

# Curriculum and practicum status of physical education and sports in different colleges of Karnataka

**Dr Raghavendra.K**  
**Physical Education Director**  
**Govt First Grade College**  
**Ranebennur**

## Abstract

The research work entitled as Curriculum and practicum status of physical education and sports in different colleges of Karnataka. The objective of the study was to check the status of curriculum and practicum of physical education and sports in different colleges of Panjab. The framed hypothesis was that there will be no significant mean score difference between the curriculum and practicum of physical education and sports in different colleges of Karnataka. The data was collected from the various colleges which are affiliated to Panjab University, Chandigarh, Panjabi University, Patiala, and Guru Nanak dev University, Amritsar. After collection, compilation and interpretation of data the researcher concluded that there was no mean score difference between the curriculum and practicum of physical education and sports in different colleges of Panjab State. The framed hypothesis was accepted.

**Keywords:** curriculum, physical education, sports

## Introduction

Sports and Physical Education activities are an essential part of human life. The truth is that games were born with the origin of man. Running, hopping, jumping and throwing any object are the natural urges of a person. In ancient times man combined these basic urges or basic skills with the development of occupations (work) and gave them the form of sports. Javelin throw, wrestling, horse race, etc. were ancient games. Change continued to occur in their form with the passage of time. Modern Sports are the developed form of ancient games. In those day rules have been framed regarding these sports and they are prevalent all over the world. Man gets intellectual and physical satisfaction when these urges are fulfilled. According to the supporters of this viewpoint, a person takes part in games, satisfies these natural urges and prospers. Every person uses his energy for earning his livelihood and other tasks. After working throughout the day, some surplus energy is left with him. Moreover, if the physical energy is not used properly, the physical development is hindered. His surplus energy is properly used if he takes part in sports and feels happy and refreshed.

In 1920 Y.M.C.A. College of Physical Education was the first institution to introduce physical education for preparatory physical education at Calcutta, Bombay, Hyderabad and other cities in the country. In the year 1957, the central committee of physical education and recreation established the Lakshmi Bai College of physical education at Gwalior to train professional teachers in the schools and colleges of India. A separate division of physical education was created in the university education. After knowing the importance of physical education, numerous committees, boards, commissions, national policy suggested measures for developing physical education and sports for youth at different stages of education. Physical education should be considered as a part of general education in schools. Under the new education policy, a separate chapter in physical education was included with the recommendation that physical education and sports may be introduced as a compulsory subject in schools and colleges in India.

The school is spread in 300 acres and has strength of 700 students. The annual budget of the school is Rs. 357 lacs. The fee structure of the school is highly subsidized. This school has all the modern sports and education facilities under supreme sports authority of India. It was started in 1982 to further develop and encourage sports and physical education in the country. A small branch of this institution has now been started in Hisar. The State government is doing its best to provide facilities for the promotion of games and sports in rural as well as urban areas. For the promotion of rural games, inter-panchayat tournaments have also been instituted for the games like kabaddi, volleyball and football etc. This provides initiative and encouragement for the development of sports. They also help to identify the talented players for national and international events. At the time of the formation of Haryana, there was one stadium and only five coaches but now the number of stadia has increased to 15 at district level and that of the coaches to 333.

In Karnataka the establishment of affiliated physical education colleges is as under:-

1. P.G.S.G. College of Physical Education was established in 1958 at Patiala.
2. S.K.R. College of Physical Education, Bhagu Majra, Mohali was established in the year of 1976.
3. National College of Physical Education, Chupki, Samana, was established in 2003.

4. M.G.K. M.I Shahi Sports College of Physical Education, Samrala established in the year 2005.
5. Malwa College of Physical Education, Bathinda was established in the year 2005.
6. Govind National College, Narangwal, started its Physical Education Courses in 2006.
7. Akal College of Physical Education, Mastuna Sahib was established in the year 2006.
8. D.A.V. College, Abohar, started its Physical Education Course in 2007.
9. S.G.G.S. Khalsa College, Mahilpur, started its Physical Education Courses in 2007.
10. Khalsa College of physical education, Amritsar was established in 2009.
11. The Enlightened College of Phy-Edu, VPO Jhunir, Mansa, was established in the year 2016.
12. GHG Khalsa College, Gurusar Sudhar, started its Physical Education Courses in. 2016.
13. S.R.S.C. College of Physical Education, VPO- Kalyan, Patiala, was established in 2016.
14. St. Soldier College of Physical Education, Jalandhar

### Review of related literature

The review of literature related to the field of study provides the researcher with the knowledge of what has been done till date, how it has been done, what were the limitations and what needs to be done further. It provides the rationale of undertaking the new research. The literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature, our work is likely to be shallow and naive, will often duplicate the work that has already been done better by someone else.

Jarrett (1979) [3] conducted a study of the adopted physical education programme in private and public secondary schools in the Tennessee. Seventy adopted physical education teachers were selected from A.A.A. secondary schools and a questionnaire was distributed to them to collect the required data. Analysis revealed the following major findings: In the majority of A.A.A. secondary schools, physical education classes were co-educational and the adopted physical education classes were placed in regular classes.

Melalho's (1982) study was focused on Brazilian Administration of sports. The study recommended that more emphasis should be placed on academic background in physical education and sports and on related curricular and experience in administrative managerial procedures.

Chhina (1987) [2] undertook an investigation to study the organization and working of sports departments in Karnataka. According to his view point the objective of physical education and sports cannot be achieved without an efficient and dedicated administration and persons who remain in its various positions. On the basis of his study he concluded that there are so many factors responsible for the moderate performance of players in various competitions which included

- Poor quality of sports infrastructures like sports complexes and equipments.
  - Un-imaginative frequency of coaching camps.
  - Shorter duration of most of the coaching camps.
  - Political/ administrative and individual consideration for selecting participants for camps as also for making selections for competitions.
  - Group rivalries among coaches and sports officers.
- Prakash (1994) conducted a study on the organization and working of sports academic wing of Sports Authority of India. To accomplish the study a sample of 52 administrators, 45 coaches and 30 scientists from various wings was drawn. 98 trainees were also selected to meet the objectives of the study. Majority of the administrators expressed dissatisfaction with the present delegation of power. Mostly administrators and coaches were in favour of training programme like orientation/refresher courses. The dissatisfied trainees opined that admission procedure is faulty, because merits are ignored. There is no check on backdoor entry and there is too much reservation.

Sundararajan (1998) conducted a study of management of inter- school sports programmes (M.I.S.S.P) in 103 high/ higher secondary schools in Tamil Nadu. M.I.S.S.P.E. questionnaire developed by the author was used to collect the data, descriptive, differential and correlation statistical techniques were used for analysis and interpretation of data. As far as the effectiveness of management of I.S.S.P.E. scores was concerned, boys schools got the highest mean scores (73.69%) and welfare school, the least mean score (55.22%). In five of the six dimensions boys schools scored the highest mean scores.

Attri (1999) [1] conducted a comparative study of physical education and sports facilities in the universities of Karnataka state and their impact on sports performance. He ventured into establishing relationship between performance in sports with facilities and equipment on one side and training coaching and camping as preparation on the other with respect to sports accomplishment of students in the universities namely GNDU Amritsar, PU, Chandigarh, Karnatakai University, Patiala and PAU, Ludhiana.

Krishan (2002) [4] A study to investigate the physical education and sports in Haryana state University. The investigator concluded gym for indoor sports, sports hostels for competitor, grounds and other infrastructural facilities, shall be made available for the students. More matches and more competitions, adequate incentive to the players, off session coaching camps, clinics and refreshers courses for teachers are required to have good outputs by the institutions.

Kaur Amarjeet (2004) conducted a study to investigate the standard of physical Education and Sports in the professional Institutions of Karnataka. She found that facilities, funds, playgrounds, curricular requirement and expert professionals were not adequate and appropriate. She made several recommendations to overcome their shortcomings.

### Statement of the study

Curriculum and practicum status of physical education and sports in different colleges of Karnataka state.

### Objectives of the study

To check the curriculum and practicum status of physical education and sports in different colleges which are running physical education courses in Karnataka state.

### Hypothesis of the study

There will be no significant mean score difference in the curriculum and practicum of physical education and sports in different colleges which are running physical education courses.

### Design of the study

In accordance with the objectives the present study will be descriptive survey type. The survey will be conducted in different colleges which are running physical education courses in Karnataka state.

### Selection of sample

Data will be collected by random sampling through different colleges which are running physical education courses that are affiliated with Panjab University, Chandigarh, Karnatakai University, Patiala and G. N. D. U., Amritsar.

### Collection of the data

Data will be collected with the help of tools from the different colleges which are running physical education courses.

### Analysis and interpretation of the result

There will be no significant mean score difference in the curriculum and practicum of physical education and sports in different colleges which are running physical education courses. A self-made questionnaire consisting of fifteen items having yes/no responses for distributed to different 14 different colleges which are running physical education courses. The data complied and mean score difference was calculated according to the responses filled by the colleges.

**Table 1:** The data complied and mean score difference was calculated according to the responses filled by the colleges

	Mea n	Sd	SE D	t- ratio	Level of significant
Mean- 1	7.85	7.9 1	2.9	0.24	Not significant at both level
Mean- 2	7.14	7.2 1	3		

The values from the table showed that t ratio value is less than Sd and SEd values so the values from the table showed that not significant at both level. Hence the hypothesis framed by the researcher was accepted.

### Conclusion

There was no significant mean score difference in the curriculum and practicum of physical education and sports in different colleges which are running physical education courses.

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