CHAPTER - I

Introduction

Participation in regular health enhancing physical activity has been found to reduce rule-breaking behaviour, and to improve attention span and classroom behaviour. It has positive effects on academic performance, including achievement in math tests and reading, academic grades and perceptual skills (Tremblay et. al. 2000). Involvement in sport and physical education can play a significant role in the enrichment of a child’s social life and the development of social interaction skills (Hallal et. al. 2006).

Childhood provides a great opportunity to influence attitudes and participation levels positively towards physical activity. A child who emerges from a school with confidence in his physical body and skills and who has been exposed to positive experiences in physical activity is more likely to adhere to an active lifestyle as they age (Woods et. al. 2010).

Physical inactivity is a major underlying cause of death, disease and disability (Booth FW et. al. 2002). There is increasing concern at the rapidly decreasing levels of fitness in children and youth (Sallis JF, Patrick K. 1994). Preliminary data from a World Health Organisation (WHO) study on risk factors identified a sedentary lifestyle as one of the ten leading global causes of death and disability, with more than two million deaths each year are attributable to physical inactivity (WHO, 2006). Children and young people need to be encouraged to reduce the amount of time spent in sedentary activities such as TV and video viewing, and playing computer games especially during daylight hours (Catherine et. al. 2010).
Many people are engaging themselves in physical activities of all types. The number of spectators at sports events is growing, and the sale of sports equipment is booming. Sports events receive worldwide coverage. More people of all ages and abilities are aware of more and different kinds of sports and physical activities and have a desire for instructions in skills to participate. New interest has been generated in health and fitness. The fitness movement has increased people’s awareness of their responsibility for their own health and has drawn attention to the role of fitness and health in the attainment of optimal well-being. The interest in sports and fitness by people of all ages and abilities has stimulated the growth of non-school physical education and sports programmes for all the segments of population.

The profession of physical education has changed dramatically in the past. It is entering into one of the most exciting and dynamic eras in its history. Traditionally, it has been viewed as providing services within the educational field, specifically to the schools and the school-going population. However, at present, physical education has expanded tremendously. This growth has led not only to substantial increase in knowledge but also to the expansion of programmes and the population served (Bucher, 1979).

Physical education is recognized as an “education through the physical activities for the development of the total personality of the child to its fullness and perfection in body, mind and spirit” (National plan for physical education and recreation, 1956). “Through physical education and sports the people, regardless of age, sex, religion, and race come to know each other. Participation in physical education and sports helps in the development of social traits in the individual members of the society” (G. S. Sundarajan, 1982).
In its broadest perspective, physical education covers play, exercise, recreation and sport and is characterized by a general program of motor activity, skill, free play and exercise assuring strength, health, fitness and well-being within and even outside education. Precisely, participation in physical activity programs may help the individual to know his potentiality, realize his self-hood, improve his social status, enhance work efficiency, effect economy in physical movements, live abundantly and be at peace with himself and his environment. Physical education is educating body, mind and spirit through vigorous movements (Kamlesh, M. L. 2000).

Under the plan of physical education and sports, the first and foremost requirement is to provide adequate facilities to run the programs successfully. As far as Indian conditions are concerned the existing facilities of physical education and sports are not very encouraging as investigated through earlier studies conducted by Prasad (1993) and KewalKrishan (2001).

**Planning facilities for physical education and sports**

Planning facilities is not everyone’s cup of tea. A broad vision, a dynamic outlook and a flexible attitude are necessary in planning and construction of facilities (Kamlesh, 2000). Visionary planning makes construction and management easy. The creation of new facilities and maintenance of existing facilities is a challenging task before the administrators. Though it is very difficult to provide excellent facilities to the athletes yet efforts should be made to provide adequate facilities. The facilities for the students/athletes refer to the condition of playground, gymnasium, swimming pool and the needed equipment to conduct the activities. (Kamlesh, 2000) has mentioned following guidelines for facility planning:-
- First and foremost principle may be whether the facility is designed to cater the high sports performance or to the use of general population or both. Both demand different standard of facilities.

- Expert guidance from administrators, architects and engineers should be sought.

- While planning facilities for a particular sport, community needs should not be overlooked.

- Economy should be the underlying principle without compromising the quality.

- Compatibility between requirement and standard must be maintained.

- Facility should maintain aesthetic standard with efficient working.

- To make best use of facilities they should be in the reach of the people.

- Health and safety should be given top priority in construction.

- Proper lighting, water supply, drainage, noise level, temperature control system etc. require due consideration.

- Geographical, topographical and climatic conditions demand due attention.

- Adequate scope should be left for expansion and modification in future.

Physical Education Program

The program is the heart of any educational enterprise. It is to school what “operations” are to an air force, what selling is to a store, what raising crops to a wheat farmer. The changes wrought in individual as a result of their learning experiences in physical education classes and related subjects are the measure of the quality of that program. “A
program consists of the sequentially arranged courses, classes, and experiences for which individuals are scheduled to achieve a certain goal. The program may also refer to the entire gamut of offerings in a given department” (Reuben,lockhart 1988).

**Intramural and extramural competitions**

“Intramurals and extramurals comprise that phase of a physical education program in a school, college, industrial or other organization that is geared to the abilities and skills of the entire student body or the members of the organization. It consists of voluntary participation in games, sports, and other activities” (Bucher, 1979). He further stated that the objectives of intramural and extramural activities are compatible with the overall objectives of physical education and also with those of education in general.

1. To provide the students at the institution with opportunities for fun, enjoyment, and fellowship through participation in sports.
2. To provide the students at the institution with opportunities that will be conducive to their health and physical fitness.
3. To provide the students at the institution with the opportunities for release from tensions and aggressions and to provide a feeling of achievement through sports participation, all of which are conducive to mental and emotional health.

Students come to college with widely diverse physical education background. It is essential, therefore, that college programs consist of a broad spectrum of activities so that students have a wide choice of activities. College physical education program should give emphasis on following things (Reuben,lockhart 1988).
- Learning skills that will enable them to participate in sports throughout their active life.
- Gaining knowledge and understanding that will enrich their lives and make their physical education more meaningful.
- Provide greater specialization in selected sports
- Provide opportunities to participate with, and complete against, individuals of the opposite sex.
- Exercising in ways that foster physical fitness and good health.
- Providing relief from the strict academic regimen.
- Having fun and participating with friends in enjoyable activity.
- Providing opportunities for self-expression through vigorous total body activity.
- Improving posture and body mechanics in daily living.

Planning a physical education program depends upon how well the purposes are clarified and understood. Our understanding of the key concepts is the prerequisite, and depends upon sufficient knowledge about what they imply and how they are actualized. Because commitment to them is also prerequisite, those responsible for programs must develop purpose in concert. Although the whole range of possible purposes or objectives for physical education might be listed, this is fairly meaningless without reference to actual programs. Our knowledge of learning and human growth and development suggests the nature of appropriate experiences for individuals of various ages and experience, and our insight into the field of study allows us to identify the conditions relevant to the achievement of purposes at different stages (Felshin et. al. 1972).

Because the relationship between purposes and program is crucial, specific objectives are usually derived from broad statements of purpose.
and stated in terms of the actual behavior that would indicate their fulfillment. If objectives are stated well, they provide insight into how they can be fulfilled in experiences. The program itself can be viewed as those planned and guided experiences that are formed in relation to purposes (Felshin et. al. 1972).

In India, Britishers influenced the modern concept of physical education. During their regime, the education system was mainly based on Western science and culture, and the word ‘education’ was missing from physical education (D.G.Wakharkar 1995). They never paid any attention to physical education as an educational process. For the first time in 1882 Indian Education Commission recommended that physical education should be promoted. In 1894 the question of compulsory physical education was raised; but no definite policy could get into existence.

The credit for introducing the word ‘education’ goes to the College of Physical Education (Y.M.C.A., Madras) founded by H.C. Buck in 1920 followed by Govt. College of Physical Education, Hyderabad in 1932 and the Christian College of Physical Education, Lucknow as well as Govt. College of Physical Education, Lahore in 1940. These colleges trained teachers of physical education who, later on, replaced the ex-servicemen in schools and colleges.

After independence, many efforts have been made to promote physical education in India. Dr. Tara Chand Committee (1948) recommended the training of physical education teachers, to start post graduate courses and the establishment of training colleges in physical education. Radhakrishnan Commission (The University Education Commission 1948-49) recommended a strong programme of physical
education and sports in universities and colleges. It is an established fact that "a sound mind dwells in a sound body" but due attention had not been paid to fulfill this objective. It may be said that there is a lack of interest both on the part of the students and the authorities, dearth of playgrounds and equipment, insufficient trained personnel, poor types of programs, poverty of students, small variety of games, absence of organization, conflict with academic work and inconvenience of time. In such conditions objectives of physical education could not be realized.

After having realized the importance of physical education, numerous Committees, Boards and Commissions have been constituted by the Government from time to time. The Ministry of education set up the Central Advisory Board for Physical Education & Recreation in 1950, which recommended the National Policy of Physical Education and Recreation. An Ad-hoc Inquiry Committee was constituted in 1958 to suggest ways and means to bring improvement in the standard of sports. In 1959, Kunzuru Committee made a detailed survey of the various schemes and recommended measures for effective co-ordination of different schemes. In 1959, National Physical Efficiency Drive was launched. Kaul Kapoor Committee gave the following recommendations to the government in 1961:

1. Physical education should be made an integral part of general education in schools and colleges.
2. Playfields in schools and colleges should be developed and outstanding sportsmen should be awarded scholarships.
3. A network of sports and recreational clubs should be established all over the country starting with district and towns in the first instance.
The Kothari Commission (Education Commission) 1964-66 recommended that "it must be emphasized that such education contributes not only to physical fitness but also to physical efficiency, mental alertness, and development of certain qualities like perseverance, team spirit, leadership, and obedience to rules, moderation in victory and balance in defeat. Physical education should include developmental exercises, rhythmic activity, sports and games, outing activities and group handling activities. Simpler activities should be introduced in the early classes, more advanced ones should be gradually provided as boys and girls become more and more mature".

Dr. Deshmukh UGC Committee on Physical Education (1967) recommended, “The development of physical education in the universities and colleges should be given the highest possible priority and regarded as an essential and integral part of education and human development.”

Soon after the report of the Kothari Commission, National Policy on Education, 1968 specified “games and sports should be developed on a large scale with the object of improving the physical fitness and sportsmanship of the average student as well as of those who excel in this department. Where playing field and other facilities for developing a nationwide program of physical education do not exist, these should be provided on a priority basis.”

The National Sports Policy (1984) emphasized the need for making sports and physical education an integral part of the curriculum as a regular subject in the schools. This resolve was further strengthened and reiterated in the National Policy of Education (1986) which calls for making sports and physical education an integral part of the learning
process. The National Policy on Education underlined the need for a nationwide infrastructure consisting of playfields, equipment, coaches and teachers of physical education as part of the school improvement program. This has been reiterated in the National Policy on Education, 1992.

The postulates of the National Policy on Education were sought to be defined as implementable program through the Program of Action (POA).

For the university level, the Program of Action (POA) makes the following recommendations:

i. Special incentives be given to athletes and sportspersons in selected disciplines to enable them to continue their studies.

ii. A phased program to develop infrastructure facilities for sports and games, including sports sciences and sports medicine support, may be undertaken.

iii. Appointment of physical education teachers and coaches in selected disciplines in universities equipped with adequate infrastructure should be taken up on a phased basis.

iv. A comprehensive system for inter college and inter-university tournaments and championships should be introduced in a phased manner. Necessary financial incentives to hold these tournaments should also be provided.

The Central Government contributes to promote physical education and sports in universities. UGC and AIU are working together to promote physical education and sports in universities and colleges.
International Charter of Physical Education and Sports (UNESCO, 1978) convinced that one of the essential conditions for the effective exercise of human rights is that everyone should be free to develop and preserve his or her physical, intellectual and moral powers, and that access to physical education and sports should consequently be assured and guaranteed for all human beings.

International Charter of Physical Education and Sports Article 1- “every human being has a fundamental right of access to physical education and sports, which are essential for the full development of his or her personality. The freedom to develop physical, intellectual and moral powers through physical education and sports must be guaranteed both within the educational system and in other aspects of social life”.

Article 5.1 - “Adequate and sufficient facilities and equipment must be provided and installed to meet the needs of intensive and safe participation in both in-school and out-of-school program concerning physical education and sports”.

Article 5.2 - “It is incumbent on governments, public authorities, schools and appropriate private agencies, at all levels, to join forces and plan together so as to provide and make optimum use of installations, facilities and equipment for physical education and sports.”

Article 5.3 - “It is essential that plans for rural and urban development include provision for long-term needs in the matter of installations, facilities and equipment for physical education and sports taking into account the opportunities offered by the natural environment”.

AICTE has given its recommendations regarding physical education and sports facilities in technical institutes. The institution must be provided with play fields so that the students can have adequate
participation in games and sports for healthy and constructive activities within the campus. The facilities anticipated are athletic-track, cricket field, a football field a hockey field, a volleyball court, a basketball court, four badminton courts and a tennis court. The norms for the above space will be a total of 25,000 sq. m.

Universities could play significant role in producing sportspersons for any nation. Sufficient research work has not been done on sports facilities, and physical education programs in professional institutes.

The present study is an attempt to study the sports facilities and physical education programmes in the universities of Punjab.

STATEMENT OF THE PROBLEM

The researcher has undertaken the descriptive project entitled.

“SPORTS FACILITIES AND PHYSICAL EDUCATION PROGRAMMES IN UNIVERSITIES OF PUNJAB STATE”

OBJECTIVES OF THE STUDY

1. To assess the status of various intra-mural competitions in selected universities and the provision of prizes for the same.
2. To evaluate the extra-mural programmes of selected universities.
3. To examine the budget of sports.
4. To understand and evaluate the perceptions of physical education personnel and players regarding the probable factors which may hinder participation of professional students in physical education and sports activities.
5. To trace the various facilities for sports and physical education programmes in the selected universities.

6. To forward suggestions on the basis of the findings of the study for making necessary improvements in physical education and sports programmes in professional institutes.

DELIMITATIONS

The study is delimited to the following technical/professional universities of Punjab state.

- Punjab Agriculture University, Ludhiana
- Dr. B. R. Ambedkar National Institute of Technology, Jalandhar
- Thapar University of Technology, Patiala
- Sant Longowal Institute of Engineering and Technology, Longowal
- Guru Angad Dev Veterinary & Animal Sciences University, Ludhiana
- Lovely Professional University, Phagwara
- Punjab Technical University, Jalandhar
- Sample of players is delimited to those students who have participated in inter-university competitions.
- The study is delimited to the universities established before 2008.
- The study is delimited to intra-mural and inter-university competitions.

LIMITATIONS OF THE STUDY

Though the investigator has tried his level best to collect the authentic information for this study, yet the study in hand is qualitative in nature and the information is based on the responses given by different persons. It depends on the respondents how faithfully they have evaluated
the each question included in the questionnaire. Thus, it would become difficult for the investigator to determine up to which extent the collected responses were honest and wholehearted.

DEFINITION OF IMPORTANT TERMS

Facilities:- facilities include outdoor facilities such as playground, pools, skate parks, courts, and fields, and indoor facilities such as locker and shower rooms, natatoriums, racket sport courts, weight and exercise rooms, arenas, climbing walls, and gymnasiuims.

Bucher and March, 2002

Professional: - pertaining to, or connected with a, or one’s profession.

Oxford English Dictionary, 1989

Physical Education Programme: - “Program is a conceptualized design of learning experiences and clearly depends upon the nature of the goals to be achieved and the students involved; all else is the means to the most effective fulfillment of goals”.

Felshin et. al. (1972)

SPORTS: - “Organized play that is accompanied by physical exertion guided by formal structure, organized within the context of formal and explicit rules of behaviour and procedures, and observed by spectators”.

Mark et al (1991)

SIGNIFICANCE OF THE STUDY

This study would help to know the present status of sports facilities and physical education programmes running in the technical/professional
institutes. It would help to realize the contribution of technical institutes for the development of physical education and sports. This study would help the physical education teachers/DPEs/Directors to plan their physical education programmes more effectively so as to increase the participation of professional students in sports activities. It would also be helpful in identifying the problems of professional students, and in adopting certain measures to get the students relieved of their hectic academic schedule. This study would help to develop new guidelines to improve existing facilities and programmes of physical education and sports in professional universities in Punjab state. It would help the educationists and those who are involved in the organization of sports and games for the improvement of sports performance. It would add to the existing knowledge of physical education teachers, coaches and administrators of sports.