

A STUDY ON THE ROLE OF PHYSICAL EDUCATION PROGRAMME OF PROVINCIALISED SECONDARY SCHOOLS IN DARRANG DISTRICT OF ASSAM

Prof. Jagat Swargiary

Department of Education, Gauhati University, Guwahati, Assam, India

Joyashree Nath

Research Scholar, Department of Education, Gauhati University, Guwahati, Assam, India

ABSTRACT

Physical education is defined as a process of education through physical activity. It aims to develop student's physical competence and knowledge of movement and safety and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle. It is a systematic instruction in sports, exercises and hygiene given as part of a school program. The present study has been undertaken to study the role of physical education programme of provincialised secondary schools. The study was done on 100 secondary schools students of Darrang district. Descriptive survey method was used for data collection.

KEY WORDS: *Physical education, secondary school students.*

INTRODUCTION

The strength of the nation rests upon the health of its people and the future of health of people depends, to a large extent on what is done to promote, improve and preserve the health is a right. Physical Education is a course taught in school that focuses on developing physical fitness and the ability to perform and enjoy day to day physical activities with ease. Kids also develop skills necessary to participate in a wide range of activities such as soccer, basketball, swimming. Regular physical education classes prepare kids to be physically and mentally active, fit and healthy into adulthood. An effective physical education programme should include engaging lessons, trained P.E teachers, adequate instructional periods and student evaluation. Physical education helps students to develop physical skills and confidence. It develops fitness and fosters the desire for lifelong participation in physical activity.

CONCEPT: According to Williams (1964), "Physical Education is the sum of man's physical activities selected as to kind and conducted as to outcomes." While planning the physical activity programme, consideration must be given to two things. First, activities should be selected taking into account age, sex and environments. Second, the outcomes should be more than physical. Apart from health, fitness and

vigour, mental and social aspects human personalities are also taken care of.

The history of sports in India dates back to the Vedic era. Physical culture in ancient India was fuelled by religious rights. The mantra in the Atharvaveda says "Duty is in my right hand & the fruits of victory in my left". In terms of an ideal, these words hold the same sentiments as the traditional Olympic oath: "For the honors of my country and the Glory of sport". Badminton probably originated in India as a grownup's version of a very old children's game known in England as battledore and shuttlecock, the battledore being a paddle and the shuttlecock a small feathered cork, now usually called a "bird". Games like chase (Chatturanga), snakes & ladders, playing cards originated in India and it was formed here that these games were transmitted to foreign countries, where they were further modernized.

Secondary education has a vital role to play in programme of education of the community. It prepares pupils for the universities and other institution of higher education. Besides, it is the stage which in all countries marks the completion of education for the vast majority. Even the majority which goes for higher education cannot take full advantage of the opportunities offered by the universities unless they have received their grounding in a system of sound secondary education.

NEED AND SIGNIFICANCE OF THE STUDY

Physical education programmes are needed to increase the physical competence, health related fitness, self responsibility and enjoyment of physical activity for all students so that they can be physically active for a lifetime. To build on strengths to inspire curriculum changes in the light of the new educational trend, cultivation in student's generic skills, positive values and attitudes, in addition to physical competence, for lifelong and life wide learning. It encourages schools to make flexible use of time, space, resources and facilities available to enrich their school based curriculum. Through physical education programme improves children's physical fitness, develop motor skills which allow for safe, successful and satisfying participation in physical activities.

The secondary schools of Darrang district are lagging behind in the field of sports and physical education. It is a high time to make a comprehensive study of the sports facilities and programmes of physical education programmes available in the secondary schools of Darrang district and to find out the ways and means for its effective implementation for the benefits of students and for the interest of the nation at large.

The present study is significant because it will help the school authorities and the students to realize the necessary sports and physical education programme for the effective school system and all round development of personality.

STATEMENT OF THE PROBLEM

The main aim of the present investigation is to study the role of physical education programme of provincialised secondary schools of Darrang district of Assam. The present investigator has been entitled as—THE ROLE OF PHYSICAL EDUCATION PROGRAMME IN PROVINCIALIED SECONDARY SCHOOLS OF DARRANG DISTRICT OF ASSAM.

OBJECTIVES OF THE STUDY

Keeping in view the need and significance of the topic, the following objectives have been framed for the study:

1. To study the present scenario of physical education programme in provincialised secondary schools of Darrang district.
2. To study the achievement of students in physical education programme of provincialised secondary schools of Darrang district.
3. To study the enrolment of physical education teachers in the provincialesd secondary schools of Darrang district.

OPERATIONAL DEFINITION OF THE TERMS

The definitions of the term used in the present study are given below-

PHYSICAL EDUCATION

Physical education as a major discipline is gaining influence through its popularity and recognition throughout the world in view of the contribution it makes to achieve the goals of education. It is considered a vital and integral part of the total education of an individual. Physical education makes children physically fit later when they take their place of men and women in society.

SECONDARY SCHOOLS

Secondary school is a term used to describe an educational institution where the final stage of compulsory

schooling, known as a secondary education takes place. It starts just after from elementary education. Secondary education is the most important stage of education for building up a nation. It provides the vital link between the primary education on one hand and higher education on the other.

SPORTS FACILITIES AND PROGRAMMES

Facility means the necessary requirements for the smooth running of an ideal programme. In the profession of physical education it means the availability of play fields and modern equipments. There should be adequate areas and equipments in proportion to the number of student. Programme means some kind of sport programme taken by school; it may be weekly, Half-yearly, yearly and so on. Besides, sports programme includes some kind of short time and long time schemes taken during vacation period of the school like summer vacation, winter vacation and so on.

DELIMITATION OF THE STUDY

1. The study is delimited to the provincialised secondary schools of Darrang district.
2. The study is delimited to class X students studying in provincialised secondary schools.
3. The study is delimited to only the students and the teacher in charge and headmaster of the provincialised secondary schools of Darrang district.

REVIEW OF RELATED LITERATURE

Review of Related Literature is an important aspect of any research work. Review of related literature is the base for deciding the research problem, selecting objectives and formulating hypothesis. It is helpful to the researcher in two ways. Firstly, it informs the researcher about what has already been done in a particular field so that unnecessary duplication should be avoided. Secondly, it helps to know what is yet to be done. The review of related literature gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted.

NELSON et al. (1991) in their study examined the longitudinal change in throwing performance. They concluded that while hereditary factors may be operating to increase the differences in throwing performance across the three years span, girls do not throw as far as boys because the developmental level of their movement patter shows little changes.

SAH RUCHI (2014) has studied on the topic "psychological profile of university level badminton players" The purpose of the study was to investigate the psychological profile of male University Level Badminton players of India. The study reveals that the University Badminton Players were having grater Sensation and lesser Affiliation. The result was concluded that insignificant difference was found among different zone i.e. North, East, South, West and Central zone in relation to state anxiety; this might be due to that the Badminton players of different zone are having same actual feeling or state of apprehension and tension for winning the match or tournament. West Zone players were having greater State Anxiety (19.60) in comparison to South (18.15), Central Zone (18.10) and East Zone (17.95) and North Zone (16.25). East Zone players were having greater Trait Anxiety (18.35) in comparison to South Zone (16.25), Central Zone (17.05) and West Zone (17.70) and North Zone (13.40).

SINGH HARENDRA, SIKARWAR (2016) has studied on the topic "comparative analysis of occupational Adjustment among physical education teachers working in

Government and public schools of Madhya Pradesh”. The purpose of the study was to examine the occupational stress and social adjustment comparison among physical education teachers working in government and public schools of Madhya Pradesh. From the result of the study, it was cleared that the public school female teachers as a whole were found to be highly occupational stressed. This high level of occupational stress might be determined due to the stress related health problems, lowered work productivity, inability to cope with work stress, job change consideration and heavy work load. Heavy workload was also the most frequently cited reason for considering job stress during the job. Female teachers working in public schools were more likely to consider heavy workload as a result of occupational stress.

KAKATI, HIMADRI (2012-2016) studied about “An Evaluative study of sports Facilities and programme of physical Education in secondary schools of Darrang District in Assam”. The objective of the study is to ascertain the present status of sports facilities and programmes of secondary schools, their infrastructure facilities for implementation of Physical Education. The study shows that the overall participation of the students is not so much encouraging. Therefore the administrators, teachers and guardians should try to motivate the students to participate in the games and sports. Besides, the Government and Non-Govt. organizations (NGO) will try their best to arrange awareness programs in the society in order to make games and sports popular among the students.

METHODOLOGY

The descriptive survey method is applied in the present study.

POPULATION OF THE STUDY: In the present study all the students of class X of provincialised secondary schools of Darrang district constitute the population. The total number of provincialised secondary school is 127; total number of students is 3731.

SAMPLE OF THE STUDY

The disproportionate stratified random sampling technique is used by the investigator. In the present study 4 provincialised secondary school and 100 secondary school students of Darrang district were selected as sample.

TOOLS FOR STUDY

1. Interview schedule for the students.
2. Interview schedule for the teacher in-charge.
3. Interview schedule for the headmaster.
4. Institutional data schedule.

STATISTICAL TECHNIQUES

- .Tabulation of data
- .Percentage
- .Graphical representation

ANALYSIS & INTERPRETATION OF DATA IN PILOT STUDY

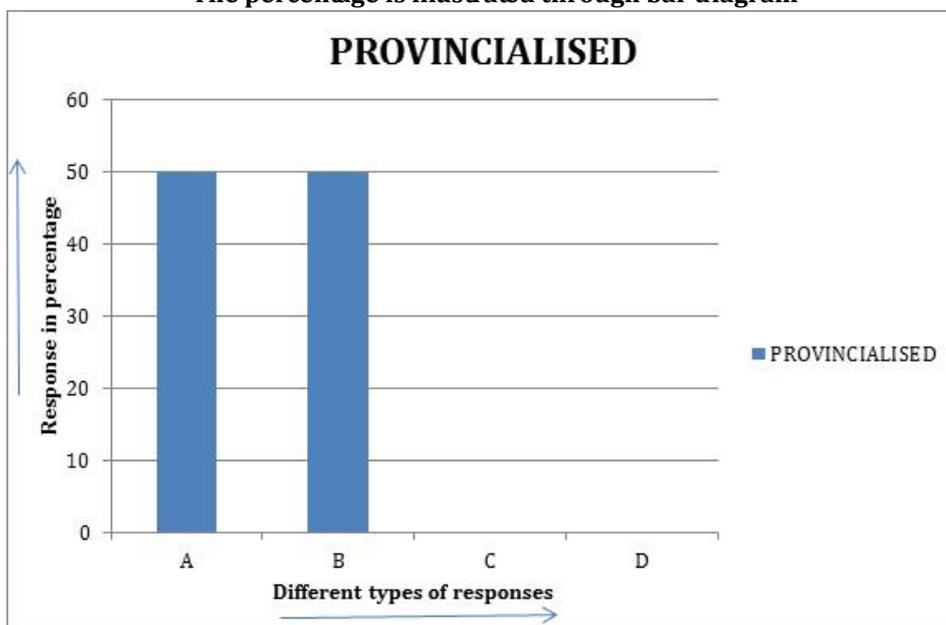
Objective 1

*To study the present scenario of Physical Education Programme in Provincialised Secondary Schools of Darrang District. The present scenario of Physical Education Programme in Provincialised Secondary Schools of Darrang District in terms of the percentage is tabulated in the following tables-

Table No.1: Data showing the opinion of Head Masters of different Provincialised schools regarding the Indoor games organized frequently.

Sl No	Question item	School	Total no of respondent	No of respondent of Head Masters & percentage having different type of opinion regarding the Indoor games organized frequently.								Total %
				A		B		C		D		
				No	%	No	%	No	%	No	%	
1	Indoor games	Provincialised	4	2	50	2	50	0	0	0	0	100

The percentage is illustrated through bar diagram



Interpretation:

Table no1 shows, in Provincialised school, 2 out of 4 Head Masters i.e. 50% of schools, Carrom as indoor game is organized frequently. 2 out of 4 Head Masters i.e. 50% of schools, Badminton as indoor game is organized frequently.

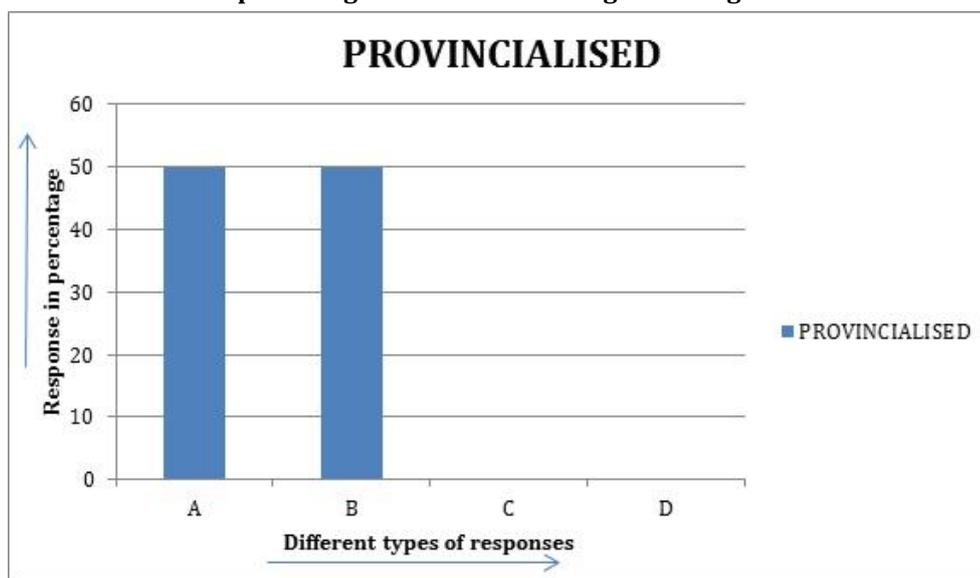
Not a single school is found to organize Chess and Tennis as indoor game. From the above representation, it can be concluded that in the provincialised schools, Carrom and Badminton organized frequently as a indoor game.

Table No. 2

Data showing the opinion of Head Masters of different Provincialised schools regarding the outdoor games organized frequently.

Sl No	Question item	School	Total no of respondent	No of respondent of Head Masters & percentage having different type of opinion regarding outdoor games organized frequently								Total %
				A		B		C		D		
				No	%	No	%	No	%	No	%	
2	Outdoor games	Provincialised	4	2	50	2	50	0	0	0	0	100

The percentage is illustrated through bar diagram



Interpretation:

Table no2 shows, in Provincialised school, 2 out of 4 Head Masters i.e. 50% of schools, Football as outdoor game is organized frequently. 2 out of 4 Head Masters i.e. 50% of schools, Vollyball as outdoor game is organized frequently. Not

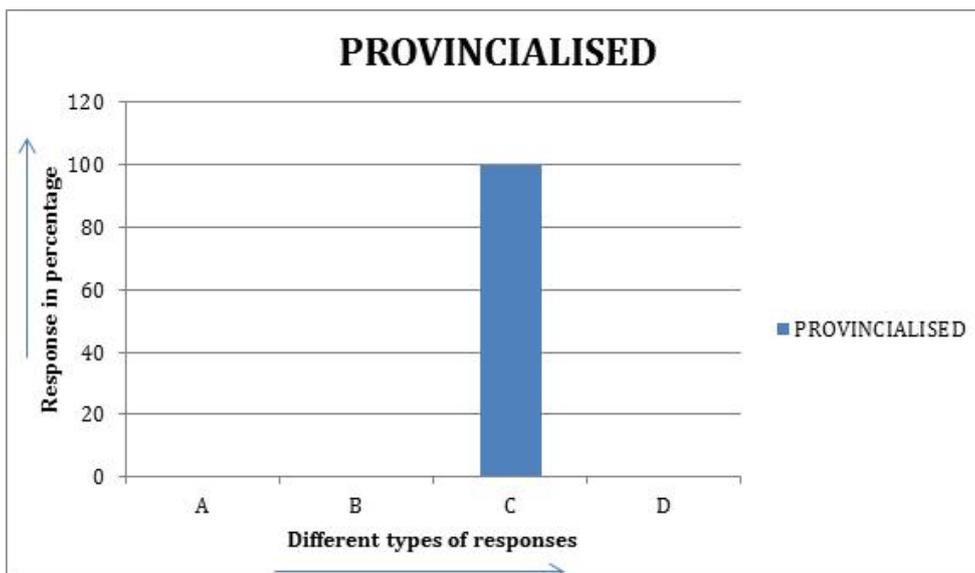
a single school is found to organize Kabaddi and Cricket as outdoor game. From the above representation, it can be concluded that in the provincialised schools, Football and Vollyball organized frequently as a outdoor game.

Table No. 3

Data showing the opinion of Head Masters of different Provincialised schools regarding the track event organized frequently.

Sl No	Question item	School	Total no of respondent	No of respondent of Head Masters & percentage having different type of opinion regarding the track event organized frequently.								Total %
				A		B		C		D		
				No	%	No	%	No	%	No	%	
3	Track event	Provincialised	4	0	0	0	0	4	100	0	0	100

The percentage is illustrated through bar diagram.



Interpretation:

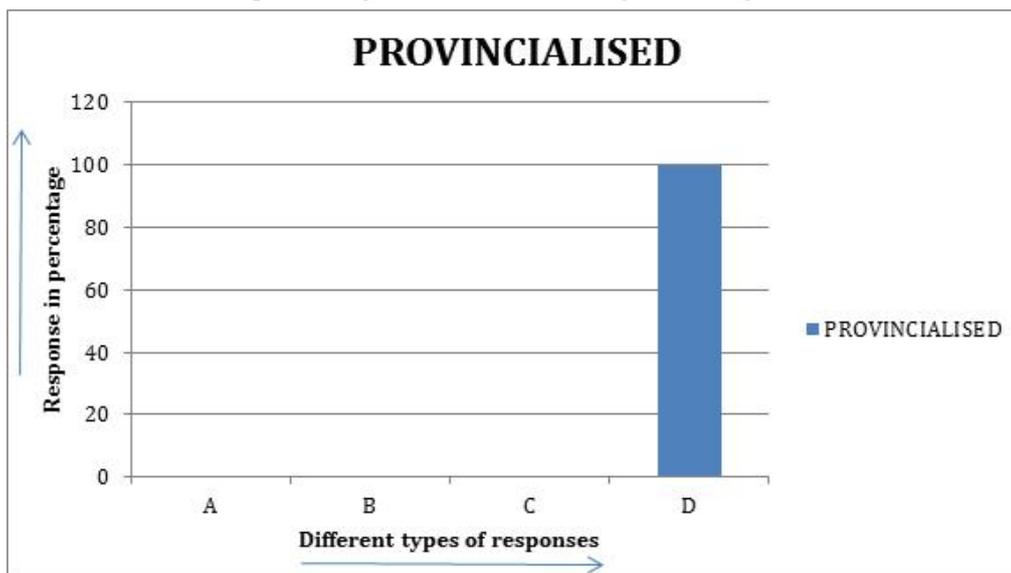
Table no3 shows, in Provincialised school, 4 out of 4 Head Masters i.e. 100% of schools, organized the track event annually.

From the above representation, it can be concluded that in the provincialised schools, the track event is held annually, not Monthly or Half Yearly basis.

Table No. 4:
Data showing the opinion of Head Masters of different Provincialised schools regarding the Gymnastic events organized frequently.

Sl No	Question item	School	Total no of respondent	No of respondent of Head Masters & percentage having different type of opinion regarding the Gymnastic events organized frequently.								Total %
				A		B		C		D		
				No	%	No	%	No	%	No	%	
4	Gymnastic events organized frequently	Provincialised	4	0	0	0	0	0	0	4	100	100

The percentage is illustrated through bar diagram.



Interpretation:

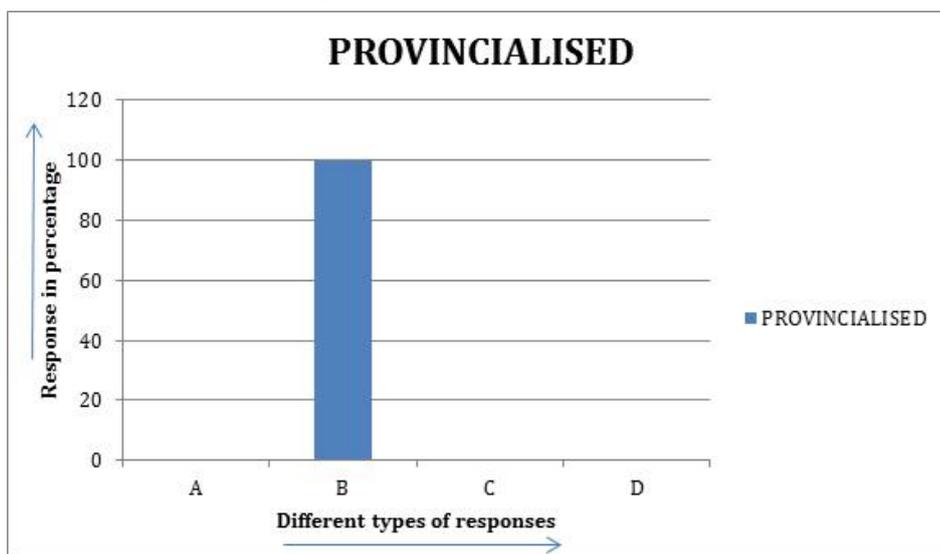
Table no.4 shows, in the Provincialised schools, the most easily available Gymnastic events in surveyed secondary schools of Darrang district. All the Head Masters are of the

opinions that their schools are not providing the gymnastic events.

Table No. 5: Data showing the opinion of students of different provincialised schools regarding the indoor games facilities.

Sl No	Question item	School	Total no of respondent	No of respondent student & percentage having different types of opinion regarding the indoor games facilities								Total %
				A		B		C		D		
				No	%	No	%	No	%	No	%	
5	Indoor games	Provincialised	100	0	0	100	100	0	0	0	0	100

The percentage is illustrated through bar diagram.



Interpretation:

- Table no 5 shows that 100 out of 100 student's 100% students in provincialised schools students play badminton. Not a single student of Provincialised schools of Darrang district plays Table Tennis, Boxing & Karate.

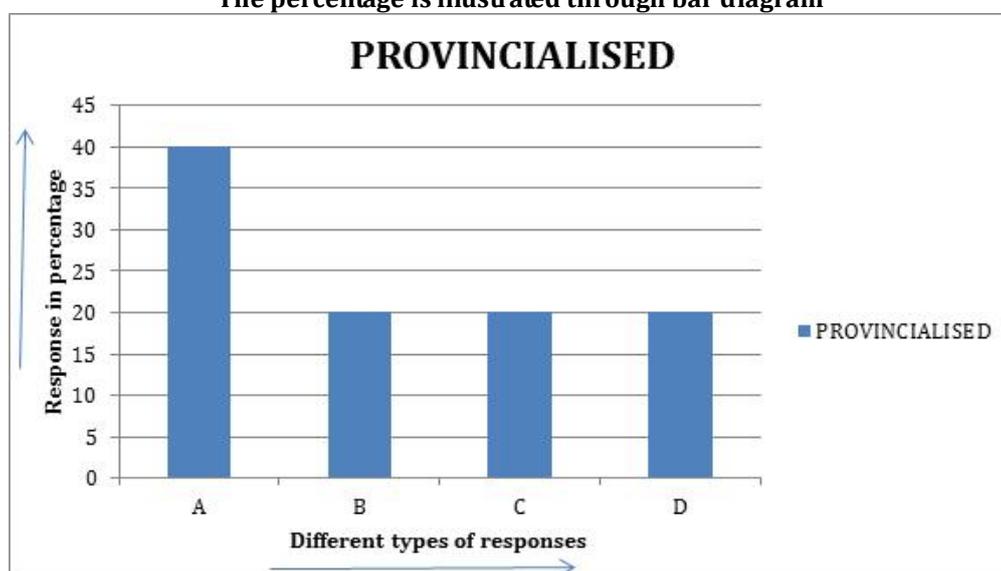
From the above representation, it can be concluded that in the provincialised schools, students play only badminton as a part of Indoor games.

Table No. 6

Data showing the opinion of students of different Provincialised schools regarding the outdoor games.

Sl No	Question item	School	Total no of respondent	No of respondent student & percentage having different types of opinion regarding the outdoor games facilities.								Total %
				A		B		C		D		
				No	%	No	%	No	%	No	%	
6	Outdoor games	Provincialised	100	40	40	20	20	20	20	20	20	100

The percentage is illustrated through bar diagram



Interpretation:

Table no 6 shows, in Provincialised school, 100 out of 40 students i.e. 40% students play Javlin Throw, 80 out of 20 students i.e. 20% students play football, 20 out of 20

students i.e. 20% students play long jump and 20 out of 20 students i.e. 20 % students play High Jump frequently.

From the above representation it can be concluded that the outdoor games available in Provincialised schools.

Table No.7: Data showing the opinion of students of different Provincialised schools regarding the Gymnasium facilities.

Sl No	Question item	School	Total no of respondent	No of respondent student & percentage having different types of opinion regarding the gymnasium facilities.								Total %
				A		B		C		D		
				No	%	No	%	No	%	No	%	
7	Gymnasium facilities	Provincialised	100	0	0	0	0	0	0	100	100	100

The percentage is illustrated through bar diagram

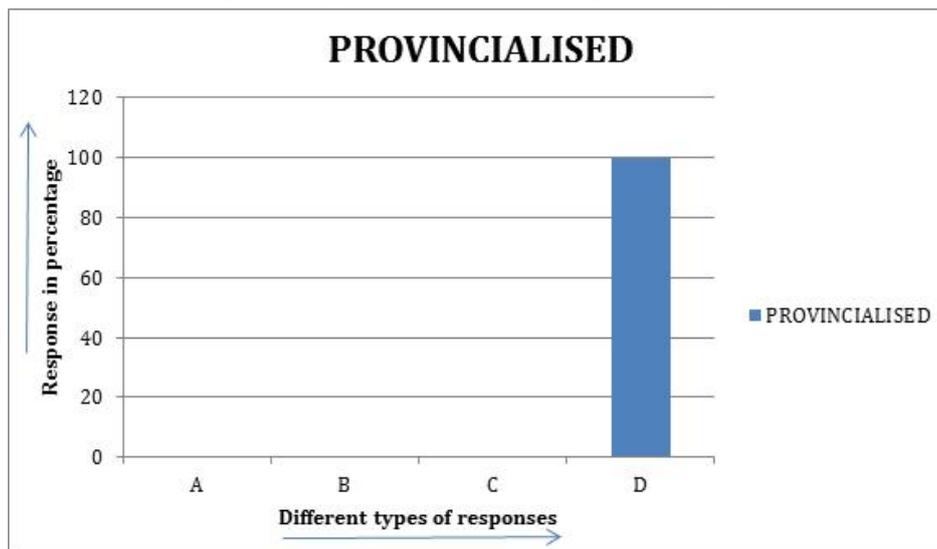


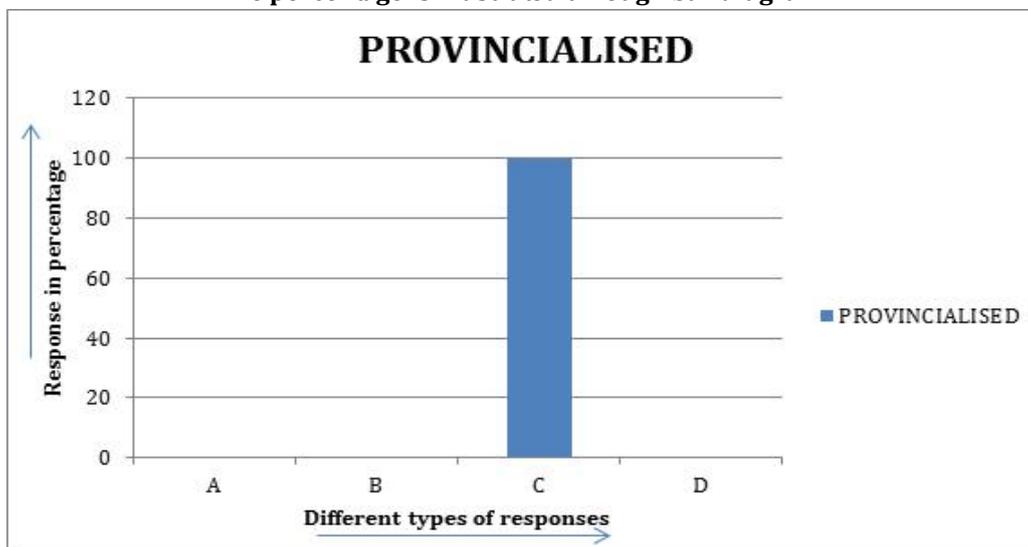
Table no 7 shows, in Provincialised school, 100 out of 100 students i.e. 100% students express that there is no gymnasium facility in their school.

From the above representation it can be concluded that the Gymnasium facilities are not available in Provincialised schools.

Table No.8: Data showing the opinion of students of different Provincialised schools regarding the tracking events.

Sl No	Question item	School	Total no of respondent	No of respondent student & percentage having different types of opinion regarding the tracking event facilities.								Total %
				A		B		C		D		
				No	%	No	%	No	%	No	%	
8	Tracking event	Provincialised	100	0	0	0	0	100	100	0	0	100

The percentage is illustrated through bar diagram



Interpretation:

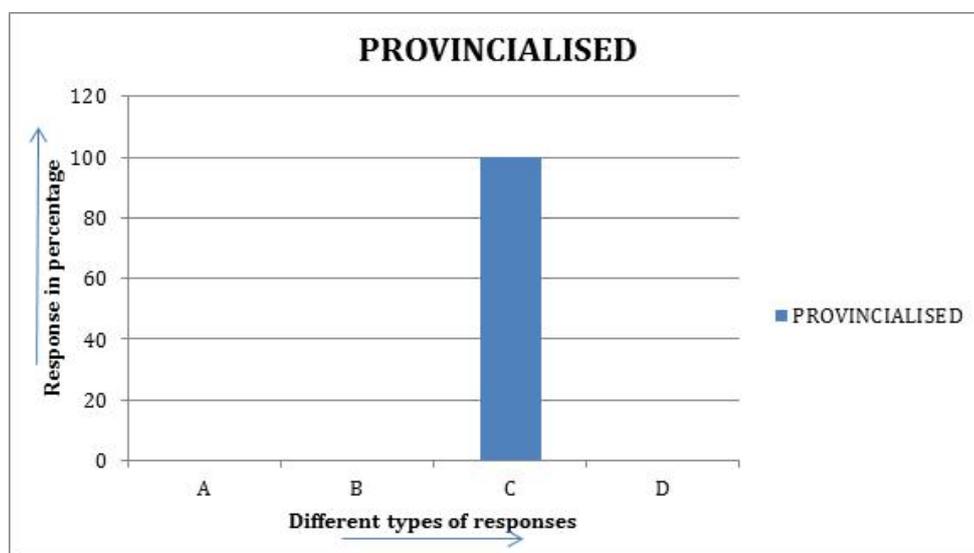
Table no.8 shows, in Provincialised school, 100 out of 100 students i.e. 100% students express that the Tracking event is organized annually in their school.

From the above representation it can be concluded that the Tracking event is held in the Provincialised schools annually, not in Monthly or Half Yearly basis. No student reports that the tracking event is not held in their school.

Table No. 9: Data showing the opinions of the Teachers-in charge of different Provincialised schools regarding the organization of physical education programme by the school.

Sl No	Question item	School	Total no of respondent	No of respondent of teacher in charge & percentage having different types of opinion regarding the organization of physical education programme by the school.								Total %
				A		B		C		D		
				No	%	No	%	No	%	No	%	
9	Organization of physical education programme	Povincialised	4	0	0	0	0	4	100	0	0	100

The percentage is illustrated through bar diagram



Interpretation:

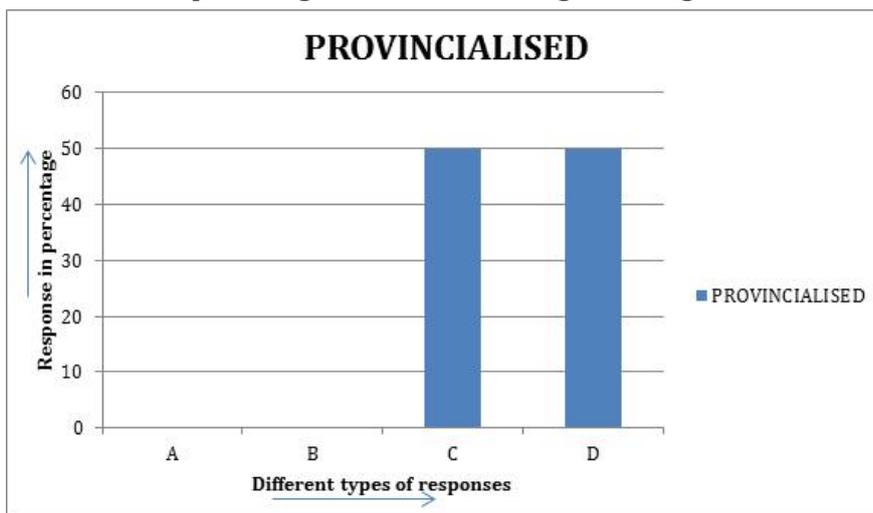
*Table no 9 shows that 4 out of 4 in Provincialised schools i.e. 100% Teacher in-charge in Provincialised schools express that the physical education programmes are held sometimes in their schools. No one reports that the programmes are never held.

From the above representation, it can be concluded that in the provincialised schools, the physical education programmes are held not in regular (i.e. option A) or irregular (i.e. option B) basis.

Table No. 10: Data showing the opinions of the Teachers-in charge of different Provincialised schools regarding the training programme for teachers-in charge.

Sl No	Question item	School	Total no of respondent	No of respondent of teacher in charge & percentage having different types of opinion regarding the training programme for teacher in charge.								Total %
				A		B		C		D		
				No	%	No	%	No	%	No	%	
10	Training programme for teacher in charge	Provincialised	4	0	0	0	0	2	50	2	50	100

The percentage is illustrated through bar diagram.



Interpretation:

Table no 10 shows that 2 out of 4 in Provincialised schools i.e. 50% Teacher in-charge in Provincialised schools express that the physical training programmes are held annually and other 2 teacher in charge express that the physical training programmes are not held in a fixed time.No one reports that the training programmes are held quarterly, half yearly.

From the above representation, it can be concluded that in the provincialised schools, the physical training programmes for teacher in charge are held annually or not in a fixed time.

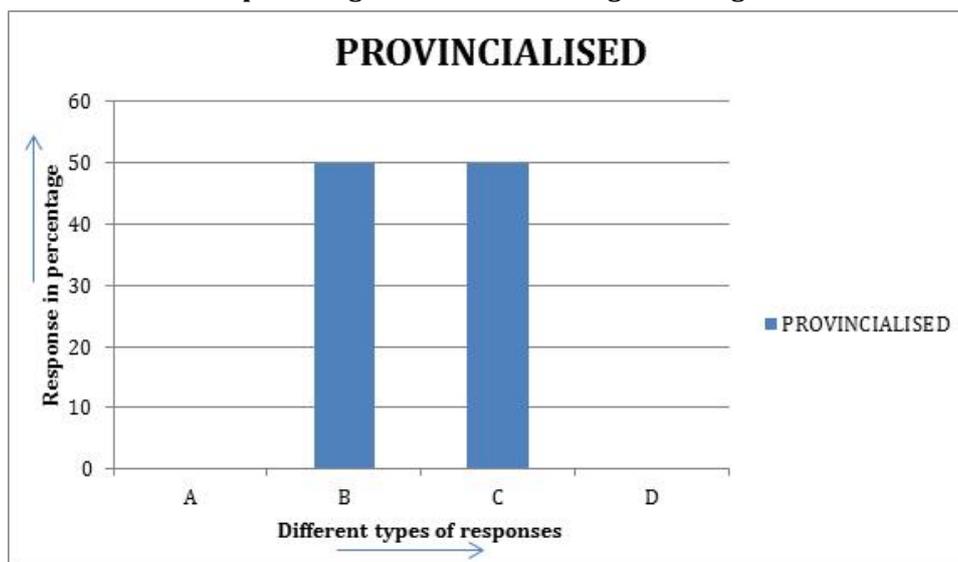
Objectives no 2

* To study the achievement of students in physical education programme of provincialised secondary schools of Darrang district.

Table No 11: Data showing the opinion of the Head Masters of different provincialised schools regarding the student’s achievement at different levels in sports and physical education programme.

Sl No	Question item	School	Total no of respondent	No of respondent head masters & percentage having different types of opinion regarding the student’s achievement at different levels in sports and physical education programme.								Total %
				A		B		C		D		
				No	%	No	%	No	%	No	%	
11	Student’s achievement at different levels in sports & physical education programme.	Provincialised	4	0	0	2	50	2	50	0	0	100

The percentage is illustrated through bar diagram.



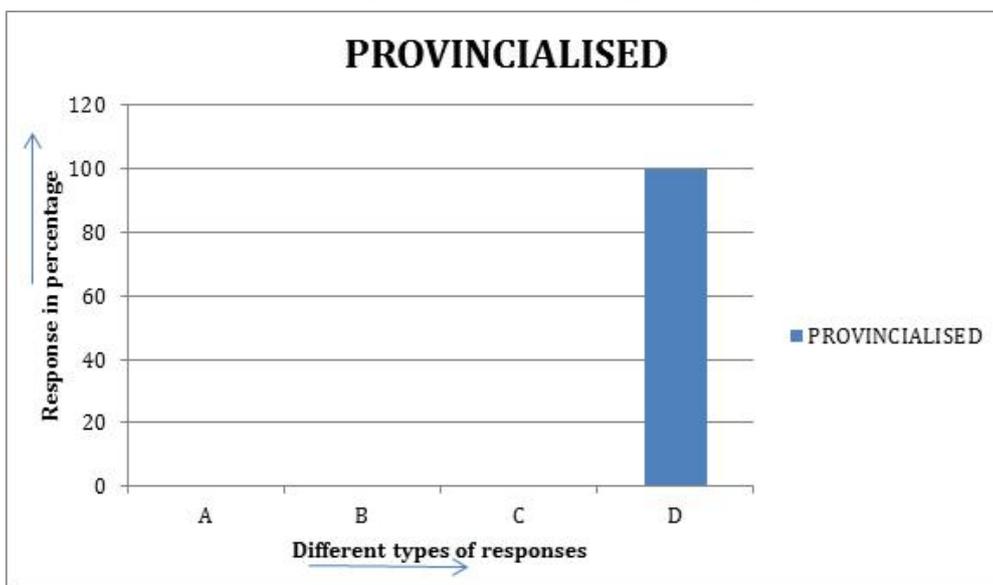
Interpretation: Table no 11 shows, in Provincialised schools, it is seen that 2 out of 4 headmasters i.e 50% felt satisfaction in achievement level of students in games and

sports and the rest 50% headmasters felt that the achievement level of students is very poor.

Table No. 12: Data showing the opinion of students of different provincialised schools regarding the medal won at different levels.

Sl No	Question item	School	Total no of respondent	No of respondent student & percentage having different types of opinion regarding the medal won at different levels								Total %
				A		B		C		D		
				No	%	No	%	No	%	No	%	
12	Medal won at different levels.	Provincialised	100	0	0	0	0	0	0	100	100	100

The percentage is illustrated through bar diagram.



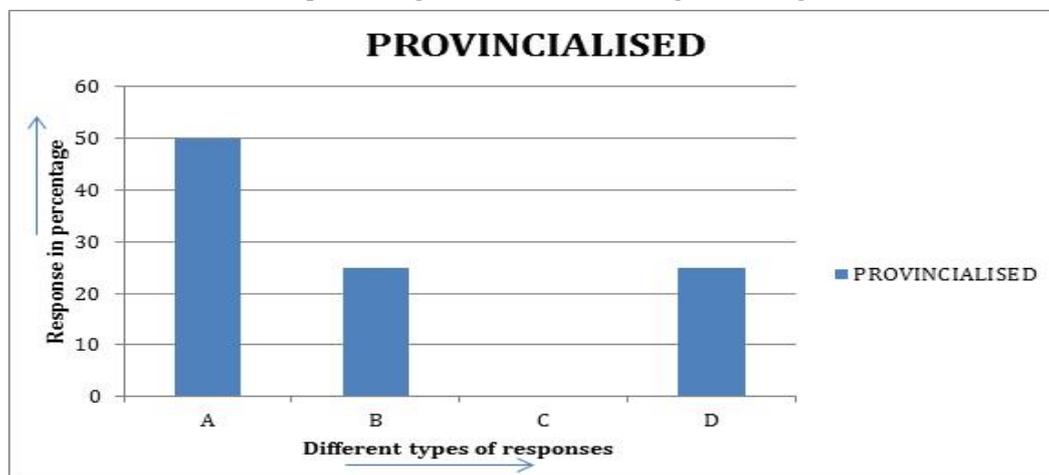
Interpretation

In Table no 12 shows, in Provincialised schools 100 out of 100 i.e. 100% students say, that they have won medal most frequently at school level only. None of them is found to have win medal at National level, State level and District level sports event.

Table No.13:Data showing the opinion of the Physical Education Teacher in-charge regarding the achievement of medal by students in different level of sports competition.

Sl No	Question item	School	Total no of respondent	No of respondent student & percentage having different types of opinion regarding the achievement of medal by students in different level of sports.								Total %
				A		B		C		D		
				No	%	No	%	No	%	No	%	
13	Achievement of medal by students in different level of sports competition	Provincialised	4	2	50	1	25	0	0	1	25	100

The percentage is illustrated through bar diagram.



Interpretation:

Table no 13 shows, in provincialised school, 2 out of 4 i.e. 50% teacher in-charge report that the students have own medals at school level, while 1 out of 4 i.e. 25% teacher in-charge report that the students have own medals at state level

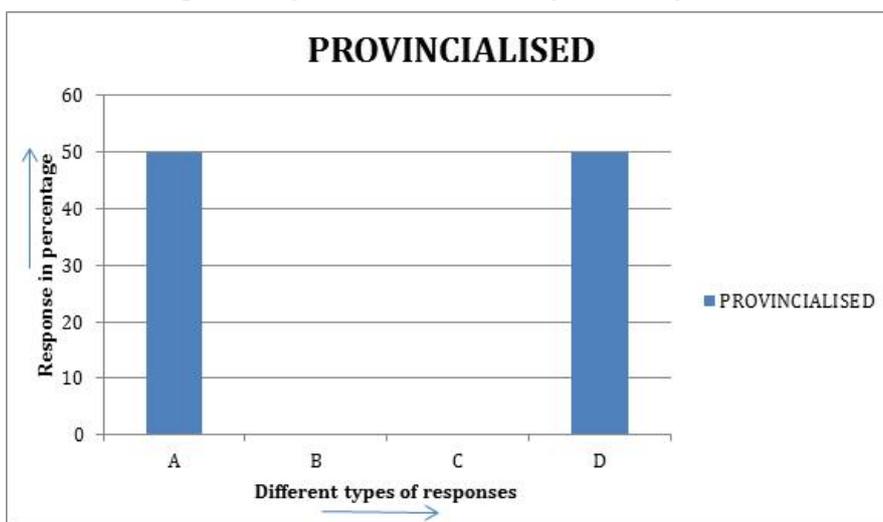
and the remaining 1 out of 8 i.e. 25% teacher in-charge report that no students have own medals at national levels.

Objective3: To study the enrolment of physical education teachers in the provincialised secondary schools of Darrang district.

Table No. 14 :Data showing the opinion of the head masters regarding the availability of Physical Education teacher in their school.

Sl No	Question item	School	Total no of respondent	No of respondent student & percentage having different types of opinion regarding the availability of physical education teacher.								Total %
				A		B		C		D		
				No	%	No	%	No	%	No	%	
14	Availability of Physical Education teacher	Provincialised	4	2	50	0	0	0	0	50	50	100

The percentage is illustrated through bar diagram.



Interpretation: Table no 14 shows, in provincialised school, 2 out of 4 i.e. 50% head masters reported that there is one physical education teacher in-charge in their school while 2 out of 4 i.e. 50% head masters reported that there is no physical education teacher in their school and no reports found

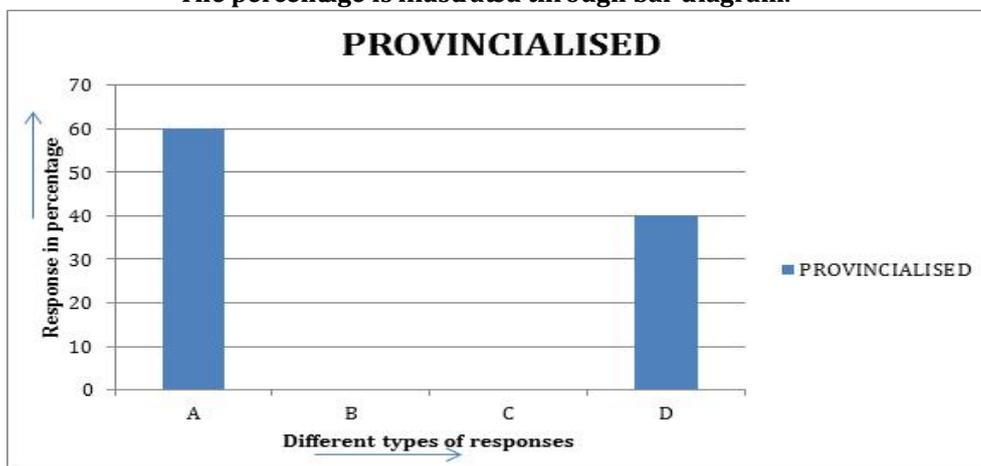
whether there are two or three physical education teacher in their schools.

From the above representation we may conclude that in the provincialised schools of Darrang district there is only one physical education teacher.

Table No. 15 :Data showing the opinion of students regarding the availability of Physical Education teacher in their school.

Sl No	Question item	School	Total no of respondent	No of respondent student & percentage having different types of opinion regarding the availability of physical education teacher								Total %
				A		B		C		D		
				No	%	No	%	No	%	No	%	
15	Availability of Physical Education teacher	Provincialised	100	60	60	0	0	0	0	40	40	100

The percentage is illustrated through bar diagram.



Interpretation: Table no 15 shows, in provincialised school, 60 out of 100 i.e. 60% students report that there is one physical education teacher in-charge in their school while 40 out of 100 i.e. 40% students report that there is no physical education teacher in their school and no reports found whether there are two or three physical education teacher in their schools.

From the above representation we may conclude that in the provincialised schools of Darrang district there is only one physical education teacher.

FINDINGS OF THE STUDY

The findings of the study reveals that the provincialised secondary schools of Darrang district do not have adequate physical education infrastructure like play fields, sports materials and trained physical instructor. The physical education programme initiated by the secondary schools of Darrang district area is not adequate, level of performance of the students in sports is not also satisfactory.

SUGGESTION

The study shows that the overall participation of the students is not so much encouraging. Therefore the administrators, teachers and guardians should try to motivate the students to participate in the games and sports. Besides, the Government and Non-Govt. organizations (NGO) will try their best to arrange awareness programs in the society in order to make games and sports popular among the students.

CONCLUSION

Physical education is mandatory for the motor and intellectual development of the children. The advanced countries have realized the importance of it and therefore they have included games and sports in their curriculum. In India also it will be worthwhile to introduce games and sports

as a compulsory subject in the system of education. Besides, the schools should appoint at least a qualified physical educator in necessary only the mere contributions from students are not sufficient. The Government should sanction financial help to the schools.

REFERENCES

1. Baba H.P.S. and Randhawa S.S "Personality Traits of Elite Sportsmen of Individual, Combative and Team Spots26(3), 34-41 (2003)
2. Das, Swarasti, 2005-06 "Physical education facilities and its role on sports achievement of the students in the secondary schools of greater Guwahati area",Dissertation,G.U.
3. Ahmed, Shamshad, 2007 "Education and Physical Education", ISHA Books, New Delhi- 110033, P-31
4. Baruah, Lachit, 2008-09 Physical education in the secondary schools of Sipajhar in Darrang district, Dissertation, G.U.
5. Kakati Himadri, 2012-16 "An Evaluative study of sports facilities and programme of physical education in Secondary schools of Darrang district in Assam".Ph.D. Thesis,G.U.
6. Kochar,S.K,(1981) "Pivotal Issues in Indian Education" Sterling Publication.
7. Bucher Charls 9th Edition, (1983)St. Luis "A Foundation of Physical Education and Sports",The C.V. Mosby Company.
8. Mathur,S.S "Teacher and Secondary Education".
9. Secondary Education Commission (1952-53) "The Report of Secondary Education Commission' ; Ministry of Education, Govt. of India.
10. Indian Education Commission (1964-66 "The Report of Indin Education Commission"; Ministry of Education, Govt. of India.
11. National Policy on Education (1986) "The Report of National Policy on Education" Human Resource Development, Dept of Education, New Delhi.