of the school sports and games at district level. Presently two posts of ADPEO’s exists in every districts of Himachal Pradesh (One of Higher Education Department and other of Elementary Education Department). ADPEO shall be the secretary of the district school sports association. He shall maintain proper accounts and produce them for audit annually, to the resident auditor of the Deputy Director of Education Department of every districts. He will conduct district school games and will be overall in charge of sports activities at district level.

**DPE’s and PET’s**

Demonstrator of Physical Education (DPE) and Physical Education Teacher (PET) are experts of physical education and sports who are working in all the twelve districts of Himachal Pradesh.

Presently there are 1040 DPE’s and 1660 PET’s (as per record of Directorate of Education Department) working in different schools of Himachal Pradesh. They impart coaching to the pupils in all the games and athletics according to the climate conditions. DPE’s of Senior Secondary Schools are also teaching the theory and practical of physical education subject. The also
accompany different teams to the zonal, district, state and national level school games and cultural activities.

3.6 CONSTITUTION OF HIMACHAL PRADESH SCHOOLS SPORTS ASSOCIATION

Himachal Pradesh school sports and co-curricular activities council plays a vital role in the functioning of physical education, sports and games at school level in Himachal Pradesh. This body governs the physical education and sports of school affiliated to education department.

It was formed keeping in view the following aims and objectives:-

1. To encourage, promote and popularize Athletics, Games (including indigenous games) and Cultural activities suited to the School students of Himachal Pradesh.

2. To provide facilities and to work for the round development of the school students of Himachal Pradesh.

3. To organize and to hold inter-district sports competitions for school students at such places and time as may be determined by the Executive Committee of the Association.

4. To grant certificates and prizes for the inter-district sports championships.

5. To control and regulate on amateur basis all kinds of games, sports and other cultural activities in cooperation with the District/Regional Associations throughout Himachal Pradesh.

6. To promote cooperation amongst District School Sports Associations/Organizations.

7. To promote cooperation amongst District School Sports Associations/Organizations.

8. To co-ordinate inter-district sports & cultural activities by holding inter-district sports & cultural competitions at different places by rotation as far as possible.
9. To organize training camps for school students in order to impart expert technical knowledge in sports and games and other allied activities.

10. To encourage adequate participation of school students in inter-state contests in the various sports and games.

11. To form a panel of officials and referees and to undertake to train referees and officials for different items of sports and games.

12. To receive grants and donations from state government and other sources and to utilize the same at its own discretion.

Affiliation

The Association may affiliate with the H.P. Sports Council and shall also affiliate with the “Schools Games Federation of India”, and with any national body for games and sports for school boys and girls.

Structure of the Association

The Membership of the Association is as follows :-

The Association shall consist of Patron-in-chief, Patrons, Life Members, Nominated Members, Affiliated Members and Co-opted Members.

1. **Patron-in-Chief:** The Association shall enjoy the honour of having the Head of the State of Himachal Pradesh as Patron-in-chief. The Patron-in-chief if present will preside over the meeting.

2. **Patron:** Eminent persons may on the recommendation of the president be approved by the General Council of the Association to become patrons of the Association. Patrons will have the right to attend & vote at all meeting of the General Council of the Association.

3. **Life Members:** Persons interested in the development and promotion of sports and games on the payment of a minimum amount of Rs. 150/- or more may be approved as
Life members of the Association by the Executive Committee. They will enjoy all the privileges of membership and shall have the right to attend and vote at the meetings of the General Council of the Association.

4. **Nominated Members:** Any person who is interested in sports and games may be nominated by the President of the Association for a period of one year, on the advice of the Executive Committee. Such member shall enjoy all the privileges of membership and shall have the right to attend and vote at meetings of the General Council.

5. **Co-opted Members:** Any person may be co-opted as a member for a specific meeting by the President of the Association. A co-opted member shall have no right to vote. He shall not be deemed to be a regular member of the Association.

6. **Affiliated Members:** District Schools Sports Associations will be members of this Association.

There shall be a General Council of the Association consisting of:

1. Patron-in-Chief.
2. Patrons (if any)
3. Life Member (if any)
4. Affiliated members (2 from each DSSA duly elected by each Association for a period of one year)
5. Five nominated members.
6. All members of the Executive committee.
7. Deputy Directors of Education.
8. All District Education Officers.
9. All Assistant Physical Training Supervisors. AEO for PTs.

The General Council shall meet at least once a year in the first three months of each calendar year.
Functions of the General Council

1. The functions of the General Council shall be to formulate the policy of the Association and to lay down the general principles on which the work of the Association shall be carried on.

2. The president of the Association shall convene a special meeting of the General Council/Executive Committee on a written request by at least 1/3rd of the total strength of the General Council.

3. To consider any special matter of the Association.

4. The decision regarding removal or suspension of any office bearer or executive Committee shall be by 2/3 of the total strength of the General Council.

5. During the term of the Executive Committee as elected in the manner provided, the General Council may direct the President to call a special emergency meeting provided that a request in writing to the president is made by 1/3rd of its members to consider any matter of the Association.

Executive Committee

The management and the control of the affairs of the Association shall vest in the following Executive Committee which shall be elected by the General Council in its annual general meeting every year.

1. President
2. Senior Vice-President
3. Vice-Presidents – 2
4. Secretary
5. Assistant Secretary
6. Treasurer
7. One member from elected representatives of each affiliated Association.
8. Three members to be nominated by the President.
Method of Election

1. Any member in the annual meeting of the General Council may propose the name of a member for any office duly seconded by another member. In case of more than one nominee the voting will be carried by secret ballot after such nomination. After the poll has taken place in the manner provided above, the person having majority of votes shall be declared elected.

2. Where the voting is even, the Chairman of the meeting may exercise his casting vote.

Powers and Functions of the Executive Committee

The Executive Committee is empowered to act in accordance with the objectives as laid down above, and all such acts as are deemed to be incidental or conducive to the attainment of the foregoing objects. In addition to the above, the following powers also vest in it:

1. Grant affiliation to associations applying for it if considered eligible
2. Frame, add to, alter or repeal rules and bye-laws so as to be consistent with the objects of the Association for carrying out all its purpose.
3. Extend time for payment of any member of association if considered necessary.
4. Impose and enforce penalties, suspend, expel and take disciplinary action against any member, association or competitor for any violation of the Constitution, rules or bye-laws or decision of the Executive Committee or for any other reason whatsoever which may be deemed to be sufficient.
5. Control the dues, funds and property of the Association and utilize the same.
6. Institute, locate, conduct and manage all meeting called for the selection of Himachal’s representatives for the all India Meets and other competitions.

7. Organize state championship of schools in athletics and other games etc. every year under the auspices of this Association.

8. Lay down rules for the conduct of athletic events and other games and sports in conformity with the official rules of the International Amateur Athletic Federation and other International bodies.

9. Raise funds for the Association and utilize or invest the same.

10. Secure by purchase, lease or other-wise, property (moveable or immoveable) whether subject to any trust or not for any object of the Association, within the provision of the budget approved by the General House.

11. Examine appeals made in writing by any of the affiliated members or any interested person or organization, against any decision if any member/Association and give its decision.

12. Take such steps as may be necessary for the exercise of any of its powers or for the discharge of any of its duties.

13. Fill up any vacancy arising among either office bearers or members of the Executive Committee.

14. Interpret the constitution, rules and bye-laws of the Association and decide matters not included therein.

15. Delegate any of its powers to any of its affiliated members or any sub-committee. The decision of the Executive Committee shall in all cases be final and be operative unless or until over ruled by the General Council.

16. Constitute panel of officials and Referees.

17. Issue directions to the affiliated associations from time to time.
18. Depute its nominees on the Sports Committee/Associations.
19. Suggest amendments in the constitution of the Association and affiliated associations and exercise general supervision over them.
20. Appoint an auditor(s) for the year.
21. At least eight members of the Executive Committee be present at the venues of State Meets on all days.

Duties, Functions and Powers of Office Bearers of the Association

1. Powers and Duties of the President and Vice President:
   - The President of the Association shall be responsible for giving proper effect to its constitution and shall exercise a general control over the affairs of the Association. He shall preside over all the meetings of the Executive Committee and in his absence Senior Vice President present shall preside. If the President or any of the Vice Presidents are not present the Committee shall elect its own Chairman.
   - To sanction all payments provided in the budget or authorized by the Executive Committee.
   - The chairman of the meeting will have a casting vote if necessary.

2. Power and Duties of the Secretary:
   In addition to the powers and duties of the Secretary specified elsewhere, he shall.
   a. Carry on all correspondence on behalf of the President of the Association.
   b. Give effect to all resolutions of the Executive Committee and the General Council.
   c. Record and maintain minutes of all the meetings.
   d. Maintain all papers, records and registers and Association.
e. Perform all other duties that may be entrusted to him by the Executive Committee from time to time.

f. Receive from the Treasurer an imprested cash of Rs. 100/-.

g. Prepare the annual report of the working of the Association.

h. Submit regularly to the Treasurer accounts of all monies received and payment made by him with proper vouchers promptly within fifteen days after the completion of the project.

i. Delegate, if necessary, some of his functions to the Assistant Secretary with the prior approval of the President.

j. To present the budget estimates for the approval of General House.

k. The Secretary shall be the ex-officio Secretary of all the meeting of the Association.

3. **Powers and Duties of the Assistant Secretary:**

a. He shall act in place of the Secretary in his absence.

b. He shall assist the Secretary in the discharge of his duties and carry out his instructions.

c. He shall perform all such duties as may be delegated to him by the Secretary or the Executive Committee from time to time.

4. **Powers and Duties of the Treasurer:**

   The Treasurer shall subject to the general control and the direction of the Executive Committee:-

a. Deposit promptly with the Association’s Bankers all money received from the President and Secretary (on behalf of the Association) into the accounts of the Association.

b. Have charge of all funds of the Association.

c. Operate jointly with the President banking accounts of the Association.

d. Withdraw money from time to time as may be sanctioned by the President.
e. Inform the Executive Committee of the financial position of the Association at every Executive Committee meeting.

f. Cause the accounts of the Association at every Executive Committee meeting.

g. Present duly audited statements of accounts of the Association for the year at the annual general meeting of the Association every year.

h. Meeting:

The Ordinary Meetings of the General Council will Transact the Following Business

a. Adoption of annual report.
b. Adoption of the audited statement of account up-to-date.
c. Consideration of budget for the next year.
d. Election of the Office bearers and the members of the Executive Committee.
e. Amendment to the constitution, if any.
f. Any other business of which one month’s notice has been given by the members.

Note specifying the dates, time and place and giving the agenda of the meeting, shall be sent by the Secretary to all members of the General Council/Executive Committee as the case may be at least 15 days before the date of the meeting in case of General Council and 10 days for Executive Committee.

Rights, Privileges and Duties of Affiliated Members

Rights, privileges and duties of affiliated members shall be as follow:-

1. Elect two representatives to the Association and forward their names with address to the Secretary of the Association by 31st of May. One of them will be elected to the Executive Committee by the General Council before 30th of June every year.
2. Abide by the constitution, rules, and bye-laws of the Association as may be framed from time to time and accept all the decisions of the Association.

3. Intimate all changes in their constitution, rules and bye-laws within seven days of its adoption for approval of the Executive Committee of HSSA.

4. Inform the Association of the colors selected by them and send samples of their crest, if any in use, for approval of the Association.

5. Affiliate all recognized educational institutions within their area.

6. Organize, control and conduct district or regional tournament and exhibition matches.

7. Forward all applications for the qualifying examination of referees and officials and recommend officials and referees to the Association for appointment in competitions.

8. Bring forward any resolution at a meeting of the Executive Committee of the General Council of which due notice has been given.

9. Submit to the Secretary of the Association their annual reports every year by 31st of May for preceding year and the Tournament report immediately after the Tournaments are over.

10. Try to have sufficient number of certified/qualified officials and referees.

11. Report to the Association all cases of penalties, disqualifications and bans imposed upon any player, them or institution within their areas. Such reports shall be circulated by the Secretary of the Association to other members for enforcement within their jurisdiction and shall be operation unless and until the penalty is withdrawn by the member imposing the same.

12. Obtain previous permission from the Association to promote control, finance any sports meet or select any team to tour
or participate in any competition outside their own jurisdiction.

13. Organize competitions open to players of other areas and register such competition with the Association on proper application and payment of the requisite fees.

14. To prepare their own budgets and ask for grants from the Association for Sports and games. Improvement of playgrounds, coaching and training camps, sports gear/and other physical education necessities / other contingencies etc., and.

15. Select their teams for other tournaments and award colours to them.

**Flag:** The Association shall have its own flag.

**Uniform:** The Association shall prescribe its own uniform for its officials and the representative teams.

**Colour:** Colours will be awarded only to those who represent the Association at National Meets.

**BYE-LAWS**

The following rules and Regulations have been approved by the Himachal Schools Sports Association for the conduct of the Tournaments, Meets of Schools in Himachal Pradesh :-

1. **Control, Organization and Management**

   The Inter-School Tournaments for school students at Tehsil, Regional or District levels will be the responsibilities of the respective District Schools Sports Associations. The State Championship and National Championship will be conducted by the Himachal Schools Sports Association in accordance with the plan that may be finalized by its Executive Committee from year to year. The host School/DSSA will, however, provide all facilities and cooperation for the successful conduct of the tournament.
The District School Sports Association concerned may appoint an organizing committee at District level to assist in conducting State Championship Meets in accordance with the rules and regulations framed by the Himachal Schools Sports Association.

2. Eligibility

The competitions conducted by the District and State Associations are open only to bonafide students of the Senior Secondary Secondary, High and Middle Schools for Boys and Girls, recognized by the Education Department of Himachal Pradesh. Girls students of co-educational institutions shall complete in Girls tournaments only.

A student will be eligible to compete in the Tournament provided :-

a. His/her age does not exceed 19 years on 31st December of the tournament year. For Middle School students, the age shall not exceed 14 years. The student should also be eligible to appear in the University or Department Examinations respectively.

b. He, she has been during the year on the rolls of a recognized school since. With twenty days of the declaration of the pupil examination/school result or within a week of the opening of the school after vacation.

c. His/her attendance is not less than 75% of the total attendance on the last day of the month preceding the month in which the tournament is held.

d. He/ she is a regular student, i.e. pursuing the full course of studies in all subjects and his her admission is regular, and not provisional.

e. A competitor cannot compete in more than 4 games two major two minor, nor can he/she participate in more than 2 items of track and 2 of field events in addition to relay.
f. A student is eligible to play for four years in the middle department and four years in the High/Higher Secondary department. A student who has been for more than two years in a class, shall not participate.

g. A student who migrates from a recognized school must have joined within 14 days of the date of his discharge from the previous school which should be given in the remarks column along with the name of that school. He should be treated as a case of re-admission and the date of his admission to the present school be given in the column.

h. Cases of migration of students who are on the rolls of the school they participate from, after 31st May or before, from the place/school to another due to the transfer of father/guardian or transfer of business etc., shall be considered by the Association whose decision shall be final. If the migration is considered genuine, the attendance in the previous school shall also be counted otherwise the attendance in the present school shall be counted. Such cases should be sent and considered separately.

Any team allowing an in-eligible student to participate in the Tournament or in any other way violating the Rules and Regulations of the Himachal Schools Sports Association will make itself liable for disqualification. The jury of appeal concerned reserve to themselves the right to take any suitable action against the school or the person at fault which will be implemented by the General Secretary of the HSSA.

3. Competitions

Competitions will be held in the following items of Games, Sports and Cultural events :

**Boys Items**

Seniors (High and Higher Sec. Schools) Juniors (Middle Schools).
Games

1. Hockey (Major) 1. Volleyball
2. Football -do- 2. Kabaddi
5. Volleyball -do- 5. Hockey
7. Table Tennis -do- 7. Badminton
9. Wrestling -do-
10. Rock Climbing -do-
11. Hand ball
12. Boxing
13. Judo
14. Yoga

Athletics

Track Events

Seniors (High and Senior Secondary Schools) Juniors (Middle Schools.)

1. 100 meters 1. 50 meters
2. 200 meters 2. 100 meters
3. 400 meters 3. 200 meters
4. 800 meters 4. Relay 4×50
5. 1500 meters 5. Cross Country one Km.
6. 4×100 meters relay
7. Cross country race 4-5 Km.
Field Events
1. Shot-put 1. Shot-put
2. Javeline throw 2. Javeline throw
3. Discus throw 3. Discus throw
4. Hammer throw 4. High jump
5. High Jump 5. Broad jump
6. Broad jump
7. Hop-step and jump
8. Pole vault

Cultural Items
Seniors Juniors
1. Folk dances 1. Folk dances
2. One act play 2. One act play
3. Group songs (patriotic/folk) 3. Group song (with music) (with music)
4. Vocal music (without instruments & no gazals, no film songs).
5. Instrumental music (solo) 5. Vocal music (without musical Accompany – meant)
6. Fancy dress (only cultural 6. Fancy dress Depictions)

Girls Items
Games
Seniors Juniors
1. Volley Ball (Major) 1. Volleyball
6. Korf ball –do-
7. Table Tennis –do-

ATHLETICS

Track Events
1. 100 metres 1. 50 metres
2. 200 metres 2. 100 metres
3. 400 meters 3. 4×50 relay
4. 4×100 metres relay 4. Skipping race
5. Cross Country race 2Km.

Field Event
1. Shot put 1. Shot put
2. Javeline throw 2. High jump
3. Discus throw 3. Broad jump
4. High jump
5. Broad Jump

Cultural Items
1. Folk dances 1. Folk dances
2. One act play 2. One act play
4. Instrumental music 4. Fancy dress (only cultural depictions)
5. Fancy dress (only cultural depictions) 5. Group Song
6. Group songs

N.B. For cultural items only students shall be allowed to take part. No outsider shall be allowed in any case.
Affiliation Fee

(Payable to the District Association every year)

a. Rs. 100/- per School where the number of boys and girls on roll in the middle, High & Hr. Secondary classes on the 31\textsuperscript{st} May is more than 500, Rs 60/- for enrolment from 100 to 500 and Rs. 40/- for enrolment less than 100.

b. Middle Schools Rs. 30/- per School where the enrolment is more than 250, Rs. 20/- where it is from 50 to 250 and Rs. 10/- where it is less than 50.

c. The District Association will pay Rs. 10/- per High & Hr. Secondary School to HSSA every year subject to the condition that no DSSA will pay less than Rs. 250/-

Uniforms and School Colours

a. All teams should be in uniforms made of their own School/Disttt. Colours, the colour of shorts conform to the colour of the flag.

b. Competitors not in proper uniform will not be allowed to compete.

c. Football boots are essential for playing the game of Football.

d. Every contingent should have individual members, a name plate and two Flags size 4 of their school/District Colours.

Duties of Officials, Umpires and Judges

Officials, referees, umpires and judges for zonal, district and state Tournament shall be arranged by the concerned Association. They are required to report any serious cases of breach of rules, bad sportsmanship etc. in writing to the Secretary of the Association concerned for necessary action.

Protests and Complaints

All correspondence regarding protests and complaints should be addressed to the Organizing Secretary of the
Tournament, who will place the matter before the Jury of appeal for decision.

**Procedure for Lodging Protests and Complaints**

a. If for any reason during the Tournament fixture any team wishes to lodge a protest, it should notify to the concerned officials of its intention verbally on the spot, complete the match and then put in a written protest afterwards.

b. All complaints and protests in connection with tournaments must be lodged within one hour (15 minutes in Athletics) of the incident and must be addressed to the Organising Secretary, accompanied by a deposit of Rs. 10/- for high schools tournaments and Rs. 5/- for high middle schools tournament which will be refunded or forfeited accordingly as the Jury of Appeal considers the representation justified or not.

**Jury of Appeal**

It shall consist of not more than 5 members and will be constituted by the President of the Association. The Jury will invariably have at least 3 technical persons well conversant with the rules of games and sports. The senior member will preside over its meetings and will exercise a casting vote.

**Terms Withdrawing During Matches**

a. Any team that walks off the field during the course of a Tournament fixture shall normally be disqualified and the match shall be awarded in favour of the other team.

b. In the event of a team not turning up at the time fixed for a match, the match shall be awarded in favour of the other team (after waiting for 15 minutes).
Result of a Match

The result of the match shall at once be reported to the organizing secretary by the Chief Official/ Referee on prescribed forms.

Small Number of Entries

In case of less than three entries for any game or any other event that item shall be dropped from the competition.

Number of Entries in Each Individual Item

Only two competitors in each individual item from a contingent will be allowed to compete.

Conduct and Control of Matches

a. The matches at various centres shall be conducted by the Organising Secretary. Every School/District taking part in the tournament, match or fixture shall be responsible for the proper conduct of its teams and its students assembled to witness the matches.

b. The Organising Committee shall be in the general control of the play fields and can take whatever steps are deemed proper to guard against any untoward happenings.

c. All matches will be played on knock out basis.

Scoring

The following scoring will be the basis to determine the athletics championship :-

1st place 5 points 10 Points

2nd place 3points 6 points

3rd place 1 points 2 points

During the State Championship, the overall running championship trophy will be awarded on the basis of the following scoring both by boys and girls :-
1. Total athletic points plus.
2. Games 1st place 10 points (for each game)
   2nd place 6 points (for each game)
3. Cultural item (except fancy Dress & Individual items)
   1st place 10 points (for each item)
   2nd place 6 points (for each item)
   36 points (for each item)

**Rules of Sports and Games**

All the items of Sports and Games mentioned above, shall, as far as possible, be conducted under the rules as per reference given below also (compiled in the Rules of Sports and Games book by H.C. Buck published by Y.M.C.A.) :-

Football :- Referees Guide issued by the F.I.F.A.
Hockey :- Rules by the Indian Hockey Federation.
Volleyball :- Rules by the Volleyball Federation of India.
Basketball :- Rules by the Basketball Federation of India.

Athletics Rules as given in the handbook of International Amateur Athletics Federation and adopted by the Amateur Athletic Federation on India.

The items not covered under the rules will be played under rules framed by the HSSA from time to time.

No match may be replayed more than once and the decision be given as :-

1. Hockey on penalty strokes/corners during the replay and extra time of the replay.
2. Football on penalty kicks/corners taken during the replay and extra time of the replay.

Replays under other circumstances and ties etc. will be decided by the Organising Secretary on the spot.
The following criteria will be observed for awarding marks for items of cultural programme:

I. **Folk Dances (Time 10/15 minutes)**
   1. Entry and exit 5 Marks
   2. Musical of songs 10 Marks
   3. Melody of songs 5 Marks
   4. Variety of dresses 10 Marks
   5. Variety of dances 5 Marks
   6. Rhythm 10 Marks
   7. General impression 5 Marks

   __________________________
   Total 50 Marks

II. **One Act Play (time 20 minutes)**
   1. Theme of play 10 Marks
   2. Dialogue 10 Marks
   3. Presentation and general effects 10 Marks
   4. Acting 15 Marks
   5. Stage setting 5 Marks

   __________________________
   Total 50 Marks

III. **For Other Items, Marks will be Spread out on the Above Lines by the Association.**

**Apparatus and Material**

1. All apparatus and other equipment required for the conduct of the tournament will be provided by the Organising Committee. The other sports gear will be brought by the competitors themselves.
2. Stage arrangement will be made by the Organising Committee.
3. The equipment for cultural events will be the sole responsibility of the participants.
Committees

(a) The Association shall have the right to constitute different committees every year for running the tournament and welfare of the students.

Discipline

1. Every contingent shall be accompanied by an official, who will act as manager. Some students leaders should also be appointed as incharge of games, athletics and cultural activities separately.
2. The manager shall be responsible for the overall control and the general behavior of each team.
3. Any sort of misbehavior on the part of the participants will result in the immediate suspension of the individual or the team as a whole.
4. Rules regarding the discipline and general behavior to be observed by the participants and other members of each team either on the playground or at the residential quarters should be declared by the organizing committee in advance and it would be the responsibility or the School/District teams to follow these rules strictly.
5. Any loss or damage done to the Govt./Association and private property shall have to be made good by the defaulting school before their departure from the venue of the tournament. The school authorities should be informed immediately of the loss incurred.

Officials

1. As far as practicable, only qualified experienced officials should be appointed for the conduct of the matches. Persons who hold either a Diploma or Certificate in Physical Education and can produce a certificate from the ADE (PE), AEO PT/APTS, Himachal Pradesh to the effect that he has adequate experience of refereeing for over five years, or
who have passed the qualifying tests of a referee conducted by the State or National level organizations, are eligible for appointment as Judges, Referees etc.

2. A list of Judges and Referees if accompanying the team should be communicated to the Organizing Secretary by the Managers concerned separately. If such names are not received in good time the Organizing Secretary will have the right to appoint suitable officials from amongst the available staff.

3. The Association may allow refreshment to the Referees etc. if funds permit @25 paise per match not exceeding Rs. 2/- per head per day.

Care of Trophies

The Winners/Runners up shall have the right to retain with them the running trophies and cups to which they would be eligible as a result success at the final Championship Meet. It would, however, be the responsibility of such School/District to preserve carefully such trophies and cups and return them at least one month before to the Organizing Secretary in polished shape at the cost of the Association. In case of non compliance the schools/DSSA’s shall be debarred from participation.

Change of Rules

The above rules are subject to amendment as may be considered necessary by the Executive Committee of the HSSA.

Any point not covered by the above Rules shall be decided by the organizing Secretary of the Association on the spot.
CHAPTER-IV
METHODOLOGY AND PROCEDURE

Introduction

The present chapter embodies the details with regard to overall scheme adopted for conducting the study in terms of research method, variable structure, population, sample and sampling research design, tools used for data collection and method of scoring data organization, tabulation scoring classification of subjects and statistical techniques used. For the whole purpose, survey type of study has been designed aimed to find out the present situation of development of sports at school level in Himachal Pradesh. To accomplish this goal three type of self constructed questionnaires, were used to collect the data on tournament environment and by correspondence in terms of eight major objectives of the study.

The obtained data were organized with reference to specify objectives of the study so that data could be subjected to appropriate analysis and interpretation.

4.1 RESEARCH METHOD

The present study was carried out by adopting descriptive survey method of research.

Population

Any groups of people or observations which includes all possible members to that category is called population or universe is the group to whom the researcher would like to generalize obtained results, he would like to make statements which are valid for this total group.

Population of the present study compressed of all the head of institutions (Principles, Headmasters, Dy. Directors), experts
(D.P.Es. and P.E.Ts.) and players studying in senior secondary schools of Himachal Pradesh.

4.2 TOOLS USED

The research study requires relevant data from many sources direct or indirect. This data should be adequate in quality and quantity.

For collecting desired data for the study of the problem the researcher used various devices and instruments. These instruments are called tools.

Keeping in view the above suggestions following tools were used for collection of data:

(1) Questionnaire
(2) Office records.

4.3 DEVELOPMENT OF QUESTIONNAIRE

For the present investigation three types of self constructed questionnaires were used to collect the data regarding the research problem.

A. Questionnaire for Administrators

A questionnaire was developed by the investigator to obtain the requisite information from the administrators. In order to develop a comprehensive questionnaire so as to fulfill the objectives of the study, the contents included in it were analyzed, studied and listed carefully. The contents to be covered in the questionnaire were divided into following items:

1. Sports Infrastructure
2. Sports and coaching facilities
3. Finances
4. Insensitive given to the players and trainers
5. Effect of sports policies
6. Participation in sports during various games at various levels
7. Performance in sports during various games at various levels.
8. Increase in number of schools and physical education teachers

The items of the questionnaire were framed on the basis of the above theme. Preliminary draft consisted of only close ended items. Each item was to be responded on a five point scale, i.e. :

Statement No.(1,2,3,4,6) Fully satisfied, satisfied, normal, somewhat dissatisfied and fully dissatisfied

Statement No.(5). Highly satisfied, satisfied, not satisfied

Statement No.(7,8) Strongly agree, agree, undecided, disagree and strongly disagree.

An introductory note was prepared in order to acquaint the respondents with the purpose of the present study. While preparing the items, it was observed that they were in accordance with the sub items stated earlier and the objectives of the study. The items were framed in such a way as to make them unambiguous, direct and precise.

The preliminary draft of the questionnaire along with its objectives was shown to a few experts to seek their modified and revised on the basis of their suggestions. Undoubtedly, the language of items plays an important role in determining the validity of the responses. Carefully worded and unambiguous items tend to make the questionnaire more effective and reliable. Therefore, the questionnaire was shown to a few language experts to point out the ambiguity, if any, in the language of the items and the set of instructions on the basis of these suggestions modifications were made in the items of questionnaire wherever necessary. Five questionnaires were filled by the subjects on trial basis. Again shortcomings in the
questionnaires were removed. Finally, a questionnaire consisting of 8 different items was prepared. A copy of the final draft of the questionnaire is given in the Appendix – 1.

B. Questionnaire for Experts

A questionnaire was developed by the investigator to obtain the requisite information from the experts. In order to develop a questionnaire for experts, same procedure was followed as was adopted for developing the questionnaire consisted of the similar theme as in case of questionnaire for administrators with the difference that each item was to be responded on the three point scale, i.e. :

Statement No.(8) Fully satisfied, satisfied, normal, dissatisfied, fully dissatisfied.

Statement No.(2,7) To great extent, to some extent, not at all

Statement No.(1,3,4,5) Highly satisfied, satisfied, not satisfied

Statement No.(6) Strongly agree, agree, undecided, disagree, strongly disagree.

The whole content to be covered in the questionnaire was divided into 16 questions. First 7 questions pertain to the personal information and details of the rest of the items are drafted in the questionnaire given in the Appendix – II.

C. Questionnaire for Players

A questionnaire was developed by the investigator to obtain the requisite information from the players. In order to develop a questionnaire for players, same procedure was followed as was adopted for developing questionnaire for experts. The contents covered in this questionnaire consisted of similar themes as in the case of questionnaires for administrators and experts. Each
item was to be responded on three point scale as in the case of questionnaire for experts, i.e.:

Statement No.(1,3,7) Highly satisfied, satisfied, not satisfied.
Statement No.(4) Always, sometimes, not at all.
Statement No.(6) To great extent, to some extent, not at all.
Statement No.(2,) Yes, sometimes, never.
Statement No.(5). Free of cost, half cost, not provided, on return basis.

4.4 OFFICE RECORDS

The researcher visited to many institution and offices to gather relevant information concerning research study. Rapport was created among the concerned persons. They were encouraged to answer freely about every item of the questionnaire.

4.5 SAMPLING

After defining the population and listing all the units an investigator selects a sample of unit from the list a good sample must be as representative of the entire population as possible. Further selected sample must be adequate to represent the characteristics of the population. In order to ensure the high quality of research a good sample is must. Three factors may be kept in view for determining the size of an adequate sample:-

1. Freedom form bias
2. Objectivity
3. Representativeness and adequacy

Although there are several methods of sampling, but Random sampling is considered the best.

In the present study the sample consisted of 300 respondents have been taken randomly.
A sample of 60 administrators (five from each districts of H.P.) and 120 experts (ten from each districts) and 120 players has been drawn to collect relevant information about development of sports of school level in H.P.

A. Administrators

A sample of 60 administrators was drawn from all the twelve districts of H.P. (i.e. administrators from each districts. Table No. 4.1 shows the names of the districts, schools and designation of administrators selected from each districts.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>NAME OF SCHOOL / D ISTRICT</th>
<th>DESIGNATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>GSSS Kalhog (Solan)</td>
<td>Principal</td>
</tr>
<tr>
<td>2.</td>
<td>GSSS Chamian (Solan)</td>
<td>Principal</td>
</tr>
<tr>
<td>3.</td>
<td>GSSS Chndi (Solan)</td>
<td>Principal</td>
</tr>
<tr>
<td>4.</td>
<td>GSSS Manjholi (Solan)</td>
<td>Principal</td>
</tr>
<tr>
<td>5.</td>
<td>GSSS Delgi (Solan)</td>
<td>Principal</td>
</tr>
<tr>
<td>6.</td>
<td>GSSS Kalpa (Kinour)</td>
<td>Principal</td>
</tr>
<tr>
<td>7.</td>
<td>GSSS Pooh (Kinour)</td>
<td>Principal</td>
</tr>
<tr>
<td>8.</td>
<td>GSSS Nichar (Kinour)</td>
<td>Principal</td>
</tr>
<tr>
<td>9.</td>
<td>GSSS Sagla (Kinour)</td>
<td>Principal</td>
</tr>
<tr>
<td>10.</td>
<td>GSSS Moorang (Kinour)</td>
<td>Principal</td>
</tr>
<tr>
<td>11.</td>
<td>GSSS Nadaun (Hamirpur)</td>
<td>Principal</td>
</tr>
<tr>
<td>12.</td>
<td>GSSS Utpur (Hamirpur)</td>
<td>Principal</td>
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<tr>
<td>13.</td>
<td>GSSS Maharal (Hamirpur)</td>
<td>Principal</td>
</tr>
<tr>
<td>14.</td>
<td>GSSS Abutra (Hamirpur)</td>
<td>Principal</td>
</tr>
<tr>
<td>15.</td>
<td>GSSS Jandru Hamirpur</td>
<td>Principal</td>
</tr>
<tr>
<td>16.</td>
<td>GSSS Bakras (Sirmour)</td>
<td>Principal</td>
</tr>
<tr>
<td>17.</td>
<td>GSSS Banore (Sirmour)</td>
<td>Principal</td>
</tr>
<tr>
<td>18.</td>
<td>GSSS Barag (Sirmour)</td>
<td>Principal</td>
</tr>
<tr>
<td>19.</td>
<td>GSSS Bhagni (Sirmour)</td>
<td>Principal</td>
</tr>
<tr>
<td>20.</td>
<td>GSSS Bharoli (Sirmour)</td>
<td>Principal</td>
</tr>
<tr>
<td>21.</td>
<td>GSSS Hatli (Kangra)</td>
<td>Principal</td>
</tr>
<tr>
<td>22.</td>
<td>GSSS Kandi (Kangra)</td>
<td>Principal</td>
</tr>
<tr>
<td>23.</td>
<td>GSSS Khalet (Kangra)</td>
<td>Principal</td>
</tr>
<tr>
<td>24.</td>
<td>GSSS Makdoli (Kangra)</td>
<td>Principal</td>
</tr>
<tr>
<td>25.</td>
<td>GSSS Matlahar (Kangra)</td>
<td>Principal</td>
</tr>
<tr>
<td>26.</td>
<td>GSSS Kumarsain (Shimla)</td>
<td>Principal</td>
</tr>
<tr>
<td>27.</td>
<td>GSSS Matiana (Shimla)</td>
<td>Principal</td>
</tr>
<tr>
<td>28.</td>
<td>GSSS Shimla (B) (Shimla)</td>
<td>Principal</td>
</tr>
<tr>
<td>29.</td>
<td>GSSS Suni (Shimla)</td>
<td>Principal</td>
</tr>
<tr>
<td>30.</td>
<td>GSSS Theog (Shimla)</td>
<td>Principal</td>
</tr>
<tr>
<td>31.</td>
<td>GSSS Kakira (Chamba)</td>
<td>Principal</td>
</tr>
<tr>
<td>32.</td>
<td>GSSS Killar (Chamba)</td>
<td>Principal</td>
</tr>
<tr>
<td>33.</td>
<td>GSSS Sihunta (Chamba)</td>
<td>Principal</td>
</tr>
<tr>
<td>34.</td>
<td>GSSS Sundla (Chamba)</td>
<td>Principal</td>
</tr>
<tr>
<td>35.</td>
<td>GSSS Dharwas (Chamba)</td>
<td>Principal</td>
</tr>
<tr>
<td>36.</td>
<td>GSSS Bagsaid(Mandi)</td>
<td>Principal</td>
</tr>
<tr>
<td>37.</td>
<td>GSSS Baldwara(Mandi)</td>
<td>Principal</td>
</tr>
<tr>
<td>38.</td>
<td>GSSS Bhangrotu(Mandi)</td>
<td>Principal</td>
</tr>
<tr>
<td>39.</td>
<td>GSSS dharampur(Mandi)</td>
<td>Principal</td>
</tr>
<tr>
<td>40.</td>
<td>GSSS Drang(Mandi)</td>
<td>Principal</td>
</tr>
<tr>
<td>41.</td>
<td>GSSS Kaza(Lahoul/Spiti)</td>
<td>Principal</td>
</tr>
<tr>
<td>42.</td>
<td>GSSS Udaipur(Lahoul/Spiti)</td>
<td>Principal</td>
</tr>
<tr>
<td>43.</td>
<td>GSSS Kelong(Lahoul/Spiti)</td>
<td>Principal</td>
</tr>
<tr>
<td>44.</td>
<td>GSSS Sagnam(Lahoul/Spiti)</td>
<td>Principal</td>
</tr>
<tr>
<td>45.</td>
<td>GSSS Kolang(Lahoul/Spiti)</td>
<td>Principal</td>
</tr>
<tr>
<td>46.</td>
<td>GSSS Malyawar(Bilaspur)</td>
<td>Principal</td>
</tr>
<tr>
<td>47.</td>
<td>GSSS Rani-Kotla(Bilaspur)</td>
<td>Principal</td>
</tr>
<tr>
<td>48.</td>
<td>GSSS Ghumarwin(Bilaspur)</td>
<td>Principal</td>
</tr>
<tr>
<td>49.</td>
<td>GSSS Namhole(Bilaspur)</td>
<td>Principal</td>
</tr>
<tr>
<td>50.</td>
<td>GSSS Chalehli(Bilaspur)</td>
<td>Principal</td>
</tr>
<tr>
<td>51.</td>
<td>GSSS Dalash(Kullu)</td>
<td>Principal</td>
</tr>
<tr>
<td>52.</td>
<td>GSSS Haripur(Kullu)</td>
<td>Principal</td>
</tr>
<tr>
<td>53.</td>
<td>GSSS Kalrain(Kullu)</td>
<td>Principal</td>
</tr>
<tr>
<td>54.</td>
<td>GSSS Kullu(B) (Kullu)</td>
<td>Principal</td>
</tr>
<tr>
<td>55.</td>
<td>GSSS Ani(Kullu)</td>
<td>Principal</td>
</tr>
<tr>
<td>56.</td>
<td>GSSS Amb(Una)</td>
<td>Principal</td>
</tr>
<tr>
<td>57.</td>
<td>GSSS Ambota(Una)</td>
<td>Principal</td>
</tr>
<tr>
<td>58.</td>
<td>GSSS Beeta(Una)</td>
<td>Principal</td>
</tr>
<tr>
<td>59.</td>
<td>GSSS Behdala(Una)</td>
<td>Principal</td>
</tr>
<tr>
<td>60.</td>
<td>GSSS Diara(Una)</td>
<td>Principal</td>
</tr>
</tbody>
</table>

B. Experts

A sample of 120 experts was drawn from all the twelve districts of H.P. The experts included DPEs and Physical Education Teachers posted in different Govt. Schools of all districts of H.P.

C. Players

A sample of 120 players was taken from twelve Districts of H.P. While selecting players it was observed that players participating at H.P. State school sports tournaments 2008 at Sunder Nagar and Una respectively were taken as player sample.
Data Processing

The responses of the questionnaire were analysed on the basis of five point and three point scale Linkert’s attitude measurement scoring system assigning five degrees of agreement or disagreement and satisfaction and dissatisfaction for completing the data.

4.6 STATISTICAL ANALYSIS

The responses collected on five point scale and three point scale were converted in numerical values and arranged in frequencies to apply $\chi^2$ method of statistic for the interpretation and analysis of the responses.

Chi-square test is a test which describe the magnitude of difference between observed frequencies and a frequency expected under certain assumption. The equation of chi-square is stated as follows:-

$$\chi^2 = \frac{(O - E)^2}{E} \sum$$

Where O refered to the observed frequencies, E refers to the expected frequencies, $\chi^2$ is a symbol for Ch-square test, $\sum$ refers to sigma.
CHAPTER-V
ANALYSIS AND INTERPRETATION OF DATA

The most important and crucial part of the research study is the analysis and interpretation of collected data in a systematic and is an objective way. For a particular study analysis and interpretation is important in order to draw conclusions. Analysis and interpretation is the heart of the research. Tabulated data have no importance without its interpretation, data by itself is meaningless. The analysis involves breaking down and existing complex factor into simpler part and putting the parts together in new arrangement for the purpose of interpretation.

The main objective of the present study was to study the development of sports at school level in Himachal Pradesh since 1971 (after getting full statehood status). The information related to study was gathered through questions for administrators, experts, players, interviews, physical verifications, office records. Spot verifications. The information was tabulated item wise in the form of frequencies in case of each questionnaire separately. The frequencies were converted into percentages and data were analyzed and interpreted item wise for the items having restricted responses in the form of fully satisfied, satisfied normal, somewhat dissatisfied and fully dissatisfied. And in the form of strongly, agree, agree, undecided, disagree and strongly disagree.

Analysis and interpretation of data obtained from administrators, Experts and players by using questionnaire, interviews, physical verifications, office records. Spot verifications is presented item wise separately by using $\chi^2$ statistical procedure is as under :-

110
5.1 SPORTS INFRASTRUCTURE FACILITIES

Item No. 5.1 relates to the level of satisfaction regarding sports infrastructure facilities available in the schools. The item consists of four sub-items. The respondents were required to evaluate each sub-item facilities in their institutions and respond in terms of fully satisfied, satisfied, normal, somewhat dissatisfied, fully dissatisfied. The responses of the total sample of 60 administrators in terms of percentage are tabulated in table 5.1 and presented in figure 5.1.

Table 5.1

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of Item</th>
<th>+Ve Responses</th>
<th>N</th>
<th>-Ve Responses</th>
<th>( \chi^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Athletics Infrastructure</td>
<td>3.33</td>
<td>16.67</td>
<td>13.33</td>
<td>40.00</td>
</tr>
<tr>
<td>2.</td>
<td>Combat/Major games Infrastructure</td>
<td>10.00</td>
<td>20.00</td>
<td>20.00</td>
<td>30.00</td>
</tr>
<tr>
<td>3.</td>
<td>Aquatics Infrastructure</td>
<td>8.33</td>
<td>30.00</td>
<td>6.67</td>
<td>21.67</td>
</tr>
<tr>
<td>4.</td>
<td>Winter games Infrastructure</td>
<td>0.00</td>
<td>16.67</td>
<td>20.00</td>
<td>30.00</td>
</tr>
</tbody>
</table>

** Significant at a 0.01 level

Figure 5.1

Percentage Responses of 60 Administrators and Value of Chi-Square Regarding level of satisfaction with Sports Infrastructure Facilities

- Fully Satisfied
- Satisfied
- Normal
- Somewhat Dissatisfied
- Fully Dissatisfied

Level of Satisfaction
Interpretations

It is evident from the table 5.1 that $\chi^2$ value came out to be significant at 0.01 level of confidence (table value of $\chi^2$ at 0.01 level for 4df = 13.277). In case of the sports infrastructure facilities such as Athletics, Aquatics and Winter Games provided by the government of Himachal Pradesh.

It may be interpreted from this result that the frequencies exhibiting level of satisfaction of the selected sample of 60 administrators with respect of the adequacy of the sports infrastructure facilities in the school lies toward the -ve side of the scale. From this it may be interpreted that significantly higher number of administrators are not satisfied with the above mentioned sports infra-structure facilities provide by state government in the schools.

On the other hand, the value of $\chi^2$ did not come to be significant in case of Combat games Infrastructure. From this it may be interpreted that the frequencies exhibiting level of satisfaction of the selected sample of 60 administrators with respect to the Combat games Infrastructure are evenly distributed and no definite opinion emerged in any direction.

5.2.1 Playing Facilities

Item No. 5.2.1 of the questionnaire relates to the position of playing facilities provided to the players by their institutions in the different games. Items consists fourteen sub-items and one sub-item describing one sport game. Respondent were required to respond in terms of fully satisfied, satisfied, normal, somewhat dissatisfied and fully dissatisfied. The responses of the total number of 60 administrators in terms of percentages are tabulated in table 5.2.1 and presented in figure 5.2.1
Table 5.2.1
Percentage Responses of 60 Administrators and Value of Chi-Square Regarding Playing Facilities

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of Item</th>
<th>Fully Satisfied</th>
<th>Satisfied</th>
<th>Normal</th>
<th>Somewhat Dissatisfied</th>
<th>Fully Dissatisfied</th>
<th>$\chi^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Handball Ground</td>
<td>18.33</td>
<td>28.33</td>
<td>8.33</td>
<td>30</td>
<td>15</td>
<td>10.000*</td>
</tr>
<tr>
<td>5.</td>
<td>Badminton Court</td>
<td>56.67</td>
<td>25</td>
<td>1.67</td>
<td>8.33</td>
<td>8.33</td>
<td>59.333**</td>
</tr>
<tr>
<td>6.</td>
<td>Table Tennis Facility</td>
<td>15</td>
<td>16.67</td>
<td>6.67</td>
<td>20</td>
<td>41.66</td>
<td>20.500**</td>
</tr>
<tr>
<td>7.</td>
<td>Athletic Track</td>
<td>43.33</td>
<td>23.33</td>
<td>16.67</td>
<td>5</td>
<td>11.67</td>
<td>25.833**</td>
</tr>
<tr>
<td>8.</td>
<td>Indoor Gym.</td>
<td>10</td>
<td>11.67</td>
<td>6.67</td>
<td>28.33</td>
<td>43.33</td>
<td>28.833**</td>
</tr>
<tr>
<td>9.</td>
<td>Kho-Kho Court</td>
<td>85</td>
<td>6.67</td>
<td>5</td>
<td>3.33</td>
<td>0</td>
<td>115.333**</td>
</tr>
<tr>
<td>10.</td>
<td>Kabaddi Court</td>
<td>83.33</td>
<td>8.33</td>
<td>5</td>
<td>1.67</td>
<td>1.67</td>
<td>151.333**</td>
</tr>
<tr>
<td>11.</td>
<td>Wrestling Arena</td>
<td>5</td>
<td>3.33</td>
<td>11.67</td>
<td>36.67</td>
<td>43.33</td>
<td>41.833**</td>
</tr>
<tr>
<td>12.</td>
<td>Boxing Ring</td>
<td>1.67</td>
<td>1.67</td>
<td>8.33</td>
<td>41.67</td>
<td>46.66</td>
<td>59.667**</td>
</tr>
<tr>
<td>13.</td>
<td>Judo Arena</td>
<td>5</td>
<td>3.33</td>
<td>11.67</td>
<td>36.67</td>
<td>43.33</td>
<td>41.833**</td>
</tr>
<tr>
<td>14.</td>
<td>Volleyball Court</td>
<td>83.33</td>
<td>8.33</td>
<td>5</td>
<td>1.67</td>
<td>1.67</td>
<td>151.333**</td>
</tr>
</tbody>
</table>

*Significant at 0.05 level
** Significant at 0.01 level

Figure 5.2.1
Percentage Responses of 60 Administrators and Value of Chi-Square Regarding Playing Facilities
Interpretation

It is evident from table 5.2.1 that $\chi^2$ value come out to we significant at 0.001 level of 0.05 level of confidence (table value of $\chi^2$ at 0.05 for 4df = 9.49) in case of Football ground, Hockey ground, Table Tennis court, Indoor gym, Wrestling area, Boxing ring and Judo arena. While in case of Badminton court, Athletic track, Basketball court, Kho-Kho court, Kabaddi court, and Vollyball court the value of $\chi^2$ come to out to be significant at 0.01 level of confidence (table value of $\chi^2$ at 0.01 level for 4df = 13.277).

The analysis of the table reveals that concentration of frequencies exhausting the level of satisfaction of sample of 60 administrators with respect to the inadequacy of ground facilities for football ground, hockey ground, table tennis court, indoor gym, wrestling area, boxing ring and Judo arena lies towards the negative side of the scale. From this it may be interpreted that in significantly administrators of higher number of Govt. school of Himachal Pradesh are not satisfied with the ground facilities available for the above said games. It indicates that the level of inadequacy of ground facilities provided by their institution for these games.

The analysis of the table also reveals that concentration of frequencies exhibiting the level of satisfaction of sample of 60 administrators with respect to the inadequacy of ground facilities for Badminton court, Athletic track, Basketball court, Kho-Kho court, Kabaddi court, and Vollyball court lies towards the positive side of the scale. From this it may be interpreted that in significantly administrators of higher number of govt. school of Himachal Pradesh are satisfied with the ground facilities available for the above said games.

On the other hand, the value of $\chi^2$ did not come to be significant in case of hand ball ground. From this it may be
interpreted that the frequencies exhibiting level of satisfaction of the selected sample of 60 administrators with respect to the above mentioned game are evenly distributed and no definite opinion emerged in any direction.

5.2.2 Playing Facilities

Item No. 5.2.2 relates to the percentage responses of 120 experts regarding playing facilities such as play ground facilities/court facilities, track/field facilities and indoor games facilitates have been tabulated in table 5.2.2 and presented in figure 5.2.2. The response were required to evaluate each item with respect to the level of satisfaction regarding playing facilities in their institutions and respond in terms of fully satisfied, satisfied, normal, somewhat dissatisfied and fully dissatisfied.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of Item</th>
<th>+Ve Responses</th>
<th>-Ve Responses</th>
<th>( \chi^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fully Satisfied</td>
<td>Satisfied</td>
<td>Normal</td>
<td>Somewhat Dissatisfied</td>
</tr>
<tr>
<td>1.</td>
<td>Play Ground</td>
<td>13.33</td>
<td>15.00</td>
<td>5.00</td>
</tr>
<tr>
<td>2.</td>
<td>Track and Field</td>
<td>20.00</td>
<td>30.00</td>
<td>1.67</td>
</tr>
<tr>
<td>3.</td>
<td>Indoor Gym</td>
<td>5.83</td>
<td>5.83</td>
<td>12.50</td>
</tr>
</tbody>
</table>

** Significant at 0.01 level
Interpretation

It is evident from table 5.2.2 and figure 5.2.2 that $\chi^2$ value come out to be significant, at 0.0 level of confidence (table value of $\chi^2$ at 0.01 level for 4df = 13.277) in case of playground facilities, track/field facility and indoor game facilities. The analysis of the table reveals that concentration of frequency exhibiting the level of satisfaction for the sample 120 experts with respect to the adequacy of playing facilities lies towards the negative side of the scale. From this is may be interpreted that significantly higher number of experts working in the government Schools of Himachal Pradesh are not satisfied with the above mentioned playing facilities.

5.2.3 Playing Facilities

The response of total sample of 120 players in terms of parentages related to the playing facilities provided to the players by concerned institutions are tabulated in table no 5.2.3 and presented in figure 5.2.3. It consists of level of satisfaction of the players with facilities provided to them at zonal, district, state and national levels tournaments. Respondents were asked to respond in terms of highly satisfied, satisfied and not satisfied.

Table 5.2.3
Percentage Responses of 120 Players and Chi-Square Value Regarding level of satisfaction with playing facilities

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of Item</th>
<th>+Ve Responses</th>
<th>(\chi^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Highly Satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>1.</td>
<td>AT Zonal Level</td>
<td>8.33</td>
<td>21.67</td>
</tr>
<tr>
<td>2.</td>
<td>At Distt. Level</td>
<td>6.67</td>
<td>28.33</td>
</tr>
<tr>
<td>3.</td>
<td>At State Level</td>
<td>4.17</td>
<td>44.17</td>
</tr>
<tr>
<td>4.</td>
<td>At National Level</td>
<td>17.50</td>
<td>54.17</td>
</tr>
</tbody>
</table>

** Significant a 0.01 level
**Interpretation**

It is evident from table 5.2.3 that $\chi^2$ value came out to be significant at 0.01 level of confidence (table value of $\chi^2$ at 0.01 level for 2df = 9.210) in case of playing facilities provided to the players at Zonal, District, State and National level participations. The analysis of table reveals that concentration of frequencies exhibiting the level of satisfaction of sample of 120 players lies towards the negative side of the scale. From this it may be interrelated that significantly higher number of players are not satisfied with the playing facilities provided to them during District, State level tournaments.

On the other hand analysis of the table also reveals that in case of National level tournaments, concentration of frequencies exhibiting the level of satisfaction of the players lies towards the centre of the scale. From this it may be interpreted that significantly higher number of players are satisfied with the playing facilities provided to them at national level.
5.3.1 Coaching Facilities

Percentage responses of 60 administrators relates to the level of satisfaction regarding coaching facilities provided to the players by the concerned institutions are tabulated in table 5.3.1 and presented in figure 5.3.1. The respondents were required to evaluate each item with respect to the level of satisfaction regarding coaching facilities in terms of fully satisfied, satisfied, normal, Somewhat dissatisfied and fully dissatisfied.

Table 5.3.1
Percentage Responses of 60 Administrators and Value of Chi-Square Regarding Level of Satisfaction towards Various Coaching Camps

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of Item</th>
<th>+Ve Responses</th>
<th>-Ve Responses</th>
<th>χ²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Off Season Coaching Camps</td>
<td>3.33</td>
<td>5</td>
<td>48.33</td>
</tr>
<tr>
<td>2</td>
<td>Preparation Coaching Camps</td>
<td>25</td>
<td>35</td>
<td>0.86</td>
</tr>
<tr>
<td>3</td>
<td>Competition Coaching Camps</td>
<td>6.67</td>
<td>3.33</td>
<td>33.33</td>
</tr>
</tbody>
</table>

**Significant at 0.01 level

Figure 5.3.1
Percentage Responses of 60 Administrators and Value of Chi-Square Regarding Level of Satisfaction towards Various Coaching Camps
Interpretation

It is evident from the table 5.3.1 and figure 5.3.1 that the value of $\chi^2$ came out to be significant at 0.01 level of confidence (The table value of $\chi^2$ at 0.01 level for 4 df = 13.277) in case of offseason coaching camps and competition coaching camps. The analysis of the table reveals that concentration of frequency exhibiting the level of satisfaction for the sample of sixty administers with respect to the coaching facilities lies towards the negative side of the scale. From this it may be interpreted that significantly higher number administrators are not satisfied with the coaching facilities provided to the players.

On the other hand the value of $\chi^2$ did not come out to be significant in case of preparation coaching camps. From this it may be interpreted that the frequencies exhibiting level of satisfaction of the selected sample of administrators are evenly distributed and no definite opinion emerged in any direction.

5.3.2 Coaching Facilities

The percentage response of 120 experts relates to the level of satisfaction regarding holding of coaching camps to the players by their concerned institution are tabulated in table 5.3.2 and presented in figure 5.3.2. The respondents were required to respond in terms of, to great extent, to some extent and not at all.

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Name of Item</th>
<th>+Ve &lt;--------------- N---------------&gt; -Ve Responses</th>
<th>$\chi^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>To great extent</td>
<td>To some extent</td>
</tr>
<tr>
<td>1.</td>
<td>Off Season Camps</td>
<td>16.67</td>
<td>24.17</td>
</tr>
<tr>
<td>2.</td>
<td>Competition Camps</td>
<td>50.00</td>
<td>21.67</td>
</tr>
</tbody>
</table>

**Significant at 0.01 level
Interpretation

It is evident from table 5.3.2 and figure 5.3.2 that the value of $\chi^2$ come out to be significant at 0.01 level of confidence (the table value of $\chi^2$ at 0.01 level of confidence for 2 df = 9.210) in case of off season camps and competition coaching camps. The analysis of table reveals that the concentration of the frequency exhibiting the level of satisfaction for the sample of 120 experts with respect to the off season camps lies towards the negative side of the scale, while in case of competition camps concentration of the frequency exhibiting the level of satisfaction lies towards the positive side of the scale. From this it may be interpreted that significantly the higher number of experts are not satisfied with the off season camps organized by the concerned institutions to the players and it may also be interoperated that significantly the higher number of experts satisfied with the competition coaching camps provided to the player by the concerned institutions.

5.3.3 Coaching Facilities

The percentage response of 120 players relates to the level of satisfaction regarding holding of off season coaching camps by
their concerned institution are tabulated in table 5.3.3 and presented in figure 5.3.3. The respondents were required to respond in terms of, yes, sometimes and never.

**Table 5.3.3**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of Item</th>
<th>Ve</th>
<th>N</th>
<th>-Ve</th>
<th>Responses</th>
<th>( \chi^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Highly Satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>1</td>
<td>OffSeason Camps and competition coaching camps</td>
<td>31.67</td>
<td>65.00</td>
<td>3.33</td>
<td>68.600**</td>
<td></td>
</tr>
</tbody>
</table>

**Significant at 0.01 level**

**Figure 5.3.3**

Percentage Responses of 120 Players and Chi-Square Value Regarding Level of Satisfaction with Holding of OffSeason Camps

**Interpretation**

It is evident from table 5.3.3 and figure 5.3.3 the value of \( \chi^2 \) come out to be significant at 0.01 level of confidence (the table value of \( \chi^2 \) at 0.01 level of confidence for 2 df = 9.210) in case of
off coaching season camps and competition coaching camps. The analysis of table reveals that concentration of the frequency exhibiting the level of satisfaction for the sample of 120 players with respect to the off season camps lies towards the centre of the scale. From this it may be interpreted that significantly the higher number of players are agree with the opinion that only sometimes the off season camps and competition coaching camps are organized by concerned institutions.

5.3.4 Duration of Coaching Camps

The percentage response of 120 players relates to the level of satisfaction regarding duration of offseason coaching camps by their concerned institution are tabulated in table 5.3.4 and presented in figure 5.3.4. The respondents were required to respond in terms of, highly satisfied, satisfied and not satisfied.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of Item</th>
<th>Responses</th>
<th>( \chi^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Duration of Off Season Coaching Camps</td>
<td>&lt;-----------------------------N--------------------------&gt; -Ve Responses</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Highly Satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>1.</td>
<td>Duration of Off Season Coaching Camps</td>
<td>18.33</td>
<td>55.00</td>
</tr>
</tbody>
</table>

**Significant at 0.01 level
It is evident from table 5.3.4 and figure 5.3.4 the value of $\chi^2$ come out to be significant at 0.01 level of confidence (the table value of $\chi^2$ at 0.01 level of confidence for 2 df = 9.210) in case of off season camps. The analysis of table reveals that concentration of the frequency exhibiting the level of satisfaction for the sample of 120 players with respect to the off season camps lies towards the centre of the scale. From this it may be interpreted that significantly the higher number of players are satisfied with the duration of the off season camps organized by their concerned institutions.

5.3.5 Coaching Camps before Competitions

The percentage response of 120 players relates to the level of agreement regarding holding of coaching camps by their concerned institution before actual competition are tabulated in table 5.3.5 and presented in figure 5.3.5. The respondents were required to respond in terms of, always, sometimes and not at all.
Table 5.3.5
Percentage Responses of 120 Players and Chi-Square Value Regarding Holding of Coaching Camps by Institution before Competitions

<table>
<thead>
<tr>
<th>Name of Item</th>
<th>+Ve Responses</th>
<th>-Ve Responses</th>
<th>$\chi^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching Camps before Competitions</td>
<td>65.00</td>
<td>30.83</td>
<td>4.17</td>
</tr>
</tbody>
</table>

**Significant at 0.01 level

Figure 5.3.5
Percentage Responses of 120 Players and Chi-Square Value Regarding Holding of Coaching Camps by Institution before Competitions

**Interpretation**

It is evident from table 5.3.5 and figure 5.3.5 the value of $\chi^2$ come out to be significant at 0.01 level of confidence (the table value of $\chi^2$ at 0.01 level of confidence for 2 df = 9.210) in case of off season camps. The analysis of table reveals that concentration of the frequency exhibiting the level of satisfaction for the sample of 120 players with respect to the coaching camps before competition lies towards the positive side of the scale. From this it may be interpreted that significantly the higher number of players are agree with the statement that coaching...
camps before the competition are always organized by their concerned institutions.

5.4.1 **Sports Budget of Himachal Pradesh School Sports Association:**

Himachal Pradesh School Sports Association has increased its sports budget since its inception. Entry fee is collected from its affiliated District School Sports Association for conducting state level school tournaments besides this grant in aid from government side is also collected by Himachal Pradesh School Sports Association for the development of sports in schools at state and national level. The Himachal Pradesh School Sports Association has a panel of nominated empires and referees (D.P.E’s and P.E.T,s) but sometimes in some games empires and referees are deputed from sports departments of Himachal Pradesh And the entire TA. And DA for these officials will be paid by Education Department of Himachal Pradesh. The Himachal Pradesh School Sports Association also bears the expenses of following items of uniforms for players for the purpose of participation at School National Games.

<table>
<thead>
<tr>
<th>SR. NUMBER</th>
<th>GAMES</th>
<th>UNIFORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Hockey, Football, Badminton and Handball</td>
<td>T-Shirts Half-Sleeves, Shorts, stocking and shoes</td>
</tr>
<tr>
<td>3.</td>
<td>Wrestling</td>
<td>Wrestling Costume, stocking and shoes.</td>
</tr>
</tbody>
</table>

Manager and coaches of the state teams of various games are not provided any dress and track suits during the School National Games. Sports budget is also used for conducting school
state tournaments of various games and all the expenses state players in school national games. A Progressive increase in the Sports Budget of Himachal Pradesh School Sports Association is shown in table 5.4.1.

<table>
<thead>
<tr>
<th>Year</th>
<th>Sports Budget of Himachal Pradesh School Sports Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971-72</td>
<td>33,000/-</td>
</tr>
<tr>
<td>1972-73</td>
<td>55,500/-</td>
</tr>
<tr>
<td>1973-74</td>
<td>70,700/-</td>
</tr>
<tr>
<td>1974-75</td>
<td>75,900/-</td>
</tr>
<tr>
<td>1975-76</td>
<td>75,000/-</td>
</tr>
<tr>
<td>1976-77</td>
<td>84,000/-</td>
</tr>
<tr>
<td>1977-78</td>
<td>1,03,000/-</td>
</tr>
<tr>
<td>1978-79</td>
<td>1,14,000/-</td>
</tr>
<tr>
<td>1979-80</td>
<td>1,26,000/-</td>
</tr>
<tr>
<td>1980-81</td>
<td>1,26,500/-</td>
</tr>
<tr>
<td>1981-82</td>
<td>1,31,000/-</td>
</tr>
<tr>
<td>1982-83</td>
<td>1,51,000/-</td>
</tr>
<tr>
<td>1983-84</td>
<td>1,45,000/-</td>
</tr>
<tr>
<td>1984-85</td>
<td>1,55,700/-</td>
</tr>
<tr>
<td>1985-86</td>
<td>1,66,000/-</td>
</tr>
<tr>
<td>1986-87</td>
<td>1,65,500/-</td>
</tr>
<tr>
<td>1987-88</td>
<td>2,00,000/-</td>
</tr>
<tr>
<td>1988-89</td>
<td>2,15,000/-</td>
</tr>
<tr>
<td>1989-90</td>
<td>2,10,000/-</td>
</tr>
<tr>
<td>1990-91</td>
<td>2,30,000/-</td>
</tr>
<tr>
<td>1991-92</td>
<td>2,40,700/-</td>
</tr>
<tr>
<td>1992-93</td>
<td>2,90,000/-</td>
</tr>
<tr>
<td>1993-94</td>
<td>3,30,000/-</td>
</tr>
<tr>
<td>1994-95</td>
<td>3,43,000/-</td>
</tr>
<tr>
<td>1995-96</td>
<td>3,54,000/-</td>
</tr>
<tr>
<td>1996-97</td>
<td>4,00,000/-</td>
</tr>
<tr>
<td>1997-98</td>
<td>4,20,000/-</td>
</tr>
<tr>
<td>1998-99</td>
<td>4,15,000/-</td>
</tr>
<tr>
<td>1999-2000</td>
<td>5,10,000/-</td>
</tr>
<tr>
<td>2000-01</td>
<td>5,00,000/-</td>
</tr>
<tr>
<td>2001-02</td>
<td>5,00,000/-</td>
</tr>
<tr>
<td>2002-03</td>
<td>7,26,000/-</td>
</tr>
<tr>
<td>2003-04</td>
<td>7,50,500/-</td>
</tr>
<tr>
<td>2004-05</td>
<td>11,00,000/-</td>
</tr>
<tr>
<td>2005-06</td>
<td>14,00,000/-</td>
</tr>
<tr>
<td>2006-07</td>
<td>16,00,000/-</td>
</tr>
<tr>
<td>2007-08</td>
<td>20,00,000/-</td>
</tr>
<tr>
<td>2008-09</td>
<td>22,00,000/-</td>
</tr>
<tr>
<td>2009-10</td>
<td>26,02,000/-</td>
</tr>
<tr>
<td>2010-11</td>
<td>30,10,000/-</td>
</tr>
</tbody>
</table>
5.4.2 Playing Articles provided by the Schools

Percentage responses of 120 players relates to the level of satisfaction regarding different playing articles provided to the players by the concerned institutions are tabulated in table 5.4.2 and presented in figure 5.4.2. The respondents were required to give the information about each item with respect availability of the items in terms of free of cost, half cost, not provided and on return basis.

Table 5.4.2
Percentage Responses of 120 Players and Chi-Square Value Regarding different Articles given to the Player from Concerned Schools

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of Item</th>
<th>+Ve &lt;N&gt; -Ve Responses</th>
<th>$\chi^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Free of Cost</td>
<td>Half Cost</td>
</tr>
<tr>
<td>1.</td>
<td>Game kit</td>
<td>8.33</td>
<td>20.00</td>
</tr>
<tr>
<td>2.</td>
<td>Track Suit</td>
<td>6.67</td>
<td>1.67</td>
</tr>
<tr>
<td>3.</td>
<td>Equipment needed to play</td>
<td>5.00</td>
<td>5.00</td>
</tr>
<tr>
<td>4.</td>
<td>Other needed material</td>
<td>6.67</td>
<td>9.17</td>
</tr>
</tbody>
</table>

**Significant at 0.01 level

Figure 5.4.2
Percentage Responses of 120 Players and Chi-Square Value Regarding different Articles given to the Player from Concerned Schools

---

LEVEL OF SATISFACTION

RESPONSES
Interpretation

It is evident from the table 5.4.2 and figure 5.4.2 that the value of $\chi^2$ came out to be significant at 0.01 level of confidence (The value of $\chi^2$ at 0.01 level of confidence for 3 df = 13.345) in case of game kit, track suit, equipments needed to play and other needed material. The analysis of the table reveals that concentration of frequency exhibiting the level of satisfaction for the sample of 120 players with respect to the different playing articles provided to the players by the concerned institutions lies towards the negative side of the scale.

From this it may be interpreted that significantly in maximum of institutions game kit, track suit, equipments needed to play and other needed material are provide to the players on return basis. However with expert’s view, there is no provision in government rule to give the above mentioned playing articles to the players as free of cost and half cost, but in some schools these playing articles are provided to the players free of cost and half cost only by local sponsors.

5.5 DA (DAILY ALLOWANCE)

It is evident from table that DA for sports persons of schools of Himachal Pradesh fixed @ Rs. 5/- and Rs. 10/- per student per day at state level and national level tournament w.e.f. 1971-1972 to 1975-1976. It was raised to Rs. 7/- and Rs. 15/- in the year 1977-78 up to 1982-83. During the year 1983-84, DA of the player was raised up to Rs. 10/- and Rs. 20/- respectively. DA of sportspersons again raised in the year 1988-89 as Rs 20/- and Rs 50/- up to the year 1994-95. In 1995-96 it was raised up to Rs 40/- and Rs. 60/- respectively. During the year 1999-2000 it was raised up to Rs 50/- and Rs 80/- in the state. Now during the year 2010-11, DA of the players was raised @ Rs 60/- And Rs 125/- for the participation of the players at state level and national level tournaments.
The data shows that there is a progressive increase in the DA of the players for the participation at state level and national level tournaments w.e.f. 1971 to 2011 respectively. Progressive increase of DA for students for participation at state level and national level tournaments is shown in Table 5.5.

<table>
<thead>
<tr>
<th>Year</th>
<th>State Level Tournaments</th>
<th>National Level Tournaments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971-72</td>
<td>5/-</td>
<td>10/-</td>
</tr>
<tr>
<td>1972-73</td>
<td>5/-</td>
<td>10/-</td>
</tr>
<tr>
<td>1973-74</td>
<td>5/-</td>
<td>10/-</td>
</tr>
<tr>
<td>1974-75</td>
<td>5/-</td>
<td>10/-</td>
</tr>
<tr>
<td>1975-76</td>
<td>5/-</td>
<td>10/-</td>
</tr>
<tr>
<td>1976-77</td>
<td>7/-</td>
<td>15/-</td>
</tr>
<tr>
<td>1977-78</td>
<td>7/-</td>
<td>15/-</td>
</tr>
<tr>
<td>1978-79</td>
<td>7/-</td>
<td>15/-</td>
</tr>
<tr>
<td>1979-80</td>
<td>7/-</td>
<td>15/-</td>
</tr>
<tr>
<td>1980-81</td>
<td>7/-</td>
<td>15/-</td>
</tr>
<tr>
<td>1981-82</td>
<td>7/-</td>
<td>15/-</td>
</tr>
<tr>
<td>1982-83</td>
<td>7/-</td>
<td>15/-</td>
</tr>
<tr>
<td>1983-84</td>
<td>10/-</td>
<td>20/-</td>
</tr>
<tr>
<td>1984-85</td>
<td>10/-</td>
<td>20/-</td>
</tr>
<tr>
<td>1985-86</td>
<td>10/-</td>
<td>20/-</td>
</tr>
<tr>
<td>1986-87</td>
<td>10/-</td>
<td>20/-</td>
</tr>
<tr>
<td>1987-88</td>
<td>10/-</td>
<td>20/-</td>
</tr>
<tr>
<td>1988-89</td>
<td>20/-</td>
<td>50/-</td>
</tr>
<tr>
<td>1989-90</td>
<td>20/-</td>
<td>50/-</td>
</tr>
<tr>
<td>1990-91</td>
<td>20/-</td>
<td>50/-</td>
</tr>
<tr>
<td>1991-92</td>
<td>20/-</td>
<td>50/-</td>
</tr>
<tr>
<td>1992-93</td>
<td>20/-</td>
<td>50/-</td>
</tr>
<tr>
<td>1993-94</td>
<td>20/-</td>
<td>50/-</td>
</tr>
<tr>
<td>1994-95</td>
<td>20/-</td>
<td>50/-</td>
</tr>
<tr>
<td>1995-96</td>
<td>40/-</td>
<td>60/-</td>
</tr>
<tr>
<td>1996-97</td>
<td>40/-</td>
<td>60/-</td>
</tr>
<tr>
<td>1997-98</td>
<td>40/-</td>
<td>60/-</td>
</tr>
<tr>
<td>1998-99</td>
<td>40/-</td>
<td>60/-</td>
</tr>
<tr>
<td>1999-2000</td>
<td>50/-</td>
<td>80/-</td>
</tr>
<tr>
<td>2000-01</td>
<td>50/-</td>
<td>80/-</td>
</tr>
<tr>
<td>2001-02</td>
<td>50/-</td>
<td>80/-</td>
</tr>
<tr>
<td>2002-03</td>
<td>50/-</td>
<td>80/-</td>
</tr>
<tr>
<td>2003-04</td>
<td>50/-</td>
<td>80/-</td>
</tr>
<tr>
<td>2004-05</td>
<td>50/-</td>
<td>80/-</td>
</tr>
<tr>
<td>2005-06</td>
<td>50/-</td>
<td>80/-</td>
</tr>
<tr>
<td>2006-07</td>
<td>50/-</td>
<td>80/-</td>
</tr>
<tr>
<td>2007-08</td>
<td>50/-</td>
<td>80/-</td>
</tr>
<tr>
<td>2008-09</td>
<td>50/-</td>
<td>80/-</td>
</tr>
<tr>
<td>2009-10</td>
<td>50/-</td>
<td>80/-</td>
</tr>
<tr>
<td>2010-11</td>
<td>60/-</td>
<td>125/-</td>
</tr>
</tbody>
</table>
5.6.1 Incentives

Percentage responses of 60 administrators relates to the level of satisfaction regarding incentives given to the players at different levels of participation are tabulated in table 5.6.1 and presented in figure 5.6.1. The respondents were required to evaluate each item with respect to the level of satisfaction in terms of fully satisfied, satisfied, normal, somewhat dissatisfied and fully dissatisfied.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of Item</th>
<th>+Ve Responses</th>
<th>-Ve Responses</th>
<th>X²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Zonal level</td>
<td>23.33</td>
<td>5.00</td>
<td>10.167 *</td>
</tr>
<tr>
<td>2.</td>
<td>Distt. Level</td>
<td>28.33</td>
<td>1.67</td>
<td>21.833 **</td>
</tr>
<tr>
<td>3.</td>
<td>State level</td>
<td>26.67</td>
<td>0.00</td>
<td>6.000</td>
</tr>
</tbody>
</table>

*Significant at 0.05 level **Significant at 0.01 level

Table 5.6.1
Percentage Responses of 60 Administrators and Value of Chi-Square Regarding Incentive for Players for Participation

Figure 5.6.1
Percentage Responses of 60 Administrators and Value of Chi-Square regarding Incentive for Players for Participation
**Interpretation**

It is evident from table number 5.6.1 that $\chi^2$ value come out to be significant at 0.05 level of confidence (table value of $\chi^2$ at 0.05 level for 4df = 9.49) in case of zonal level tournaments, while in case of district and national level tournaments the value of $\chi^2$ come to out to be significant at 0.01 level of confidence (table value of $\chi^2$ at 0.01 level for 4df = 13.277).

The analysis of the table reveals that concentration of frequencies exhibiting level of satisfaction of sample of 60 administrators with respect to the inadequacy of incentives given to the players at zonal and district level of participation lies towards the negative side of the scale. From this it may be interpreted that in significantly administrators of higher number of Govt. schools of Himachal Pradesh are not satisfied with the incentives given to the players at zonal and district of participation.

The analysis of the table also reveals that concentration of frequencies exhibiting level of satisfaction of sample of 60 administrators with respect to the inadequacy of incentives given to the players at national level participation lies towards the positive side of the scale. From this it may be interpreted that in significantly administrators of higher number of Govt. schools of Himachal Pradesh are satisfied with the incentives given to the players at national participation.

On the other hand, the value of $\chi^2$ did not came out to be significant in case of state level tournaments. From this it may be interpreted that the in case of state level tournaments concentration of frequencies exhibiting level of satisfaction of the selected sample of 60 administrators are evenly distributed and No definite opinion emerged in this case.
5.6.2 Incentives

Percentage responses of 120 experts relates to the level of satisfaction regarding incentives given to the players at different levels of participation are tabulated in table 5.6.2 and presented in figure 5.6.2. The respondents were required to evaluate each item with respect to the level of agreement in terms of to great extent, to some extent and not at all.

Table 5.6.2
Percentage Responses of 120 Experts and Chi-Square Value Regarding Incentives given to the Players at different Level of Participation

<table>
<thead>
<tr>
<th>Name of Item</th>
<th>+Ve &lt;-------------N-------------&gt; -Ve</th>
<th>( \chi^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To great extent</td>
<td>To some extent</td>
</tr>
<tr>
<td>Zonal Level</td>
<td>15.83</td>
<td>26.67</td>
</tr>
<tr>
<td>Distt. Level</td>
<td>20.00</td>
<td>32.50</td>
</tr>
<tr>
<td>State Level</td>
<td>32.50</td>
<td>45.00</td>
</tr>
<tr>
<td>National Level</td>
<td>30.83</td>
<td>48.33</td>
</tr>
</tbody>
</table>

*Significant at 0.05 level  
**Significant at 0.01 level

Figure 5.6.2
Percentage Responses of 120 Experts and Chi-Square Value Regarding Incentives given to the Players at different Level of Participation

<table>
<thead>
<tr>
<th>RESPONES</th>
<th>LEVEL OF SATISFACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zonal Level</td>
<td>15.83</td>
</tr>
<tr>
<td>Distt. Level</td>
<td>20.00</td>
</tr>
<tr>
<td>State Level</td>
<td>32.50</td>
</tr>
<tr>
<td>National Level</td>
<td>30.83</td>
</tr>
</tbody>
</table>

To Great Extent  
To Some Extent  
Not to All
**Interpretation**

It is evident from table number 5.6.2 that the value of $\chi^2$ come to out to be significant at 0.01 level of confidence (table value of $\chi^2$ at 0.01 level for 2df = 9.210). In case of zonal, District. And National level participation, while in case state level tournaments of $\chi^2$ value come out to be significant at 0.05 level of confidence (table value of $\chi^2$ at 0.05 level for 2df = 5.991). The analysis of the table reveals that concentration of frequencies exhibiting level of satisfaction of sample of 60 experts with respect to the inadequacy of incentives given to the players at zonal and District. Level participation lies towards the negative side of the scale. From this it may be interpreted that in significantly a higher Number of experts are not satisfied with the incentives given to the players at different level of participation.

On the other hand, concentration of frequencies exhibiting level of satisfaction of sample of 60 experts with respect to the inadequacy of incentives given to the players at State and National level participation lies towards the centre of the scale. From this it may be interpreted that in significantly a higher Number of experts are satisfied up to some extent with the incentives given to the players at State and National level participation.

**5.6.3 Incentives**

Percentage responses of 120 players relates to the level of satisfaction regarding incentives given to the players during offseason and competition coaching camps are tabulated in table 5.6.3 and presented in figure 5.6.3. The respondents were required to evaluate each item with respect to the level of satisfaction in terms of to great extent, to some extent and not at all.
Table 5.6.3  
Percentage Responses of 120 Players and Chi-Square Value Regarding Level of Satisfaction with Incentives given to the Players during Offseason and Competition Coaching Camps

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of Item</th>
<th>+Ve &lt;-------N------&gt; -Ve Responses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>To Great Extent</td>
<td>To some Extent</td>
</tr>
<tr>
<td>1.</td>
<td>Incentives given during offseason camps</td>
<td>14.17</td>
<td>29.17</td>
</tr>
<tr>
<td>2.</td>
<td>Incentives given during competition camps</td>
<td>21.67</td>
<td>59.17</td>
</tr>
</tbody>
</table>

**Significant at 0.01 level

Figure 5.6.3  
Percentage Responses of 120 Players and Chi-Square Value Regarding Level of Satisfaction with Incentives given to the Players during Offseason and Competition Coaching Camps

Interpretation

It is clear from table 5.6.3 that the value of χ² come to out to be significant at 0.01 level of confidence (table value of χ² at 0.01 level for 2df = 9.210) in case of incentives given to the players during offseason and competition coaching camps.

The analysis of the table reveals that concentration of frequencies exhibiting level of satisfaction of sample of 120 players with respect to the inadequacy of incentives given to the
players during offseason and competition coaching camps lies towards the negative side of the scale. From this it may be interpreted that in significantly a higher Number of players are not satisfied with the incentives given to them during offseason and competition coaching camps.

5.6.4. Progressive Increase of Refreshment

<table>
<thead>
<tr>
<th>Year</th>
<th>State Level Tournaments</th>
<th>National Level Tournaments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971-72</td>
<td>.25/-</td>
<td>.50/-</td>
</tr>
<tr>
<td>1972-73</td>
<td>.25/-</td>
<td>.50/-</td>
</tr>
<tr>
<td>1973-74</td>
<td>.25/-</td>
<td>.50/-</td>
</tr>
<tr>
<td>1974-75</td>
<td>.25/-</td>
<td>.50/-</td>
</tr>
<tr>
<td>1975-76</td>
<td>.25/-</td>
<td>.50/-</td>
</tr>
<tr>
<td>1976-77</td>
<td>.25/-</td>
<td>.50/-</td>
</tr>
<tr>
<td>1977-78</td>
<td>.25/-</td>
<td>.50/-</td>
</tr>
<tr>
<td>1978-79</td>
<td>.25/-</td>
<td>.50/-</td>
</tr>
<tr>
<td>1979-80</td>
<td>.25/-</td>
<td>.50/-</td>
</tr>
<tr>
<td>1980-81</td>
<td>.25/-</td>
<td>.50/-</td>
</tr>
<tr>
<td>1981-82</td>
<td>.25/-</td>
<td>.50/-</td>
</tr>
<tr>
<td>1982-83</td>
<td>.50/-</td>
<td>1.00/-</td>
</tr>
<tr>
<td>1983-84</td>
<td>.50/-</td>
<td>1.00/-</td>
</tr>
<tr>
<td>1984-85</td>
<td>.50/-</td>
<td>1.00/-</td>
</tr>
<tr>
<td>1985-86</td>
<td>.50/-</td>
<td>1.00/-</td>
</tr>
<tr>
<td>1986-87</td>
<td>.50/-</td>
<td>1.00/-</td>
</tr>
<tr>
<td>1987-88</td>
<td>1.00/-</td>
<td>1.50/-</td>
</tr>
<tr>
<td>1988-89</td>
<td>1.00/-</td>
<td>1.50/-</td>
</tr>
<tr>
<td>1989-90</td>
<td>1.00/-</td>
<td>1.50/-</td>
</tr>
<tr>
<td>1990-91</td>
<td>1.00/-</td>
<td>1.50/-</td>
</tr>
<tr>
<td>1991-92</td>
<td>1.00/-</td>
<td>1.50/-</td>
</tr>
<tr>
<td>1992-93</td>
<td>2.00/-</td>
<td>5.00/-</td>
</tr>
<tr>
<td>1993-94</td>
<td>2.00/-</td>
<td>5.00/-</td>
</tr>
<tr>
<td>1994-95</td>
<td>2.00/-</td>
<td>5.00/-</td>
</tr>
<tr>
<td>1995-96</td>
<td>2.00/-</td>
<td>5.00/-</td>
</tr>
<tr>
<td>1996-97</td>
<td>2.00/-</td>
<td>5.00/-</td>
</tr>
<tr>
<td>1997-98</td>
<td>2.00/-</td>
<td>5.00/-</td>
</tr>
<tr>
<td>1998-99</td>
<td>2.00/-</td>
<td>5.00/-</td>
</tr>
<tr>
<td>1999-2000</td>
<td>5.00/-</td>
<td>10.00/-</td>
</tr>
<tr>
<td>2000-01</td>
<td>5.00/-</td>
<td>10.00/-</td>
</tr>
<tr>
<td>2001-02</td>
<td>5.00/-</td>
<td>10.00/-</td>
</tr>
<tr>
<td>2002-03</td>
<td>5.00/-</td>
<td>10.00/-</td>
</tr>
<tr>
<td>2003-04</td>
<td>5.00/-</td>
<td>10.00/-</td>
</tr>
<tr>
<td>2004-05</td>
<td>5.00/-</td>
<td>10.00/-</td>
</tr>
<tr>
<td>2005-06</td>
<td>5.00/-</td>
<td>10.00/-</td>
</tr>
<tr>
<td>2006-07</td>
<td>5.00/-</td>
<td>10.00/-</td>
</tr>
<tr>
<td>2007-08</td>
<td>5.00/-</td>
<td>10.00/-</td>
</tr>
<tr>
<td>2008-09</td>
<td>5.00/-</td>
<td>10.00/-</td>
</tr>
<tr>
<td>2009-10</td>
<td>5.00/-</td>
<td>10.00/-</td>
</tr>
<tr>
<td>2010-11</td>
<td>10.00/-</td>
<td>20.00/-</td>
</tr>
</tbody>
</table>
It is evident from table 5.6.4 that refreshment for sports persons of schools of Himachal Pradesh fixed @ 25 Paisa’s and 50 Paisa’s per student per day at state level and national level tournament w.e.f. 1971-1972 to 1981-1982. It was raised to 50 Paisa’s and Rs. 1.00/- in the year 1982-83 up to 1986-87. During the year 1987-88 refreshment of the player was raised up to Rs. 1.00/- and Rs. 1.50/- respectively. Refreshment of sportspersons again raised in the year 1992-93 as Rs 2.00/- and Rs, 5.00/- up to the year 1998-99. In 1999-2000 it was raised up to Rs, 5.00/- and Rs.10.00/- respectively. Now during the year 2010-11, refreshment of the players was raised @ Rs. 10.00/- And Rs. 20.00/- for the participation of the players at state level and national level tournaments.

The data shows that there is a progressive increase in the refreshment of the players for the participation at state level and national level tournaments w.e.f. 1971 to 2011 respectively.

5.6.5 Refreshment

Percentage responses of 60 administrators relates to the level of satisfaction regarding refreshment given to the players at state level and national level tournaments are tabulated in table 5.6.5 and presented in figure 5.6.5. The respondents were required to evaluate each item with respect to the level satisfaction in terms of highly satisfied, satisfied and not satisfied.

<table>
<thead>
<tr>
<th>Name of Item</th>
<th>+Ve Highly Satisfied</th>
<th>-Ve Not Satisfied</th>
<th>Satisfied</th>
<th>N</th>
<th>(\chi^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Level</td>
<td>31.67</td>
<td>16.67</td>
<td>51.66</td>
<td>22.200**</td>
<td></td>
</tr>
<tr>
<td>National Level</td>
<td>55.00</td>
<td>10.00</td>
<td>35.00</td>
<td>36.600**</td>
<td></td>
</tr>
</tbody>
</table>

**Significant at 0.01 level
Interpretation

It is clear from table 5.6.5 that the value of $\chi^2$ come to out to be significant at 0.01 level of confidence (table value of $\chi^2$ at 0.01 level for 2df = 9.210) in case of refreshment given to the players state level and national level tournaments.

The analysis of the table reveals that concentration of frequencies exhibiting level of satisfaction of sample of 60 administrators with respect to the inadequacy of refreshment given to the players at state level tournaments lies towards the centre of the scale. From this it may be interpreted that in significantly a higher number of administrators are satisfied with the refreshment given to the players at state level tournaments.

On the other hand the analysis of the table also reveals that concentration of frequencies exhibiting level of satisfaction of sample of 60 administrators with respect to the inadequacy of refreshment given to the players national level tournaments lies
towards the +ve side of the scale. From this it may be interpreted that in significantly a higher number of administrators are highly satisfied with the refreshment given to the players at national level tournaments.

5.6.6 Refreshment

Percentage responses of 120 experts relates to the level of satisfaction regarding refreshment given to the players at state level and national level tournaments are tabulated in table 5.6.6 and presented in figure 5.6.6. The respondents were required to evaluate each item with respect to the level satisfaction in terms of highly satisfied, satisfied and not satisfied.

<table>
<thead>
<tr>
<th>Name of Item</th>
<th>+Ve &lt;-------N-------&gt; -Ve</th>
<th>( \chi^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highly Satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>State Level</td>
<td>5.00</td>
<td>18.33</td>
</tr>
<tr>
<td>National Level</td>
<td>48.33</td>
<td>35.83</td>
</tr>
</tbody>
</table>

**Significant at 0.01 level

Figure 5.6.6
Percentage Responses of 120 Experts and Chi-Square Value Regarding Level of Satisfaction with the Refreshment given to the Players at State Level and National Level Tournaments
**Interpretation**

It is clear from table 5.6.6 that the value of $\chi^2$ come to out to be significant at 0.01 level of confidence (table value of $\chi^2$ at 0.01 level for 2df = 9.210) in case of refreshment given to the players state level and national level tournaments.

The analysis of the table reveals that concentration of frequencies exhibiting level of satisfaction of sample of 120 experts with respect to the inadequacy of refreshment given to the players at state level tournaments lies towards the –ve side of the scale. From this it may be interpreted that in significantly a higher number of experts are not satisfied with the refreshment given to the players state level tournaments.

On the other hand the analysis of the table also reveals that concentration of frequencies exhibiting level of satisfaction of sample of 120 experts with respect to the inadequacy of refreshment given to the players national level tournaments lies towards the +ve side of the scale. From this it may be interpreted that in significantly a higher number of experts are highly satisfied with the refreshment given to the players national level tournaments.

5.6.7 Refreshment

Percentage responses of 120 players relates to the level of satisfaction regarding refreshment given to them at zonal, district, state and national level tournaments are tabulated in table 5.6.7 and presented in figure 5.6.7 the respondents were required to evaluate each item with respect to the level satisfaction in terms of highly satisfied ,satisfied and not satisfied.
Table 5.6.7
Percentage Responses of 120 Players and Chi-Square Value Regarding Level of Satisfaction with the Refreshment given to the Players at different Level of Competitions

<table>
<thead>
<tr>
<th>Name of Item</th>
<th>High Satisfied</th>
<th>Satisfied</th>
<th>Not Satisfied</th>
<th>$\chi^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zonal Level</td>
<td>16.67</td>
<td>38.33</td>
<td>45.00</td>
<td>15.800**</td>
</tr>
<tr>
<td>Distt. Level</td>
<td>24.17</td>
<td>47.50</td>
<td>28.33</td>
<td>11.150**</td>
</tr>
<tr>
<td>State Level</td>
<td>28.33</td>
<td>43.34</td>
<td>28.33</td>
<td>5.400</td>
</tr>
<tr>
<td>National Level</td>
<td>26.67</td>
<td>49.17</td>
<td>24.16</td>
<td>13.650**</td>
</tr>
</tbody>
</table>

**Significant at 0.01 level

![Graph showing percentage responses for different levels](image)

Figure 5.6.7
Percentage Responses of 120 Players and Chi-Square Value Regarding Level of Satisfaction with the Refreshment given to the Players at different Level of Competitions

Interpretation

It is clear from table 5.6.7 that the value of $\chi^2$ come to out to be significant at 0.01 level of confidence (table value of $\chi^2$ at 0.01 level for 2df = 9.210) in case of refreshment given to the players at zonal, district and national level tournaments. While in case of state level tournaments value of $\chi^2$ did not came out to be significant.
The analysis of the table reveals that concentration of frequencies exhibiting level of satisfaction of sample of 120 players with respect to the inadequacy of refreshment given to the players at zonal level tournaments lies towards the –ve side of the scale. From this it may be interpreted that in significantly a higher number of players are not satisfied with the refreshment given to the players zonal level tournaments.

The analysis of the table also reveals that concentration of frequencies exhibiting level of satisfaction of sample of 120 players with respect to the inadequacy of refreshment given to the players at district and national level tournaments lies towards the centre of the scale. From this it may be interpreted that in significantly a higher number of players are satisfied with the refreshment given to the players district and national level tournaments.

On the other hand, the value of $\chi^2$ did not come to be significant in case of state level tournaments. From this it may be interrelated that the in case of state level tournaments concentration of frequencies exiting level of satisfaction of the selected sample of 120 players are evenly distributed and No definite opinion emerged in this case.

5.7.1 Appointment of Selectors

Percentage responses of 60 administrators relates to the level of satisfaction regarding appointment of selectors at zonal, district, state and national level tournaments are tabulated in table 5.7.1 and presented in figure 5.7.1. The respondents were required to evaluate each item with respect to the level of satisfaction in terms of highly satisfied, satisfied, and fully dissatisfied.
Table 5.7.1
Percentage Responses of 60 Administrators and Value of Chi-Square Regarding Appointment of Selectors

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of Item</th>
<th>Fully Satisfied</th>
<th>Satisfied</th>
<th>Normal</th>
<th>Somewhat Dissatisfied</th>
<th>Fully Dissatisfied</th>
<th>$\chi^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Distt. Level Tournament</td>
<td>21.67</td>
<td>20.00</td>
<td>1.66</td>
<td>36.67</td>
<td>20.00</td>
<td>18.500**</td>
</tr>
<tr>
<td>3.</td>
<td>State level Tournament</td>
<td>35</td>
<td>31.66</td>
<td>0.000</td>
<td>11.67</td>
<td>21.67</td>
<td>8.000</td>
</tr>
<tr>
<td>4.</td>
<td>National level Tournament</td>
<td>38.33</td>
<td>30.00</td>
<td>3.33</td>
<td>15.00</td>
<td>13.33</td>
<td>23.500**</td>
</tr>
</tbody>
</table>

**Significant at 0.01 level

Figure 5.7.1
Percentage Responses of 60 Administrators and Value of Chi-Square Regarding Appointment of Selectors

Interpretation

It is clear from Table 5.7.1 that the value of $\chi^2$ come to out to be significant at 0.01 level of confidence (table value of $\chi^2$ at 0.01 level for 4df = 13.277) in case of appointment of selectors in different games at zonal, district and national level tournaments.

The analysis of the table reveals that concentration of frequencies exhibiting level of satisfaction of sample of 60
administrators with respect to the inadequacy of appointment of selectors at zonal, and national level tournaments lies towards the +ve side of the scale. From this it may be interpreted that in significantly a higher number of players are satisfied with the appointment of selectors at zonal, state and national level tournaments.

The analysis of the table also reveals that concentration of frequencies exhibiting level of satisfaction of sample of 60 administrators with respect to the inadequacy of appointment of selectors in different games at district level tournaments lies towards the –ve side of the scale. From this it may be interpreted that in significantly a higher number of administrators are not satisfied with the appointment of selectors in different games at district level tournaments.

On the other hand, the value of $\chi^2$ did not came out to be significant in case of appointment of selectors state level tournaments. From this it may be interpreted that the in case of state level tournaments concentration of frequencies exhibiting level of satisfaction of the selected sample of 60 administrators are evenly distributed and No definite opinion emerged in this case.

**5.7.2 Selection Procedure of Players**

Percentage responses of 120 experts relates to the level of satisfaction regarding selection procedure of players at zonal, district, state and national level tournaments are tabulated in table 5.7.2 and presented in figure 5.7.2. The respondents were required to evaluate each item with respect to the level satisfaction in terms of highly satisfied, satisfied and not satisfied.
Table 5.7.2
Percentage Responses of 120 Experts and Chi-Square Value Regarding Level of Satisfaction with the Selection Procedure of Players

<table>
<thead>
<tr>
<th>Name of Item</th>
<th>+Ve Responses</th>
<th>-Ve Responses</th>
<th>( \chi^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zonal Level</td>
<td>23.33</td>
<td>31.67</td>
<td>45.00</td>
</tr>
<tr>
<td>Distt. Level</td>
<td>32.50</td>
<td>39.17</td>
<td>28.33</td>
</tr>
<tr>
<td>State Level</td>
<td>31.67</td>
<td>40.00</td>
<td>28.33</td>
</tr>
<tr>
<td>National Level</td>
<td>30.00</td>
<td>42.50</td>
<td>27.50</td>
</tr>
</tbody>
</table>

*Significant at 0.05 level

Figure 5.7.2
Percentage Responses of 120 Experts and Chi-Square Value Regarding Level of Satisfaction with the Selection Procedure of Players
Interpretation

It is clear from table 5.7.2 that the value of $\chi^2$ came to out to be significant at 0.05 level of confidence (table value of $\chi^2$ at 0.05 level for 2df = 5.991) in case of selection procedure of players in different games at zonal level tournaments.

The analysis of the table reveals that concentration of frequencies exhibiting level of satisfaction of sample of 120 experts with respect to the inadequacy of selection procedure of players in different games at zonal level tournaments lies towards the -ve side of the scale. From this it may be interpreted that in significantly a higher number of experts are not satisfied with the selection procedure of players at zonal level tournaments.

The analysis of the table also reveals that in case of, district, state and national level tournaments value of $\chi^2$ did not came to be significant. From this it may be interpreted that the in case of selection procedure of players at district, state and national level tournaments, concentration of frequencies exhibiting level of satisfaction of the selected sample of experts are evenly distributed and No definite opinion emerged in any case.

5.8.1 Effect of Playing Facilities in Sports Promotion Schemes

Percentage responses of 60 administrators relates to the level of satisfaction with availability of the playing facilities such as Professionally Trained Persons, Lack of professional Leadership, Proper Play Ground, Latest equipments required, Sports facilities required, Utilization Existing Sports facilities provided to the players by concerned institutions are tabulated in table 5.8.1 and presented in figure 5.8.1 the respondents were required to evaluate each item with respect to the level satisfaction in terms of fully satisfied, satisfied, normal and somewhat dissatisfied and fully dissatisfied.
### Table 5.8.1
Percentage Responses of 60 Administrators and Value of Chi-Square regarding Effect of Playing Facilities on Sports Promotion Schemes

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of Item</th>
<th>+Ve &lt;………N………&gt;-Ve Responses</th>
<th>$\chi^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fully Satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>1.</td>
<td>Professionally Trained Persons</td>
<td>20.00</td>
<td>23.34</td>
</tr>
<tr>
<td>2.</td>
<td>Lack of professional Leadership</td>
<td>20.00</td>
<td>23.34</td>
</tr>
<tr>
<td>3.</td>
<td>Proper Play Ground</td>
<td>43.34</td>
<td>33.33</td>
</tr>
<tr>
<td>4.</td>
<td>Latest equipments required</td>
<td>43.34</td>
<td>33.33</td>
</tr>
<tr>
<td>5.</td>
<td>Sports facilities required</td>
<td>40.00</td>
<td>36.66</td>
</tr>
<tr>
<td>6.</td>
<td>Utilization of Existing Sports facilities</td>
<td>23.33</td>
<td>26.67</td>
</tr>
</tbody>
</table>

*Significant at 0.05 level  
**Significant at 0.01 level
Figure 5.8.1
Percentage Responses of 60 Administrators and Value of Chi-Square Regarding Effect of Playing Facilities on Sports Promotion Schemes
**Interpretation**

It is clear from table 5.8.1 that the value of $\chi^2$ come to out to be significant at 0.05 level of confidence (table value of $\chi^2$ at 0.05 level for 4df = 9.458) in case of availability of Professionally Trained Persons and Lack of professional Leadership, while in case of Proper Play Ground, Latest equipments required and sports facilities required $\chi^2$ value come out to be significant at 0.01 level of confidence (table value of $\chi^2$ at 0.01 level for 4df = 13.277) and in case of Utilization Existing Sports facilities $\chi^2$ did not come to be significant in case of state level tournaments.

The analysis of the table reveals that concentration of frequencies exhibiting level of satisfaction of sample of 60 administrators with respect to the inadequacy of availability of Professionally Trained Persons and Lack of professional Leadership lies towards the –ve side of the scale. From this it may be interpreted that in significantly a higher number of administrators are not satisfied with the availability of these facilities in their institutions.

The analysis of the table also reveals that concentration of frequencies exhibiting level of satisfaction of sample of 60 administrators with respect to the inadequacy of availability of Proper Play Ground, Latest equipments required and Sports facilities required lies towards the +ve side of the scale. From this it may be interpreted that in significantly a higher number of administrators are satisfied with the availability of these facilities in their institutions.

The analysis of the table also reveals that in case of Utilization Existing Sports facilities concentration of frequencies exiting level of satisfaction of the selected sample of 60 administrators are evenly distributed and No definite opinion emerged in this case.
5.8.2 Effect of Intra-Mural Programmes on Sports Promotion Schemes

Percentage responses of 120 experts relates to the level of agreement regarding effect of intra-mural programmes on sports promotion schemes organized at school levels are tabulated in table 5.8.2 and presented in figure 5.8.2. The respondents were required to evaluate each item with respect to the level of agreement in terms of strongly agree, agree, undecided, disagree and strongly disagree.

Table 5.8.2
Percentage Responses of 120 Experts and Chi-Square Value Regarding Effect of Intra-Moral Programmes on Sports Promotion Schemes

<table>
<thead>
<tr>
<th>Name of Item</th>
<th>+Ve</th>
<th>N</th>
<th>-Ve</th>
<th>( \chi^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Undecided</td>
<td>Disagree</td>
</tr>
<tr>
<td>Effect of Intra-moral programmes</td>
<td>40.83</td>
<td>45.00</td>
<td>1.67</td>
<td>2.50</td>
</tr>
</tbody>
</table>

**Significant at 0.01 level

Figure 5.8.2
Percentage Responses of 120 Experts and Chi-Square Value Regarding Effect of Intra-Moral Programmes on Sports Promotion Schemes
**Interpretation**

It is clear from table 5.8.2 that the value of $\chi^2$ come to out to be significant at 0.01 level of confidence (table value of $\chi^2$ at 0.01 level for 4df = 13.277) in case of effect of intra-mural programmes on sports promotion schemes organized at school levels.

The analysis of the table reveals that concentration of frequencies exhibiting level of agreement regarding effect of intra-mural programmes on sports promotion schemes organized at school levels lies towards the +ve side of the scale. From this it may be interpreted that in significantly a higher number of experts are agree up to great extent that intra-mural programmes with in the schools plays a very vital role in sports promotion schemes.

**5.8.3 Need of Sports Hostels**

Presently Himachal Pradesh Education Department is running sports hostels with in state in the game of Hockey, Basketball, Football, and Volleyball at Paprola, Nadaun, Sundernagar, Majra, Rohru, Jubbal and Matiana respectively. All the expenses of fooding, lodging and coaching of the players are sponsored by Education Department of Himachal Pradesh.

Besides this there are also three sports hostels in Himachal Pradesh managed by sports authority of India and by Youth Service and Sports Department of Himachal Pradesh at Dharamshala, Bilaspur and Una respectively. In these hostels many players studying in the government schools of Himachal Pradesh are availing coaching facilities (between age group of 14 years up to 21 years olds). Dharamshala sports hostel is only for girls.

The details of sports hostels for players studying in government schools of Himachal Pradesh are presented in table 5-8.3:-
### Table 5.8.3
Sports hostels in Himachal Pradesh

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of sports hostel</th>
<th>Discipline</th>
<th>Year of establishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paprola (Kangra)</td>
<td>Basketball</td>
<td>1990</td>
</tr>
<tr>
<td>2.</td>
<td>Nadaun (Hamirpur)</td>
<td>Hockey</td>
<td>1992</td>
</tr>
<tr>
<td>3.</td>
<td>SunderNagar (Mandi) - Shifted from Chamba</td>
<td>Hockey</td>
<td>1988</td>
</tr>
<tr>
<td>4.</td>
<td>Majra (Sirmour)</td>
<td>Hockey</td>
<td>1988</td>
</tr>
<tr>
<td>5.</td>
<td>Rohru (Shimla)</td>
<td>Football and Volleyball</td>
<td>1990</td>
</tr>
<tr>
<td>6.</td>
<td>Jubbal (Shimla)</td>
<td>Volleyball</td>
<td>1990</td>
</tr>
<tr>
<td>7.</td>
<td>Matiana (Shimla)</td>
<td>Volleyball</td>
<td>1993</td>
</tr>
<tr>
<td>8.</td>
<td>Sports Authority of India, Training Centre Bilaspur</td>
<td>Athletics, Boxing, Kabaddi and Volleyball</td>
<td>1987</td>
</tr>
<tr>
<td>9.</td>
<td>Sports Authority Of India, Training Centre Dharamshala</td>
<td>Athletics, Basketball, Kabaddi, Hockey and Volleyball</td>
<td>1992</td>
</tr>
<tr>
<td>10.</td>
<td>State Sports Department Training Centre UNA</td>
<td>Athletics, Handball, Volleyball, Judo and Wrestling</td>
<td>1995</td>
</tr>
</tbody>
</table>

### 5.8.4 Need of Sports Hostels

Percentage responses of 120 experts relates to the level of agreement regarding Need of *sports hostels* in sports promotion schemes in Himachal Pradesh are tabulated in table 5-8.3 and presented in figure 5-8.3. The respondents were required to evaluate each item with respect to the level of agreement in terms of to great extent, to some extent and not at all.

### Table 5.8.4
Percentage Responses of 120 Experts and Chi-Square Value Regarding Need of Sports Hostel

<table>
<thead>
<tr>
<th>Name of Item</th>
<th>+Ve &lt;---N---&gt; -Ve</th>
<th>( \chi^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>To great extent</td>
<td>To Same extent</td>
<td>Not at all</td>
</tr>
<tr>
<td>Need of sports Hostel</td>
<td>57.50</td>
<td>28.33</td>
</tr>
</tbody>
</table>

**Significant at 0.01 level**
Interpretation

It is clear from table 5.8.4 that the value of $\chi^2$ come to out to be significant at 0.01 level of confidence (table value of $\chi^2$ at 0.01 level for 2df = 9.210) in case of Need of sports hostels in sports promotion schemes in Himachal Pradesh.

The analysis of the table reveals that concentration of frequencies exhibiting level of agreement regarding Need of sports hostels in sports promotion schemes in Himachal Pradesh lies towards the +ve side of the scale. From this it may be interpreted that in significantly a higher number of experts are agree up to the great extent that sports hostels in Himachal Pradesh are needed for the purpose of sports promotion in Himachal Pradesh.
### 5.9.1 Participation in Number of Games at School National Games

**Table 5.9.1**

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total games Participated at School National Games</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971-72</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1972-73</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1973-74</td>
<td>06</td>
<td>02</td>
<td>08</td>
</tr>
<tr>
<td>1974-75</td>
<td>06</td>
<td>03</td>
<td>09</td>
</tr>
<tr>
<td>1975-76</td>
<td>06</td>
<td>03</td>
<td>09</td>
</tr>
<tr>
<td>1976-77</td>
<td>06</td>
<td>03</td>
<td>09</td>
</tr>
<tr>
<td>1977-78</td>
<td>06</td>
<td>03</td>
<td>09</td>
</tr>
<tr>
<td>1978-79</td>
<td>06</td>
<td>03</td>
<td>09</td>
</tr>
<tr>
<td>1979-80</td>
<td>06</td>
<td>04</td>
<td>10</td>
</tr>
<tr>
<td>1980-81</td>
<td>08</td>
<td>05</td>
<td>13</td>
</tr>
<tr>
<td>1981-82</td>
<td>09</td>
<td>05</td>
<td>14</td>
</tr>
<tr>
<td>1982-83</td>
<td>09</td>
<td>05</td>
<td>14</td>
</tr>
<tr>
<td>1983-84</td>
<td>09</td>
<td>05</td>
<td>14</td>
</tr>
<tr>
<td>1984-85</td>
<td>09</td>
<td>05</td>
<td>14</td>
</tr>
<tr>
<td>1985-86</td>
<td>09</td>
<td>05</td>
<td>14</td>
</tr>
<tr>
<td>1986-87</td>
<td>07</td>
<td>05</td>
<td>12</td>
</tr>
<tr>
<td>1987-88</td>
<td>09</td>
<td>06</td>
<td>15</td>
</tr>
<tr>
<td>1988-89</td>
<td>09</td>
<td>07</td>
<td>16</td>
</tr>
<tr>
<td>1989-90</td>
<td>09</td>
<td>07</td>
<td>16</td>
</tr>
<tr>
<td>1990-91</td>
<td>09</td>
<td>07</td>
<td>16</td>
</tr>
<tr>
<td>1991-92</td>
<td>09</td>
<td>07</td>
<td>16</td>
</tr>
<tr>
<td>1992-93</td>
<td>09</td>
<td>07</td>
<td>16</td>
</tr>
<tr>
<td>1993-94</td>
<td>09</td>
<td>07</td>
<td>16</td>
</tr>
<tr>
<td>1994-95</td>
<td>09</td>
<td>07</td>
<td>16</td>
</tr>
<tr>
<td>1995-96</td>
<td>09</td>
<td>07</td>
<td>16</td>
</tr>
<tr>
<td>1996-97</td>
<td>09</td>
<td>07</td>
<td>16</td>
</tr>
<tr>
<td>1997-98</td>
<td>09</td>
<td>07</td>
<td>16</td>
</tr>
<tr>
<td>1998-99</td>
<td>11</td>
<td>07</td>
<td>18</td>
</tr>
<tr>
<td>1999-2000</td>
<td>11</td>
<td>07</td>
<td>18</td>
</tr>
<tr>
<td>2000-01</td>
<td>11</td>
<td>07</td>
<td>18</td>
</tr>
<tr>
<td>2001-02</td>
<td>12</td>
<td>08</td>
<td>20</td>
</tr>
<tr>
<td>2002-03</td>
<td>12</td>
<td>08</td>
<td>20</td>
</tr>
<tr>
<td>2003-04</td>
<td>12</td>
<td>08</td>
<td>20</td>
</tr>
<tr>
<td>2004-05</td>
<td>12</td>
<td>08</td>
<td>20</td>
</tr>
<tr>
<td>2005-06</td>
<td>12</td>
<td>08</td>
<td>20</td>
</tr>
<tr>
<td>2006-07</td>
<td>13</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>2007-08</td>
<td>13</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>2008-09</td>
<td>14</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>2009-10</td>
<td>14</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>2010-11</td>
<td>14</td>
<td>12</td>
<td>26</td>
</tr>
</tbody>
</table>
The Table depicts the participation in number of games in boys and girls section in the age group of under-19 at School National Games w.e.f 1973-74 to 2010-2011. The table indicates that Himachal Pradesh School Sports Association has increased its participation in number of games at school national games in boys and girls section both. The table shows that in the year of 1973-74 boys and girls sportsperson participated in 06 and 02 games respectively, but during the 1979-80. This participation at national level has increased up to 06 and 04 games respectively. From the table we can analyse that participation in maximum number of games at national level shows progressive increase in both boys and girls section during the year 2001-2002 was increased up to 12 and 08 and during the year of 2010 and 2011 participation at national level in maximum number of games raised up to 14 and 12 respectively. It shows that a massive increase was registered in boys and girls section (both) at national level participation in maximum number games w.e.f. 1973 to 2011.

5.9.2 Sports performance U-19 Boys at School National Games

Table 5.9.2
Chart Depicting Total Number of medals won by Himachal Pradesh School Sports Association in U-19 (Boys) Section at School National Games

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Year</th>
<th>Gold</th>
<th>Silver</th>
<th>Bronze</th>
<th>Total medals won in School National Games</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1976-81</td>
<td>03</td>
<td>01</td>
<td>0</td>
<td>04</td>
</tr>
<tr>
<td>2.</td>
<td>1981-86</td>
<td>03</td>
<td>02</td>
<td>0</td>
<td>05</td>
</tr>
<tr>
<td>3.</td>
<td>1986-91</td>
<td>04</td>
<td>04</td>
<td>01</td>
<td>09</td>
</tr>
<tr>
<td>4.</td>
<td>1991-96</td>
<td>03</td>
<td>02</td>
<td>02</td>
<td>07</td>
</tr>
<tr>
<td>5.</td>
<td>1996-2001</td>
<td>02</td>
<td>05</td>
<td>03</td>
<td>10</td>
</tr>
<tr>
<td>6.</td>
<td>2001-06</td>
<td>04</td>
<td>06</td>
<td>05</td>
<td>15</td>
</tr>
<tr>
<td>7.</td>
<td>2006-2011</td>
<td>09</td>
<td>12</td>
<td>08</td>
<td>29</td>
</tr>
</tbody>
</table>
The table and figure depicts sports performance of Himachal Pradesh School Sports Association in U-19 boys section at School National Games w.e.f. 1976 to 2011. It is evident from the table and figure that in the year 1976 to 1981 Himachal Pradesh has won four medals in which three were gold and one was silver and during the time period of 1981 to 1986, the performance was increased to five medals in which three were gold and two were silver. Again performance increased in the year 1986 to 1991, the total medals won by Himachal Pradesh were seven. A progressive increase in the performance was also recorded during the year 1996-2001 with total medals were ten in which two gold, five silver and three bronze were noticed. Performance has been increased surprisingly in U-19 boys section during the year 2001 to 2006 with total 15 medals and in the year 2006 to 2011 total medals won by Himachal Pradesh at school national games were 29 respectively.
5.9.3 Sports performance U-19 Girls at School National Games

Table 5.9.3
Chart Depicting Total Number of Medals Won by Himachal Pradesh School Sports Association in U-19 (Girls) Section at School National Games

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Year</th>
<th>Gold</th>
<th>Silver</th>
<th>Bronze</th>
<th>Total medals won in School National Games</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1976-81</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>1981-86</td>
<td>01</td>
<td>02</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>3</td>
<td>1986-91</td>
<td>03</td>
<td>02</td>
<td>04</td>
<td>09</td>
</tr>
<tr>
<td>4</td>
<td>1991-96</td>
<td>02</td>
<td>02</td>
<td>01</td>
<td>05</td>
</tr>
<tr>
<td>5</td>
<td>1996-2001</td>
<td>03</td>
<td>02</td>
<td>0</td>
<td>05</td>
</tr>
<tr>
<td>6</td>
<td>2001-06</td>
<td>02</td>
<td>01</td>
<td>03</td>
<td>06</td>
</tr>
<tr>
<td>7</td>
<td>2006-2011</td>
<td>05</td>
<td>03</td>
<td>05</td>
<td>13</td>
</tr>
</tbody>
</table>

Figure 5.9.3
Figure Depicting Total Number of Medals Won by Himachal Pradesh School Sports Association in U-19 (Girls) Section at School National Games

Association in U-19 Girls section at School National Games w.e.f. 1976 to 2011. It is evident from the table and figure that in the year 1976 to 1981 Himachal Pradesh has not won any medals...
at School National Games and during the time period of 1981 to 1986, there was an improvement in the performance and Himachal Pradesh won four medals in which one was gold and two were silver and one was bronze medal. Again performance increased in the 1986 to 1991 the total medals won by Himachal Pradesh were nine in which three were gold and two were silver and four were bronze medals. During the year 1991 to 1996 and 1996 to 2001, Himachal Pradesh won five and five medals at School National Games. Again performance increased in the 2001 to 2006 the total medals won by Himachal Pradesh were six. A progressive increase in the performance was also recorded during the year 2006 to 2011 with total medals were thirteen in which five were gold, three silver and five bronze medals were noticed.

5.9.4 Game Wise Sports Performance of U-19 Boys and Girls at School National Games

Table 5.9.4
Chart Depicting Game wise performance of Himachal Pradesh School Sports Association in Total Number of Games in U-19 (Boys) and Girls section at School National Games w.e.f 1971 to 2011

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Game</th>
<th>Gold</th>
<th>Silver</th>
<th>Bronze</th>
<th>Total medals won in School National Games</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Football</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>Hockey</td>
<td>03</td>
<td>03</td>
<td>02</td>
<td>08</td>
</tr>
<tr>
<td>3.</td>
<td>Handball</td>
<td>02</td>
<td>01</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>4.</td>
<td>Basket ball</td>
<td>02</td>
<td>01</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>5.</td>
<td>Badminton</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6.</td>
<td>Table Tennis</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7.</td>
<td>Athletics</td>
<td>06</td>
<td>08</td>
<td>03</td>
<td>17</td>
</tr>
<tr>
<td>8.</td>
<td>Kho-Kho</td>
<td>02</td>
<td>02</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>9.</td>
<td>Kabaddi</td>
<td>06</td>
<td>07</td>
<td>04</td>
<td>17</td>
</tr>
<tr>
<td>10.</td>
<td>Wrestling</td>
<td>03</td>
<td>04</td>
<td>09</td>
<td>16</td>
</tr>
<tr>
<td>11.</td>
<td>Boxing</td>
<td>15</td>
<td>12</td>
<td>06</td>
<td>33</td>
</tr>
<tr>
<td>12.</td>
<td>Judo</td>
<td>0</td>
<td>02</td>
<td>04</td>
<td>06</td>
</tr>
<tr>
<td>13.</td>
<td>Volleyball</td>
<td>03</td>
<td>04</td>
<td>0</td>
<td>09</td>
</tr>
<tr>
<td>14.</td>
<td>Yoga</td>
<td>02</td>
<td>0</td>
<td>0</td>
<td>02</td>
</tr>
</tbody>
</table>
Figure 5.9.4
Figure Depicting Game Wise Performance of Himachal Pradesh School Sports Association in Total Number of Games in (U-19) Boys and Girls Section at School National Games w.e.f 1971 to 2010

The table and figure shows the game wise performances of sportspersons of Himachal Pradesh at School National Games in boys and girls sections w.e.f. 1971 to 2011. It is clear from the table and figure that maximum 33 medals were won by boxers of Himachal Pradesh. Followed by Athletes and Kabaddi players who have won seventeen medals each. Performance of Wrestlers, Volleyball, Hockey players and judo players has also improved as they had won 16, 09, 08 and 06 medals at School National Games. The players of Handball, basketball and Kho-Kho players has also showed there presence by winning four medals each. The Yoga players managed to win only two medals in School National Games. But unfortunately Football, Badminton and table tennis of Himachal Pradesh could not won any medals in School National Games. It also shows that better results can be obtained.
at School National Games in the above said games specially in Boxing, Athletics, Kabaddi and Wrestling which also shows the dedication of coaches and potential of players studying in schools of Himachal Pradesh.

5.9.5 Sports Performance

Percentage responses of 120 Experts relates to the level of satisfaction regarding sports performance of the players studying in schools of Himachal Pradesh at zonal, district, state and national level tournaments are tabulated in table 5.9.5 and presented in figure 5.9.5. The respondents were required to evaluate each item with respect to the level of satisfaction in terms of fully satisfied, satisfied and normal, somewhat dissatisfied and fully dissatisfied.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Level of Competition</th>
<th>+Ve Responses</th>
<th>-Ve Responses</th>
<th>χ²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fully Satisfied</td>
<td>Satisfied</td>
<td>Normal</td>
</tr>
<tr>
<td>1.</td>
<td>Zonal Level</td>
<td>23.33</td>
<td>46.66</td>
<td>1.67</td>
</tr>
<tr>
<td>2.</td>
<td>Distt. Level</td>
<td>27.50</td>
<td>54.17</td>
<td>0.83</td>
</tr>
<tr>
<td>3.</td>
<td>State Level</td>
<td>23.33</td>
<td>45.00</td>
<td>3.33</td>
</tr>
<tr>
<td>4.</td>
<td>National Level</td>
<td>20.00</td>
<td>30.00</td>
<td>1.67</td>
</tr>
</tbody>
</table>

**Significant at 0.01 level
It is clear from table number 5.9.5 that the value of $\chi^2$ come to out to be significant at 0.01 level of confidence (table value of $\chi^2$ at 0.01 level for 4df = 13.277) in case of sports performance of the players studying in schools of Himachal Pradesh at zonal, district, state and national level tournaments.

The analysis of the table reveals that concentration of frequencies exhibiting level of satisfaction of sample of 120 Experts with respect to the inadequacy of sports performance of the players studying in schools of Himachal Pradesh at zonal, district, state level tournaments lies towards the +ve side of the scale. From this it may be interpreted that in significantly a higher number of Experts are satisfied with the sports performance of the players during these tournaments.

While in case of performance at national level tournaments, the concentration of frequencies exhibiting level of satisfaction of sample of 120 Experts with respect to the inadequacy of sports performance of the players at national level tournaments studying
in schools of Himachal Pradesh lies towards the –ve side of the of the scale. From this it may be interpreted that in significantly a higher number of experts are not satisfied with sports performance of the players at national level tournaments.

5.10.1 Increase in Number of Schools and Teachers

Table 5.10.1
Development of Government Senior Secondary Schools in Himachal Pradesh

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Solan</td>
<td>1</td>
<td>10</td>
<td>22</td>
<td>40</td>
<td>73</td>
</tr>
<tr>
<td>2.</td>
<td>Bilaspur</td>
<td>10</td>
<td>19</td>
<td>51</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>3.</td>
<td>Chamba</td>
<td>10</td>
<td>26</td>
<td>45</td>
<td>81</td>
<td>81</td>
</tr>
<tr>
<td>4.</td>
<td>Hamirpur</td>
<td>14</td>
<td>34</td>
<td>28</td>
<td>76</td>
<td>76</td>
</tr>
<tr>
<td>5.</td>
<td>Kangra</td>
<td>2</td>
<td>32</td>
<td>83</td>
<td>117</td>
<td>234</td>
</tr>
<tr>
<td>6.</td>
<td>Kullu</td>
<td>1</td>
<td>2</td>
<td>9</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>7.</td>
<td>Shimla</td>
<td>7</td>
<td>16</td>
<td>34</td>
<td>57</td>
<td>57</td>
</tr>
<tr>
<td>8.</td>
<td>Mandi</td>
<td>17</td>
<td>57</td>
<td>118</td>
<td>192</td>
<td>192</td>
</tr>
<tr>
<td>9.</td>
<td>Lahaup/spiti</td>
<td>25</td>
<td>53</td>
<td>123</td>
<td>201</td>
<td>201</td>
</tr>
<tr>
<td>10.</td>
<td>Sirmour</td>
<td>4</td>
<td>13</td>
<td>10</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>11.</td>
<td>Una</td>
<td>1</td>
<td>11</td>
<td>20</td>
<td>48</td>
<td>80</td>
</tr>
<tr>
<td>12.</td>
<td>Sirmour</td>
<td>9</td>
<td>28</td>
<td>50</td>
<td>87</td>
<td>87</td>
</tr>
</tbody>
</table>

Table 5.10.1 gives an idea about progression made in the field of education since 1971 to 2010. It shows that number of government school has been increased significantly. As per the records of Directorate of Higher Education presently more than 1260. Government Senior Secondary Schools are functioning with in Himachal Pradesh .It is mandatory for every school to have sports infrastructure and two physical education personnals (one DPE and one PET) in its staff. Under the direction of Himachal Pradesh government every school must have minimum one physical education personnel and where the number of students is upto 500 and thereafter one additional Physical Education Personnel is needed for every 400 students. Presently there are 1040 DPE’s and 1660 PET’s working in different schools of Himachal Pradesh.
5.10.2 Increase in Number of Schools and Teachers

Percentage responses of 60 administrators relates to the level of agreement regarding progressive Increase in number of schools and Physical Education teachers in Himachal Pradesh are tabulated in table 5.10.2 and presented in figure 5.10.2. The respondents were required to evaluate each item with respect to the level of agreement in terms of strongly agree, agree, undecided, disagree and strongly disagree.

Table 5.10.2
Percentage Responses of 60 Administrators and Value of Chi-Square Regarding Increase in Number of Schools and Physical Education Teachers

<table>
<thead>
<tr>
<th>Name of Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>χ²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase in No. of Schools and Teachers</td>
<td>23.33</td>
<td>40.00</td>
<td>3.33</td>
<td>21.67</td>
<td>11.67</td>
<td>22.833**</td>
</tr>
</tbody>
</table>

**Significant at 0.01 level

Figure 5.10.2
Percentage Responses of 60 Administrators and Value of Chi-Square Regarding Increase in Number of Schools and Physical Education Teachers

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