CHAPTER – II
REVIEW OF LITERATURE

Related literature plays a vital role in the planning and execution of any research project. A familiar study in any problem assists the researcher to discover what has already been done, what others are attempting to explore, and what still remains to be done. The review provides him with an opportunity of gaining insight into the methods, measures, subjects and approaches employed by other research scholars. The review of related literature in research lays the foundation upon which all future work is built.

Hence, literature related to the present study had been presented here:

Kothiwala (1959) suggested that physical education subject should be introduced for various degree examinations in Indian universities. He believed that participation in physical education activities helps in perfect body mind integration. Therefore, he suggested the introduction of physical education for every student with academic or professional education.

Govindrajulu (1959) stated that physical education programmes could not be arranged successfully due to lack of academic value of Physical Education in Indian universities. Physical education teachers were not found in a position to organize and administer the programmes of physical education successfully. Inadequate facilities, unqualified staff, large classes, poor professional preparation and lack of funds create many instructional problems for teachers to organize physical education programmes in public schools.
Kirpal (1961) in his study conducted on higher secondary schools and colleges evaluated the position of games and sports including physical activities. He found the existence of these activities in most of the schools and colleges, and he also stressed upon the further improvement of these activities. He considered physical education activities as an integral part of school and college activities, but we failed to make these activities popular due to the lack of well-trained instructors and their organizational weaknesses. He gave valuable suggestions to the government for the popularization of these activities.

Singh (1962) conducted a survey of Physical Education in boy’s high/higher secondary schools of Himachal Pradesh. The required information was collected through the administration of questionnaire, personal visits and interviews. He pointed out that the area of the play fields per pupil was insufficient in majority of the schools. None of the schools had a gymnasium or a swimming pool. 48 percent of the schools had no equipment even for indigenous sports activities. Lack of facilities and equipments, inadequate coaching for various games were some of the reasons for poor performance.

Harlachar (1963) found in one of the colleges in California that the institute had adequate Physical Education facilities which were indeed ideal. The main items included in those facilities were swimming-pool, main gymnasium, auxiliary gymnasium, lock room and playing fields.

Anand (1965) conducted study on the minimum physical facilities for playing at different levels, i.e. at the School, College and University level. He also gave suggestions regarding the minimum physical facilities required at village, talluka, district, State and national level.

Bhullar (1965) conducted study on the “Evaluation of existing programme of Physical Education in government high/higher secondary
schools in Chandigarh”. She found that all these schools did not have planned programme of Physical Education. All these schools had six acres land for play grounds, but these playgrounds were poorly maintained. The schools did not have adequate equipment, and sufficient time was not allotted for physical education periods. Physio-Medical examination was done without any follow up.

Ray Vohra (1967) in his study found that the condition of physical education programmes in the schools of Shimla was very poor. No planned programmes were followed in the selected schools. Limited number of physical education activities was followed in a haphazard manner without taking care of the principle of progression. Due attention was not paid on exercise tables, drill marching, calisthenics, lazium, dumbbells, malkhambs, clubs, bands and baithaks. Strict military type of discipline was followed which is contrary to the principle of harmonious development through physical activities.

Cokar (1972) conducted a survey of physical education programme for boys in selected senior secondary schools in Louisina during 1969-70 academic year. He studied the teaching load, methods of instruction, programme content, professional preparation and background of the teachers. He concluded that most of the teachers were found to be well-prepared to teach Physical Education. All physical education teachers had bachelor degree or were attending graduate school. 85 percent of the teachers belonged to one or more educational associations. 50% of the teachers taught only Physical Education for a mean of 19 classes per week. Other teachers taught for a mean of 26 classes of physical education per week. There were 31 students in the class of physical education. 40 percent of the class time was spent in the participation of games activities. 50 percent of the gymnasiums were of adequate size. Physical education classes were exceptionally well controlled.
Mizuguchi (1972) did a survey of physical education programmes of boys in the junior and senior high schools in Honolulu, Hawai. The Noilson score was utilized to evaluate the physical education programme of boys. The data was collected regarding professional assistance, programme organization, instructional staff, facilities, and programme activities. The current status of physical education programme for boys was evaluated. He concluded that programme was inadequate and was below the normal standard. Senior schools had better programmes in comparison to junior schools.

Dreidame (1975) conducted a study on organization and administration of women’s inter-collegiate athletic programme. He studied the current organization and administration practices in women’s inter-collegiate athletics. He found that 50 percent or more directors performed various tasks which included consulting coaches before schedules, informing about the expenditure, scheduling facilities, supervising all publicities, maintaining medical records, arranging for transportation and administering the budget. He also found that inter-collegiate athletics programmes of women were underfinanced.

Swamikannu (1974) in his study conducted in Madras stated that male students have favourable attitude towards the introduction of physical education as an examination subject. They realized the role of physical education in achieving optimum level of health especially in social settings. They were also in favour of providing facilities for sports and physical education. Parents were found worried regarding the participation of their wards in sports activities. They believed that prolonged and intensive training sessions and risk of injury might have negative effects on their academic achievements.
Patrick (1975) in his study conducted on physical education programme in high schools provided information regarding facilities, instructional staff, programme activities, programme organization, and professional assistance. He concluded that schools had adequate playing area, inadequate indoor and outdoor facilities; senior schools had adequate equipment and gymnasium. Physical education teachers were found well prepared in their subject matters. Intramural programmes were of low standards. Inadequate percentage of students was found in physical education classes. Schools had good libraries with books and magazines for high school teachers than junior high school teachers.

Krishnamurty and Parameswara (1980) suggested that introduction of physical education programmes depends on the availability of needed resources and facilities. They also stated that only need oriented physical education programmes could utilize available resources.

Dabas (1982) conducted study on the facilities and equipment of sports in engineering colleges in West Bengal and found that the student teacher ratio was satisfactory and only one college provided special coaches different games and sports. Only three engineering colleges out of five had sufficient playground facilities. Sufficient equipment and playgrounds were not found in all the selected engineering colleges as per their student’s strength.

Kang (1984) conducted study on the existing intramural sports programme in colleges of Physical Education in India. He concluded that students were preferred for the administrative set-up of the programme under the guidance of staff members. Students were classified in different houses on skill basis. Provision of funds was found in most of the cases,
but separate budget was not made for the intramurals. Expenditure was done on certificates, prizes, Refreshment, entertainments, stationary and records. Teacher trainees performed the duty of officiating in most of the cases. Intramural competitions were conducted in the games of volleyball, football, basketball, athletics, kho-kho, hockey and kabaddi.

Miller (1984) conducted study on the refinement and updating the standard regarding space for athletics, physical education and recreation in the United States on the basis of recommendations given by Spora and Kenny in 1959-60. On the basis of his findings he suggested standards for the facilities needed for athletics, physical education and recreation. He suggested that student ratio should be according to the space and facilities.

Rao (1984) in an effort to suggest pattern of organization of Physical Education for a teaching-cum-affiliating University in India, investigated the existing facilities and concluded that:

He concluded that qualified and competent leadership was not realized at the University level in the area of physical education. He further stated that nine colleges of Jiwaji University did not have a trained physical education teacher and teacher student ratio of 1:863 was highly unsatisfactory. Pay scales were not in compliance with the qualifications of the physical education teachers. The co-educational colleges did not have a woman physical education teacher to supervise the physical education programme for girl students. 52 percent colleges did not have any ground staff.

Parsad (1993) conducted a study on the facilities, organization and administration of Physical Education and sports in Himachal Pradesh Universities. To collect the required information he constructed a Questionnaire for administrators, experts and players, schedule and
interview was also used. A sample of 200 players, 20 administrators and 20 experts was drawn from the three Universities of Himachal Pradesh. He concluded that majority of the administrators, experts and players under study were found dissatisfied with the facilities provided to the players by different institutions. The facilities for playgrounds/court, track and field, indoor gymnasium and the facilities for indoor games were also not found upto the mark. Most of the respondents were not found satisfied with the incentives given to the players.

Sodhi and Negi (1995) conducted a study of utility of services of Physical Education teachers at school. They constructed a questionnaire and administered it on 53 physical education teachers. They found that physical education teacher student ratio was 1:217. A small amount of Rs.643 per annum was spent on equipment annually. Drill and other physical education activities were conducted for the children by ninety eight percent of the teachers. Eighty nine percent teachers organized inter-class and inter-school competition. Average duration of the class was 35 to 45 minutes. Fifty seven percent physical education teachers were also assigned the duty of teaching other subjects.

Singh (1996) conducted the study of the existing condition of the games and sports for the promotion of health programmes in the senior secondary schools of Haryana. He administered three types of the questionnaires for administrators, physical education teachers and students. The responses of all the respondents were divided into three types. (i) Positive responses (ii) negative responses (iii) general responses. On the basis of the results, he gave certain suggestions for the development of sports and physical education in the schools of Haryana.
Minhas (1996) conducted a study of sports facilities in institution of higher learning (colleges) situated in Kangra district of Himachal Pradesh. Facilities provided for 19 games were checked on three point scale. On the basis of his results he stated that facilities provided for different sports and games were not satisfactory in all the 16 colleges. None of the colleges had facilities for indoor basketball, judo, kho-kho, cycling, archery, swimming, and lawn tennis. He also found that 80% of the colleges did not have facilities for indoor and outdoor badminton, outdoor basketball, table tennis, hockey, boxing, handball and football.

Thakur (1997) conducted a study for the assessment of Physical Education programme in secondary schools of Himachal Pradesh. She administered three questionnaires on administrators, technical experts and students. She stated that satisfactory playing facilities were found only for Kabaddi and Volleyball, for other games the condition of playing facilities was very poor. The average quality equipment was supplied to the players. The teachers were not found satisfied with their pay scales. Some players were found irregular in coaching camps. Provision of sports hostels was also demanded by the physical education teachers. Satisfactory incentives were not provided to the players. All the respondents expressed great need of introducing physical education as an elective subject in the schools.

Sundarajan (1998) conducted a study of management of inter-school sports programmes (M.S.S.P.) in 103 high/higher secondary schools in Tamil Nadu. A questionnaire was developed by the author to collect the data. Analysis of the data showed that as far as the effectiveness of management score was concerned, boys schools got the highest mean scores 73.69%. Welfare school got the least mean score (55.22%).
Kewal Krishan (2001) conducted a study on facilities organization and administration of physical education and sports in Haryana State universities. He suggested that indoor gymnasium and sports hostels should be constructed on priority basis. More number of practice matches should be arranged before the actual competition. He suggested conducting off-season coaching camps, and before competition camps for longer duration. Quality of the equipment to be supplied should be taken care of. To develop the interest in sports, adequate incentives should be provided to the players.

Rani Daisy (2002) conducted a study on the development of physical education and sports in Haryana State. She stated that professional approach should be adopted to raise the standard of sports. She further suggested that financial security should be provided according to the level of achievement of the players. There should be a provision of cash prizes for the winners to encourage and motivate them.

Thumbar (2004) had conducted a study of Physical Education facilities programme and personnel in schools of Gujarat State. The required information was collected by administering a questionnaire from players, Physical Education teachers and principals belonging to 990 schools of the state. The findings of the study had stated that majority of the schools did not have adequate facilities and equipments for various indoor and outdoor games. The provision of teacher training programme was found missing for in service teachers of Physical Education to improve their competency. Coaching camps were not organized for various sports. Most of the respondents expressed their opinion that physical education should be a compulsory subject in the schools.
**John et al. (2007)** stated that there is a current sports facilities construction boom universally. These facilities are either for hosting sports mega-events such as Olympic Games, Commonwealth Games or for small scale facilities. The new Olympic movement was proclaimed in 1894 and held its first competition in Athens in 1896. Ever since then the sports have emerged in their modern forms and the sports facilities have evolved into one of the great public building forms of the twentieth century, regarded, at its best, as an essential and positive element of civic life.

**Yadav (2007)** conducted a study on sports infrastructure in 69 colleges of Guru Nanak Dev University, Amritsar. He found that ground staff and total budget had contributed significantly in the performance of colleges in sports. He also found that total budget in case of men colleges significantly contributed to sports performance of the various colleges in inter college tournaments of GNDU Amritsar from 1996 to 2000. Same results were found in case of women colleges. He also found that during 1996-2000 maximum number of women students participated in inter-college competitions.

**Chaudhary (2008)** had conducted a survey on Physical Education and sports facilities and programmes in relation to their utilization and achievements in schools of Kendriya Vidyalaya Sangathan. A questionnaire was administered to collect the data from, physical education teachers and Principals belonging to all the regions of Kendriya Vidyalaya. His study revealed that the amount of money and time allotted to physical education was not sufficient. The percentage of qualified coaches available in Kendriya Vidyalaya was very low. Infrastructure was found poorly maintained. Coaching camps were conducted only in a few games before competitions for a short duration.
Sharma (2008) had conducted a survey of UGC programmes conducted at various Academic staff colleges. Required information was collected using questionnaire from Directors of different Academic Staff Colleges, participants and the resource persons. UGC refresher courses of physical education were found very useful for teachers. Mandatory participation in refresher courses was well justified, and he suggested that new emerging areas should be identified and be made a part of course content.

Craig T. Bogar (2008) conducted a study on trends in the construction and design of recreational sports facilities. He stated that intramural sports building constructed in 1928 in the campus of the University of Michigan was dedicated solely to recreational sports. While the number of gymnasium and physical education facilities grew following World War II. In the past 25 years, innovation and demand have driven the size and character of these facilities. Many new and renovated facilities have integrated important campus functions such as academics, health, wellness, and sport. These recreational sports facilities also contain unique features such as climbing walls, rooftop playing fields, food service, counseling centers, convenience stores, and campus police stations.

Kaur J. (2009) conducted a study on contribution of colleges of the Union Territory Chandigarh. She stated that private colleges of Chandigarh had extraordinary sports achievements than government colleges; she further stated that contribution of government and professional colleges in the promotion of sports was not found to be satisfactory. She concluded that in spite of having excellent sports infrastructure and full-fledged sports department with sufficient physical education personnel, the achievement of government colleges in sports had not been satisfactory. Many colleges didn’t have sufficient
playgrounds for major games which requires large area, and most of the
government and professional colleges had organized only annual athletic
meet and other games had not been given due importance. She said that
private colleges had been putting extra efforts for sports in terms of
money and material; further, private colleges had produced 83% of the
total international players produced by the colleges of Chandigarh.

**Bhukar J.P. (2009)** conducted a study on Rajasthan state universities and
concluded that only the University of Rajasthan had proper sports
facilities, other universities did not have up to the mark facilities of
sports. Camps were organized sometimes and players were using medium
standard equipment. Refreshment was provided sometimes to the players
and satisfactory incentives were not provided to players to continue their
sports. He also stated that no clear policy was being followed by the
department of university sports. It had also been observed that university
authorities were found least concerned for the encouragement of youth in
sports activities. None of the universities had director of physical
education and sports on regular basis.

**Prashar V. (2009)** in his study on the contribution of Himachal Pradesh
to promote the standard of physical education and adventure sports stated
that adequate ground/court facilities were available for volleyball,
karabaddi, badminton, track and field and gymnasium. But, there were
fewer facilities for hockey, football, handball, basketball and table tennis.
Coaching facilities were not satisfactory; players were not given
incentives, budget allocation for sports was not satisfactory. There was a
great need of sports hostels in the state.

**Barghchi (2010)** conducted a research study on sports facility
construction in Malaysia. They observed that sports and sports facilities
development have improved rapidly over the past years in Malaysia but felt that such improvement was inadequate compared to the overall development of sports at the international level. Their study used the expert opinions of town planners, as key players in decision making in the Malaysian context. The findings from the research revealed that although, in Ninth Malaysia Plan (2006-2010) emphasis was placed on creating a sports culture among Malaysians, sports facilities did not gain a new role as the global trends, yet. The researchers felt that there was still a need for a new perspective and a new approach to improve the existing sports facilities and for future development.

Paul, Beth (2011) This study was conducted to examine student entry into a campus recreation center based on seven demographics (gender, ethnicity, age, class standing, intercollegiate athlete vs. non-athlete, students with self-reported disability vs. non-disability, and campus residence) in order to determine who would be the most likely to enter the recreation center. His study revealed that more males than females, more African Americans than other ethnicities, more traditionally aged (18-25) students than non-traditional students, more under classmen than seniors, more athletes and non-athletes, more residents than commuters were likely to enter the campus recreation center.