

EVALUATION OF STATUS OF SCHOOLS REGARDING INCLUSION OF SPORTS AS REGULAR SUBJECT IN CURRICULUM: A SURVEY

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Abstract

After every international sports competition players of our country return back bare hand or comes with medals much less in number as expected by us, as a result we all citizens of country feel very disappointed. It is the media who creates hype before games evoke the expectation level of country and after failure start criticising them. Everybody in this country start suggesting that how Indian players can earn more medals in next tournament. Same story was repeated after the end of XVII Incheon Asian games – 2014. One of the most popular bollywood actor was found advocating for idea of including sports as subject at school level and a large number of educationists discussing pros and cons of this idea on different news channels. By conducting this survey researcher tried to find out the real status of secondary and higher secondary schools in regards to inclusion of sports as subject. Unfortunately schools do not have minimum infrastructure to teach sports. Schools situated in urban areas do not have playgrounds and they cannot arrange it due to sky steep rates of land and in rural areas they have enough space for developing playground but nothing else except land, it means no resources. In this research paper researcher has tried to focus on the issues of concerns to be resolved before including sports as subject in curriculum. Few suggestions have also been made for creating a favourable environment for sports in country.

Key Words: Medals, Infrastructure, Professionals, Playground, Infrastructure, Committee



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Introduction

Every time at the end of any international sports meets like Olympics, Asian games, commonwealth games or world cups of different sports, we feel very disappointed when our sportsmen fails to perform as per our expectations. Different television news channels start

debating that why a country of population more than one billion lag behind in the race of medal tally when compared with the countries whose population is less than one tenth of our population, economy one twentieth of our economy. Every time eminent personalities taking parts in such discussion give too much emphasis on including sports as a formal subject in the curriculum of primary, secondary and higher secondary level education. For which every student has to earn marks like any other subject like History, Physics, and Geography etc. but every time we find that nothing happens on ground and the story is left somewhere in between to repeat it again and again. Same story was repeated at the end of 'XVII Incheon Asian games - 2014', India stood 8th in the medal tally. Our rival neighbouring country China topped the medal tally with 151 Gold, 108 Silver and 83 Bronze medals. Even the countries like Korea, Thailand and Iran which are much smaller in size, population, economy, resources remains ahead of us in sports competitions every time.

Position	Name of country	Gold Medals	Silver Medals	Bronze Medals	Total Medals
1.	CHINA	151	108	83	342
2.	KOREA	79	71	84	234
3.	JAPAN	47	76	77	200
4.	KAZHKHASTAN	28	23	33	84
5.	IRAN	21	18	18	57
6.	THAILAND	12	07	28	47
7.	DRP KOREA	11	11	14	36
8.	INDIA	11	10	36	57

Final Medal Tally at 'XVII Incheon Asian games – 2014

Due to this, debate started that what immediate steps could be taken to improve the status of sports in country. One of the popular bollywood actor 'Amir Khan' famous for expressing himself boldly on the issues of social cause and national interest advocated for the idea of teaching sports as compulsory regular subject at schools of primary secondary and higher secondary level. Whether this idea of including sports as subject at school level can earn medal for India at international level can only evaluated when it is implemented at ground level with good intention. Why after so many sports failures and so many debates sports has not been able get a place in curriculum as separate subject? Answer to this question is hidden in structure of our traditional education system. Our limited resources, too much emphasis on the examinations and marks based performance, our inability of experimenting something innovative and our negligence towards sports as a teacher and as a parent is the ultimate reason for not including sports as a compulsory subject in school syllabus.

Objective

1. To find out availability of minimum basic facilities for different sports at secondary and higher secondary level schools.
2. To study the perception of schools towards teaching sports as subject.
3. To highlight the scarcity of trained professionals and trainers for providing sports training to students.
4. To focus on the negative attitude of school management towards girl's sports training.

Hypothesis

Schools of state of Uttar Pradesh lacks the essential infrastructure and facilities to include sports as a separate subject at secondary or higher secondary level.

Research Methodology

Descriptive survey method has been used in this study.

Sample

Sampling technique has been used. A sample of 100 secondary and higher secondary school Principals of Private and Government secondary and higher secondary schools situated in urban as well as rural area of Luck now district of Uttar Pradesh has been selected on random basis for data collection.

Tool for data collection

A self prepared questionnaire by researcher has been used. The data was collected through in-depth structured questionnaire comprised of total ten closed questions. Experts were consulted for testing validity of questionnaire. Personal data schedule was also prepared for collecting personal information regarding to name, age, address and affiliation etc.

Statistical Technique

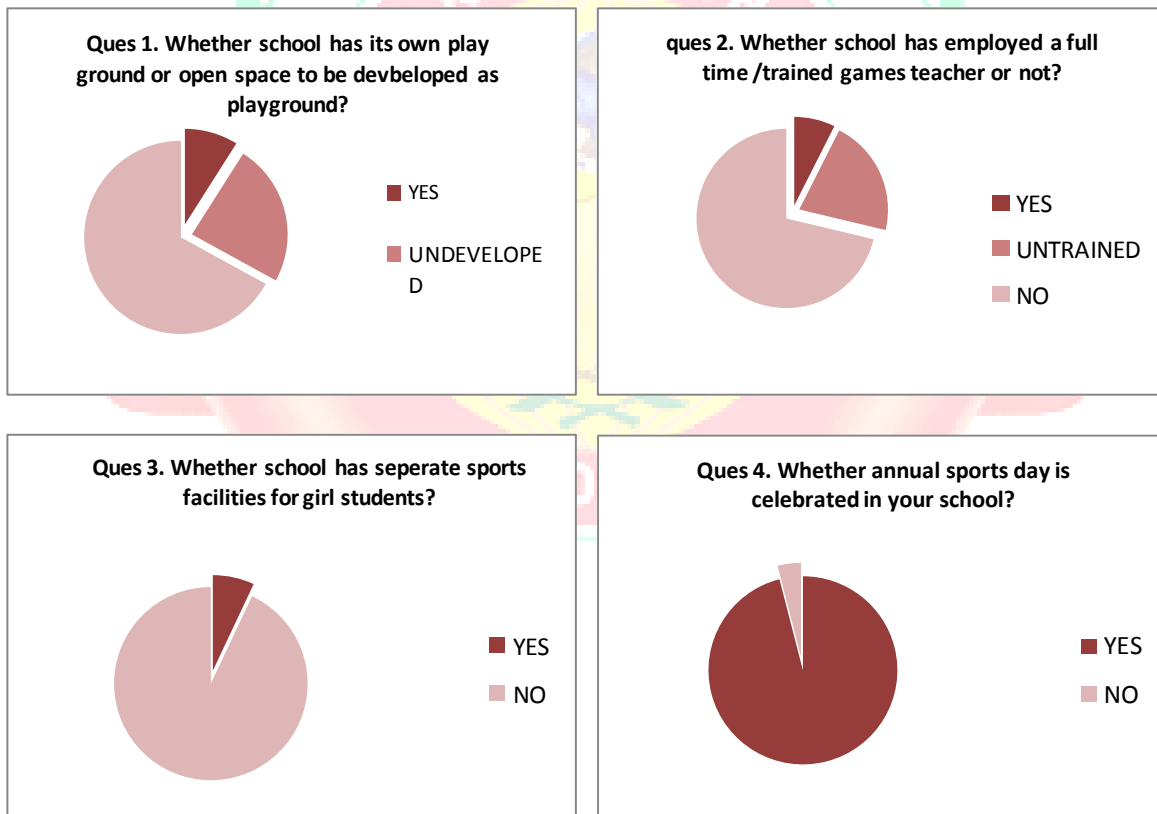
Percentage technique is used to analyse the Data.

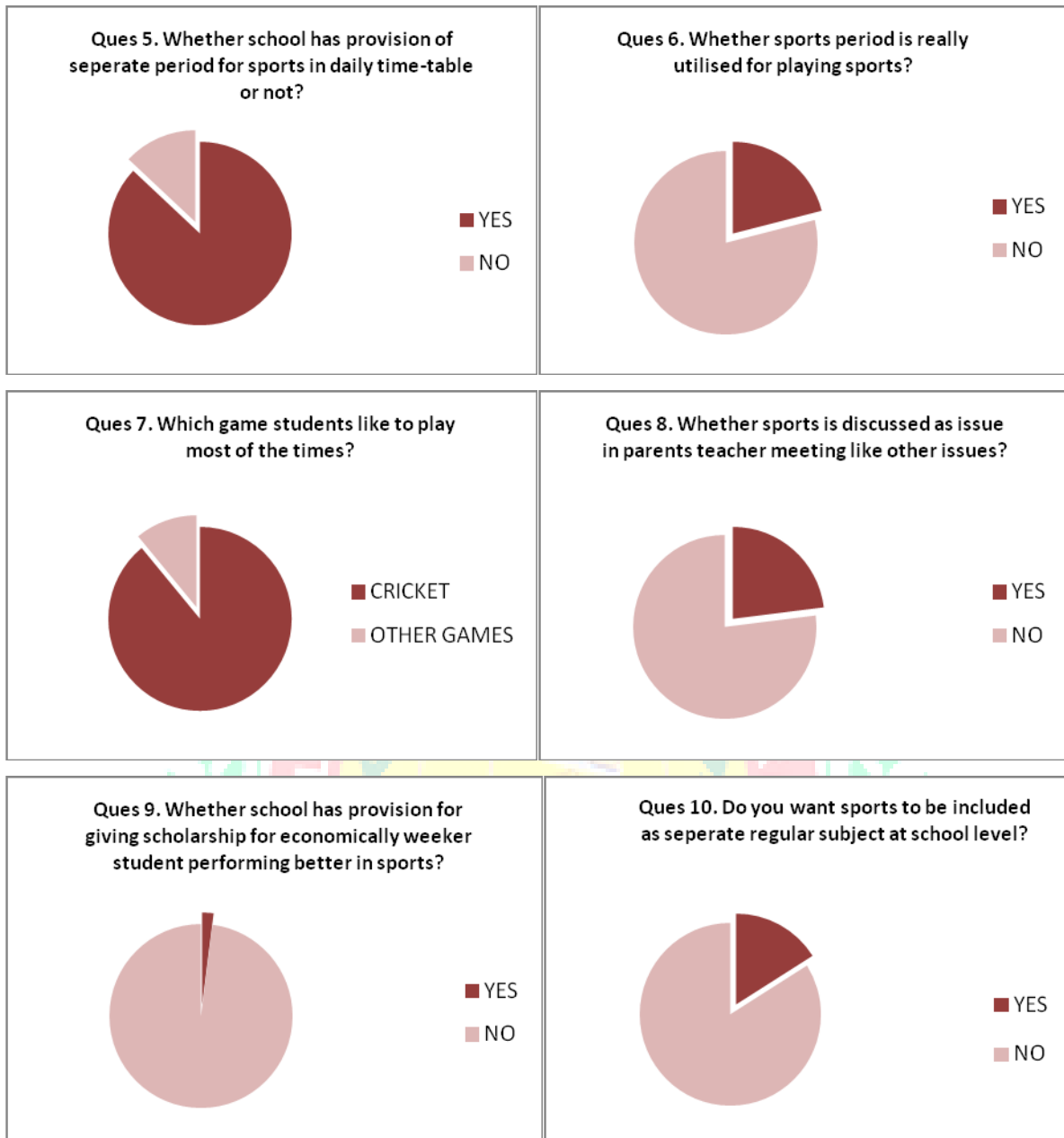
Findings

After conducting interviews and analysing the data obtained from that researcher finds that –

- 33% schools have play ground or enough space to be developed as playground. Out of which only 9% schools have their own well maintained playground.
- 27% schools have employed a full time games teacher. Out of which only 7% of them are qualified with degrees like D.P.Ed., B.P.Ed., Or M.P.Ed. But unfortunately none of them have ever participated in any tournament of personal event or a team game at state or national level.
- 93% school accepted that they do not have any separate sports infrastructure or separate female games teacher for girl students.

- 96% schools accepted that they celebrate annual sports day every year.
- 87% schools accepted that they have the provision of class wise separate period for sports in daily time table.
- 79% school accepted that most of the time they utilize the sports period as P.T. period or as an empty period for teaching extra classes of other subjects.
- 89% schools disclosed that most of the times students want to play Cricket or Football.
- 77% of schools accept that during parent-teacher meeting sports has not been considered as point of discussion in last three years.
- 98% schools accepted that they do not give any scholarship to any student who is outstanding sportsmen.
- 84% schools do not want sports to be included in syllabus as a separate subject.





Pie chart representation of findings of survey

Discussion:

Everybody in this country wants that our players should perform better in international sports competitions but the dream could not come true. Even few medals won by our players are the result of their hard work and efforts made by them at personal level. When they prove their outstanding expertise in particular game for several years then only concerning sports authorities give them the chance to play at state level or national level. In all this process of struggle, he continuously wins in games but loses to deep rooted corruption in our system. Is it fair to expect from them to win medals for country after so much harassment and disappointment?

Many educationists suggest that our position in medal tally could be better if sports will be included as subject at primary, secondary and higher secondary level. No doubt it can make difference in the medal tally of country at different occasions but you cannot teach every student the sports as a subject with the intention that they will bring medal for country. Results of survey conducted on the status of schools to include sports as a regular subject is not satisfactory. Most of them are not ready to do so and if compelled to do so they do not have enough resources to teach sports as subject at school level. Survey suggest that there are several issues still waiting to be resolved before including sports as a subject at school level.

- **Lack of infrastructure** – Most of the schools do not have enough infrastructure and equipments to teach sports. On the name of sports facilities, they have two or three incomplete cricket kits, few footballs, two to three sets of badminton etc. Such type of infrastructure cannot support sports teaching and nor going to help in earning medals at international level.
- **Lack of space** – During survey it was found that most of the schools do not have enough space for developing a playground and many of them has the space but are not concerned to develop it as a playground. They are focused towards construction of more and more rooms so that they can accommodate large number of students and able to generate huge income from that.
- **Lack of trained professionals** – In our country we do not have enough trained professionals to teach sports as subject at school level. Some of the schools have employed trained games teacher but they do not have any expertise or experience to teach any particular sports on practical basis as coach. Most of the schools have considered B.P.Ed. and D.P.Ed. as qualification to employ a sports teacher but in reality they do not have enough practical knowledge to make the students expertise of any game.
- **Attitude of school management** – Generally all the schools include sports period in their daily time table but during these periods students are compelled to do P.T., yoga or parade. Hardly students get the chance to play the games at their will. During survey it was fond that on the name of sports boys are given either bat - ball to play cricket or football and girls are told to play kho – kho or badminton. Some of the schools leave a period empty on the name of sports period so that it can be utilized by other subject teachers as extra class to complete the syllabus.

- **Attitude of parents** – In country like India parents want their children to study hard so that they could become Doctor, Engineer or able to get a good government job so that they could earn a lot of money rather than playing sports as professional sportsperson. This negative attitude of parents towards sports can be understood due to the unfavourable environment towards sports in country. They do not find security of future for their children in sports. They are still waiting for answer to question that what will happen to their child if he opts sports as a carrier and not able to reach to peak in that particular game?
- **Lack of medical facility at school** – During survey, researcher hardly found any medical facility available in school. There is perception in mind that if student will play outdoor games there are more and more chances of getting injured. With no medical facility at school level they have to depend on outside Doctors and Hospital who charge heavily. It is lose – lose situation for school because on one side they have to bear the cost of at least initial treatment while on the other side they may have to face the charges of negligence from parents, media, society and Government officials. Parents may lodge a police complaint against school management if really something serious happens. They would never like to indulge in any litigation with parents because it may prove a serious setback to their hard earned image in society.
- **Popularity of Cricket** - Due to over popularity of cricket in country development of others games lag behind. Every other child in the country wants to become Sachin Tendulkar. Even gold medallist of other games like hockey, badminton, tennis, chess are overshadowed by a century knock of captain of Indian cricket team M. S Dhoni. Even our national game of Hockey failed to get desired popularity.
- **Unfavourable government policies** – Even government policies to promote sports as a career are not favourable. Although it is true that government has established number of sports colleges run by sports authority of India, where proper coaching facility for almost all the popular games is available. But only those children are able to take advantages of these facilities which are able to prove their initial ability to become outstanding player of that particular game. It is bad luck for our country that thousands of students from rural background who are physically well build can do exceptionally well in sports like kabaddi, wrestling, boxing, weightlifting, hammer throw, javelin throw etc. which requires more body strength and physical endurance

rather than scientific skill, brain game or tricks, they never gets the chance to prove themselves.

- **Lack of economic support and sponsorship** – With the help of scientific research many companies are developing scientifically better sports equipments, which gives maximum advantage to user. Unfortunately our players coming from middle or lower middle class are not in the position to bear the high expenses for purchasing and maintaining these equipments. Position is even worst at junior level where players have to bear all the expenses including transportation expenditure made in going from one place to other for taking parts in sports tournaments.
- **Irregular attendance of students** – Attendance of students and their stay in schools especially in rural areas has been recognised as major hurdle in achieving the goal of providing quality education to every child in country. Sports are completely practical subject. It needs daily practice to become expertise of that game. Other subject syllabus can be completed by noting down or by copying from copies of other students while practical syllabus of sports can only be completed by making efforts and giving time to it. It is only possible when they regularly come to school.
- **Negligence towards girls** – Status of availability of sports facilities to girls is even worse as compare to facilities available to boys. Although girls like P.T. Usha, Sania Mirza, Saina Nehwal, Marry Com has several times made the Indian flag fly at the top but still women sports are still starving for desired recognition in our country. Hardly any school employ separate sports teacher for girls.

Suggestions

Here are some suggestions if implemented with serious efforts can promote the development of a positive environment towards sports in country –

1. Sports if included as subject in school curriculum must be taught by trained professionals. In absence of trained games teachers of other subjects in schools can be trained to develop as an expertise of one or two particular games.
2. Every school should be pressurised for employing a full time trained female games teacher, so that girls can get fair chance to prove themselves equal to men in sports like any other fields they have already proved.
3. Instead of including sports as subject it will be better to motivate every student to play at least one game as per their interest but it is not possible with todays lengthy syllabus where

student is feeling completely choked by the high expectation of parents and teachers to perform well in examinations.

4. Scholarships can be given to motivate the outstanding sportsperson at school level, district level and at state level.

5. Sports meet should be organised at district level for different age groups and sending their team for participating in every game must be made compulsory for every school. Such type of platforms will be helpful in identifying and selecting the sportsperson of future.

6. Corporate world and big business houses must come forward to sponsor the outstanding players not only at national level or state level but also at district and school level. There are some sports like shooting which are too costly for daily practicing. It is not possible to bear the expenses of imported guns, pistols and bullets for young shooters. Sponsorship and economic help from corporate world can really make the difference.

7. Parents must be made aware about trends of choosing sports as a carrier for their children. They must be informed that cricket is not only the game. Child can earn name, fame and money in other games also.

8. A committee must be formed at district level consisting of eminent veteran players subjected to different games with responsibility to recognise and select the students from different schools especially from rural background to be developed as future players for state and India.

9. Government should establish a sports college in each district where every interested student must get a fair chance to be selected as trainee for any sports without any bias based on sex, religion, caste, regionalism etc.

10. There is need to create a favourable environment for other sports also like swimming, gymnastics, judo, athletics in which Indian players are not been able to give their remarkable performance till now, While these events gives lot of medals to different countries who remains at the top of medal tally.

Conclusion

From above discussion we come to conclusion that including sports as subject at school level will certainly creates a positive environment for sports in country but before making any decision in this regards a lot of preparation is required to be done from government as well as from school side. Certainly schools are not in the position to teach sports as subject with complete practical knowledge. If schools are compelled to employ separate teachers for different games and for bringing improvements in sports infrastructure will affect their fee structure and ultimate cost of that will affect the pocket of parents. One more thing our media

and educationists must understand that medals are not won by studying the games as subject. They are born from blood and sweat, from dedication and hard work which cannot be taught by any teacher or school.

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