

**STATUS OF PHYSICAL EDUCATION PROGRAMME IN DEGREE COLLEGES IN  
ODISHA: A STUDY**

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***Abstract***

*The present investigation aims at studying the status of physical education programme in degree colleges in Odisha. A sample of 50 Physical Education Teachers and 300 students of 50 degree colleges affiliated to 5 universities of Odisha participated in the study. The study revealed that six different indoor games were organized in colleges which include badminton, carom, chess, table tennis, tenikoit and yoga. Under outdoor games ten games were organized such as athletic, archery, basket ball, cricket, foot ball, hockey, kabadi, khokho, lawn tennis and volley ball. Five different criteria were followed by the institutes for the organization of Physical education activities such as physical facilities available, interest of the students, availability of time, availability of person to provide instruction and need of the time. Physical Education Teachers and Officers-in-Charge of games and sports organized physical education activities in colleges. Fee for physical education were collected from students. There was provision of incentives for students for their participation in physical education in all the institutions. In almost all the colleges internal evaluation was conducted to know the performance of students in physical education. Students of the colleges participated in physical education activities at different levels such as inter-college level, district levels university level and state level. None of the colleges subscribed any journal of physical education to their institutions.*

Physical and health education is an indispensable area of education as it contributes to the health, to the social, emotional and mental development of an individual. In the modern hi-tech society one cannot undermine the importance of relationship between general education and physical education. These are complementary and supplementary to each other. Their aims and objectives lead towards common goal – the all-round development of personality, enabling the man to lead enriched, abundant and harmonious life. Therefore, physical and health education is an integral part of general education and their relationship cannot be ignored. They are interrelated and inter-dependent and constitute an indivisible whole.

Emphasizing the importance of physical education in curriculum Revised National Policy on Education (1992) emphasises “Sports and physical education are an integral part of the learning process and will be included in the evaluation of performance. A nation wide infrastructure for physical education, sports and games will be built into the educational edifice.” Regarding the importance of health and physical education, National Curriculum Framework of NCERT (2005) states. “The Importance of this subject (Health and Physical Education) to the overall development needs to be reinforced at the policy level, with administrators, other subject teachers in schools, the health department, parents and children. Recognizing health and physical education as core and compulsory, ensuring the material equipment and sports and yoga instructions are available, and that doctors and medical personnel visit schools regularly are some of the steps that can be taken. Further, this subject could be offered as an elective at the +2 level.”

**Review of Related Literature:** Some of the research studies conducted on the status of Physical Education in schools and colleges are given below.

Dhillon (1990) compared physical education institutions in Punjab, Haryana and Delhi to understand the leadership behaviour, organizational climate and demographic characteristics of these institutions. It was found that the administrators were attending organizational goals with help of faculty members. Akram (1992) studied the programmes and practices of Physical education in the colleges of Vidharva. It was found that in the majority of colleges, some fundamental skills were taught, less than about 50 per cent of the popular games were practiced. Prasad ((1996) found that the playing facilities in all the three universities and 45 colleges were highly inadequate and the experts as well as players were dissatisfied with the existing provision of playing facilities in their respective institutions. The study by Nayak (1997) revealed that there was no equipment and facilities to participate in modern games and sports. Verma (1998) studied the sports achievement of motivation among 100 inter collegiate level sports women. It was found that athlete, cycling and kabaddi sports women were having moderate sports achievement motivation where as cricket and hockey sports women were having low sports achievement motivation. Prakssh (1998) reported that most universities which started B.Sc in Physical Education, health education and sports in UGC’s recommendation had reverted back to routine B.P. Ed. Course. Baweja (1999) critically evaluated the curriculum of physical education as implemented in various schools of Delhi as an elective subject. A large number of

inadequacies in the effectiveness of the curriculum were found. The study by Punjal (2000) revealed that the overall organization and administrative set up at different level i.e. state district, college and school excepting universities was same in both the states. Palei (2003) conducted a study on construction of Physical education curriculum for physically handicapped and mentally retarded school children of Orissa state. The study gives a clear picture about the number, kind and category of physically handicapped and mentally retarded school children taking their education in the state.

The study by Bawamlar (2004) revealed that women players of Nagapur University were more extroverts than the non-players, but non-players were significantly more psychotic and neurotic. Nayak (2007) conducted a study on Physical Education Programme in Secondary Schools of Angul District. The study revealed that fifteen different physical education activities were being organized in the secondary schools which included running, jumping, throwing, table tennis, badminton, football, kabaddi, kho kho, cricket, carom, excursion, tour, drill, marching and judo. The study by Rath (2007) in Odisha highlights the merits and demerits of tribal and non-tribal students in relation to their psychological factors and to prepare long term master plan for their improvement in physical education in proper direction. The study by Patnaik (2008) revealed that Barabati Stadium played a significant role towards the development of games and sports in Odisha. Swain (2013) analysed the research studies conducted on physical and health education in Indian Universities. He concluded that in spite of recommendation of UGC, majority of the Indian Universities were without any independent department of physical education and sports. Munde (2013) conducted a study on health status of tribal people in Odisha. He emphasized that 9.66 per cent of the total tribal population of India live in Odisha. People of the state suffer from various diseases, major among these diseases are malaria, leprosy, scabies, acute respiratory infection and diarrhoea which account for about 70 per cent of the cases.

Review of related Literature reveals that hardly any comprehensive study has been conducted in Odisha on the status of Physical Education programme in degree colleges. So the present study is desirable.

**Objectives of the Study:** The objectives of the study are as follows: **1.** To study the status of physical education programme in degree colleges in Odisha with regard to: 1. list of activities

organized. 2. criteria followed for the selection of activities 3. availability of physical facilities 4. officers organizing the programme 5. allocation of time 6. financial assistance 7. supervision

2. To study the participation of students in physical education activities outside the colleges.

3. To study the evaluation procedure adopted in physical education in degree colleges.

4. To study the problems faced by Physical Education Teachers for the organization of physical education programme in degree colleges.

5. To suggest measures for the successful organization of physical education programme in degree colleges.

**Method:** The study was carried out through Descriptive Survey Method of research.

**Sample:** The sample of the present study comprised of 50 Physical Education Teachers and 300 +3 students of 50 degree colleges (both government and private) affiliated to five different Universities of Odisha.

**Tools used:** To collect information regarding the status of physical education programme in degree colleges in Odisha, the following tools were developed and used by the investigators for collecting data. 1. Questionnaire for Physical Education Teachers 2. Questionnaire for Students

**Main findings:** The main findings of the present study are given below: 1. Six different indoor games were organized in different degree colleges such as badminton, carom, chess, table tennis, tenikoit and yoga. In almost all the institutions (100 per cent), badminton, carom and chess were organized. In more than 26 per cent of institutions, table tennis and yoga were organized. However, Tenikoit was organized in more than 3 per cent of the institutions. 2. Ten outdoor games were organized in colleges which include athletic, archery, basketball, cricket, football, hockey, kabaddi, khokko, lawn tennis and volley ball. The most popular games include athletic, cricket, football, kabaddi, and volley ball. The least popular games organized were archery and lawn tennis. 3. In almost all the institutions (100 per cent) athletic meet, intramural meet, extramural meet and inter college meet were being organized. 4. Five different criteria were followed by the institutions for the selection of physical education activities such as physical facilities available, interest of the students, availability of time, need of the time and availability of person to provide instruction. Almost all the Physical Education Teachers (100 per cent) reported that physical facilities available, interest of the students, availability of the time, availability of person to provide instruction were the criteria for organization of physical education activities in their institutions. 5. Almost all the Physical Education Teachers (100 per

cent) and students (100 per cent) stated that Physical Education Teachers and Officer-in charge of games and sports organized physical education activities in the colleges. 6. In almost all the colleges (100 per cent) physical education activities were organized at the end of the year. However, in 60 per cent of the institutions physical education activities were organized throughout the year. 7. Funds for physical education activities were collected from students in almost all the institution (100 per cent). However, in 18 per cent of institutions college fund was utilized for physical education activities. 8. Amount of finance spent for physical education activities varied from institution to institution. In 50 per cent of the colleges, rupees twenty thousand was spent for physical education activities in a year. However, in forty four per cent of the colleges, rupees thirty thousand was spent for such activities. It is worthy to note that in only six percent of the colleges, rupees forty thousand was spent for organizing such activities. 9. The amount of money collected from the students for physical education varied from institution to institution. In 38 per cent of institutions, rupees 30 was being collected from the students for physical education. However, rupees 50 was collected from the students in 34 per cent of colleges. But students had to contribute rupees 20/- for such activities in 28 per cent of colleges. 10 Physical education activities in colleges were being supervised by different persons such as Physical Education Teachers, heads of the institutions and Officer-in-charge of Games and sports. In almost all the institutions (100 per cent), physical education activities were being supervised by Physical Education Teachers and Officer in-charge of Games and Sports. However, in 50 per cent of institutions, heads of the institutions also supervised such activities. 11. There was provision of incentives for students participating in the physical education activities. Almost all the Physical Education Teachers (100 per cent) and students (100 per cent) stated that incentives such as prizes, certificates and medals were given to students participating in physical education activities. However, mementos were given to the students as incentives to students in more than 29 per cent of colleges. 12. In almost all the colleges (100 per cent) internal evaluation was conducted and practical test was done to evaluate the performance of the students in physical education. 13 In almost all the institutions (100 per cent), the performance of the students in physical education was judged by Physical Education Teachers. 14. The performance of the students in physical education was recorded in college register. .15 Students of the colleges participated in physical education at different levels such as university level, inter college level, state level and district level. Almost all the Physical Education Teachers (100 per cent) and

students (100 per cent) reported that the students participated in physical education activities at inter college level. However, more than 33 per cent of Physical Education Teachers and students reported that students of their institutions participated in physical education activities at district and university levels. It is worthy to mention that more than 9 per cent of Physical Education Teachers and students stated that students of their institutions participated in physical education activities at the state level. 16. About 10 per cent of the Physical Education Teachers participated in state level seminars and where as only 5 per cent of Physical Education Teachers participated in national levels seminars during last 3 years. It is worthy to note that 85 per cent of Physical Education Teachers did not participate in either state level or national level seminars in last 3 years. 17. None of the colleges subscribed any journal to their library on physical education. 18. The problems faced by the physical education teachers include: inadequate time allotment, inadequate financial assistance, non-availability of indoor stadium and auditorium in the college, non-availability of gymnasium in the college and students were not taking much interest in games and sports.

**Educational Implications:** The following suggestions may be given for the successful organization of physical education programme in degree colleges in Odisha.

1. Adequate physical facilities such as play ground and sports equipment may be available in all institutions.
2. There is talent in the students which needs to be explored through proper planning.
3. Sports festivals may be organized and sports events encouraged on the occasion of fairs. Indigenous sports like kabaddi and indigenous style of wrestling may be encouraged.
4. Incentives for achievement of the students in sports should be provided.
5. Records of physical education should be maintained by all the institutions.
6. The existing facilities for training of teachers of physical education may be expanded by increasing seats in colleges.
7. The training in physical education should be comprehensive enough to include all aspects of health education.
8. Physical education needs to be introduced as a curricular subject in the colleges and should be on par with other subjects.



9. The programme of physical education and recreation should cater to the needs, interests and capabilities of the students. It should promote normal growth and development, maintenance of health, acquisition of skills and desirable social attitudes and behaviour.
10. Orientation and refresher courses should be regularly organized for Physical Education Teachers.
11. Colleges need to subscribe journals of physical education to their respective institutions.
12. Physical Education Teachers need to participate regularly in state and national level seminars and present papers for their professional development.
13. Adequate financial assistance should be provided by the state Government for setting up auditorium and gymnasium in colleges.

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