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## An evaluation of physical education and sports programmes in training colleges of Karnataka state

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### Abstract

A standard in physical education may be defined as the minimum requirement for the effective functioning of the programmes required in terms of facilities, equipment and personnel established by authority, research or general consent. Modern physical education programme emphasizing natural activities requires extensive play areas. These play fields are uncovered classrooms. Area of the play field and its proximity to the school area factors need careful foresight and consideration. The purpose of the study was to evaluate the physical education and sports programmes in training colleges of Karnataka state. To achieve the purpose of the study 40 physical education training colleges from the four academic divisions of Karnataka state were randomly selected as subject for the study. Out of these 40 colleges, 12 colleges from Bangalore Division, 9 colleges from Gulbarga Division, 14 colleges from Belgaum Division and 5 colleges from Mysore Division were taken for the study. Physical education and sports programmes in training colleges of Karnataka state was assessed with the help of facilities programme inventory constructed by the researcher. To evaluate the physical education and sports programmes in training colleges of Karnataka state Simple percentage analysis was used with the help of Statistical Package for Social Sciences (SPSS) 23<sup>rd</sup> version. In the view of findings and limitation of the study, this study can be concluded that as 1) The most numbers of colleges have consulted Physical Education at the time of preparing the time table, college's student show the interest in playing, college's students show interest in physical education theory, college's Principal show interest in sports and physical education, college's time table prepared, keeping in view of all the facilities that are available for indoor and outdoor sports and colleges are time of day taken into account, for arranging the periods for physical education. 2) The majority of colleges have prescribed syllabus for physical education for all classes, colleges are conducted examination for physical education regularly for all the classes in the college and physical education textbooks are available to teach the theoretical part at college level. 3) The most number of colleges have house system for sports competition, conducted sports competitions in their colleges and conducted sports completion separately for boys and girls. But maximum number of colleges are not organize any inter class competition. 4) The maximum number of colleges conducted cultural activity. But, most numbers of colleges not have N.S.O. activity, provision for N.C.C., N.S.S. activity and counseling activity. 5) The highest number of colleges conducted sports demonstration programme every year, have special provision for coaching the talented student, organize annual sports day every year, organize inter college tournaments and organize inter university tournament. 6) The most numbers of colleges conduct sports activity round the year, have provision for motivating sports persons, college's students like outdoor games, celebrate national days and conduct sports camp for 2 to 3 week. But, highest numbers of colleges not conduct sports camp in vacations. 7) The majorities of the colleges are not conducted any adventure activities for student and also not conduct adventure camps invocations.

**Keywords:** Training colleges, physical education, sports, programme

### Introduction

A standard in physical education may be defined as the minimum requirement for the effective functioning of the programmes required in terms of facilities, equipment and personnel established by authority, research or general consent. Modern physical education programme emphasizing natural activities requires extensive play areas. These play fields are uncovered classrooms. Area of the play field and its proximity to the school area factors need careful foresight and consideration.

Conventionally school or college is a place for the study and playground and play programmes are frills to education.

There is much reluctance on the part of the school or college management to provide expensive items. The need for classrooms, furniture, laboratories, libraries and even a hall are accepted as essentials. In the list of priorities all items directed to academic education are given a high priority. This comes partly from the traditional approach to education partly because they are as essential by practice especially as they are visited by department authorities and partly from lack of appreciation for educational possibilities of physical education. Play is taken for granted. Questions such as these are asked, "Children will play somehow, somewhere, then why bother about providing a special facility for play? It not plays a waste of time? If the one who plays in childhood likely to attempt anything serious in later life?"

The programme should cater to the needs of the students. This type of planning aimed towards the development of all – round abilities of a student can only be possible to one who has knowledge, experience and professional preparation. Only such personnel can formulate the philosophy of physical education, relate the physical, biological and social sciences in the moving individual and revise the programme into continuous evaluating process.

Because of the relative newness of programmes in sports administration, there are some differences of opinion regarding where it should be placed in an organizational structure. Colleges, schools and department of physical education often encompass programmes in health, safety, dance, recreation and physical training. Sports also represents in the opinion of many a significant aspects of the so called "physical Education Entity". There appear to be four possibilities for the location of a programme in sports administration.

1. Department of sports in schools or college of physical education.
2. Department of sports studies in a school or college of physical education.
3. Department of sports in a college of Arts and sciences or a school of education.
4. Department of sports in a school or college of Business Administration.

The advantage and disadvantage of placing a sports department in each of the above categories are somewhat obvious. It is unfortunate that vested interests often dictate where this programme is placed with a resultant deterioration in programme quality. The important consideration should be implementation of the programme that will always be dependent upon the personnel and the dynamics of that particular institution. The quality of the programme will be determined largely by the qualifications and interests of the faculty assigned to it.

The programme depends upon the facilities available and comes alive only when persons are effective, and without facilities and qualified staff any programme is a mere waste. To achieve the objectives of physical education a planned programme should be designed to promote health, vitality, efficiency, team spirit and character of the students.

Physical education has a distinct contribution to make to the enrichment of general education, namely the attainment of the finest kind of living. It is a contribution to the process of education in the classroom, in the playground and the athletic field without which education is found to be incomplete and in effective. The programme of physical education is to provide a long life of service.

For the fruitful cultivation on the results of physical education

various factors have to be taken into consideration, among which the programme and facilities play a prominent role. In the absence of a definite and thorough programme, teaching is ill-done in the field of physical education and in the absence of necessary facilities, the programme will remain on paper.

### Review of literature

Cariaga, Jane N. (2014) <sup>[3]</sup> worked on the physical education program of state universities in Isabela: An assessment. In this study the author concluded that, this research endeavors to assess the physical education program of state universities in Isabela. Physical education as a discipline in the curriculum has been sadly neglected and has suffered many drawbacks due to misconception from among the professors and administrators who perhaps never have had the chance to know more about this special field. Many erroneously believed that physical education was dispensable subject that simply deals with physical activities and nothing more. The notion of students on the discipline up to this time is "Oh! It's just P.E." or "P.E. only", or P.E. lang". With this in mind, the researcher realizes that it is the school, through the professors of physical education that can provide one of the best in implementing meaningful teaching learning activities in physical education based on DECS Order no. 58, s. 1990 requiring State Universities and Colleges to implement the guidelines and standards for College Service Physical Education Program (CSPE). Establishing and implementing high-quality physical education (PE) programs can provide students with the appropriate knowledge, skills, behaviors, and confidence to be physically active for life. High-quality physical education is the cornerstone of a school's physical activity program. The findings of this study hopes to improve the teaching of this discipline.

Bhaskar Chakraborty, Somnath Nandy and Samirranjan Adhikari (2012) <sup>[2]</sup> worked on a study on physical education teachers' training programme on development of attitude towards physical education. Physical education takes a crucial role in education. Truly to educate our future generation and to help them to lead healthy and prosperous life, side by side with the general education physical education in its augmented total quality is to be introduced from early school level. Now, to maintain total quality of physical education we have to take scientific footing to discern the attitude of the students as well as the teachers of Secondary and Higher Secondary schools towards physical education as a preliminary step. This one was a longitudinal study carried out through quasi-experimental research design. A sample of 128 B.P.Ed students was chosen from different teacher education institutions of West Bengal by stratified random sampling technique The Attitudes toward Physical Education Scale was administered on the sample in three different phases – at the beginning, in the middle and at the end of the session. From the Paired Samples "t" -test it was observed that there was statistically significant increase in the mean of the attitude scores from the 1<sup>st</sup> phase (M = 98.41) to the 2<sup>nd</sup> phase of testing (M = 102.01) and again to the 3<sup>rd</sup> phase of testing (M = 105.24).

Isaac Olusola Akindutire and Johnson Adetunji Olanipekun (2014) <sup>[4]</sup> worked on the declining profile of physical education programme in educational institutions in Nigeria. Since the early days of Nigerian history, Physical Education has always been considered as an integral part of educational system as obtained in several nations of the world. The awareness of the values of physical activities and sports, gave a boost to the prominence given to the practical and

pedagogical aspects of physical education in all segments of educational system in Nigeria, between 1950s and 1980s. Physical Education was a compulsory subject in the curriculum of primary and teacher education, while the National Policy on Education of 1970s and 1980s accommodated the programme for secondary education. However, it is rather disturbing to note that there has been a systematic decline in the fortune of physical education in Nigerian schools since 1990 to date. This paper therefore, examines the acceptability and recognition of physical education programmes in Nigerian schools, and the inherent factors responsible for the steady decline of its profile over the years

Banerjee, K. and Banerjee A.K. (2008) <sup>[1]</sup> studied on influence of physical education teachers training programme on leadership quality of trainee females. According to the authors conclusion, participation of women in sports is gradually gaining acceptance in the society. Women can find an opportunity to develop leadership quality through Sports and Physical Education. In the present article an attempt has been made for possible development of leadership quality through Physical Education teachers' training programme. Eighteen female trainees of Physical Education course (B.P.Ed.) were the subjects'. Throughout one academic year of the course the subjects were monitored. Physical fitness, Sports Achievement motivation, anxiety and leadership quality were the criteria. Tests for all these aspects were measured before

onset of the course and after completion of the course. Organised Physical Education programme in which the subjects participated has significantly improved physical fitness and psychological qualities but failed to develop desirable leadership qualities up to the optimum level.

### Methodology

The purpose of the study was to evaluate the physical education and sports programmes in training colleges of Karnataka state. To achieve the purpose of the study 40 physical education training colleges from the four academic divisions of Karnataka state were randomly selected as subject for the study. Out of these 40 colleges, 12 colleges from Bangalore Division, 9 colleges from Gulbarga Division, 14 colleges from Belgaum Division and 5 colleges from Mysore Division were taken for the study. Physical education and sports programmes in training colleges of Karnataka state was assessed with the help of facilities programme inventory constructed by the researcher.

### Statistical techniques

To evaluate the physical education and sports programmes in training colleges of Karnataka state Simple percentage analysis was used with the help of Statistical Package for Social Sciences (SPSS) 23<sup>rd</sup> version.

### Result and discussion

**Table 1:** Shows the Analysis of Time Table in training Colleges

Time Table		Count	Percentage
Physical Education Consulted at the time of preparing the time table	Yes	40	100
	No	0	0
	Total	40	100
Student show interest in playing	Yes	40	100
	No	0	0
	Total	40	100
Student show interest in physical education theory	Yes	28	70
	No	12	30
	Total	40	100
Principal show interest in sports and physical education	Yes	40	100
	No	0	0
	Total	40	100
Allotted periods are sufficient for physical education	Yes	40	100
	No	0	0
	Total	40	100
Time table prepared, keeping in view of all the facilities that are available for indoor and outdoor sports	Yes	37	92.5
	No	3	7.5
	Total	40	100
Time of day taken into account, for arranging the periods for physical education	Yes	40	100
	No	0	0
	Total	40	100

Above table highlights the analysis of time table in training colleges. Out of 40 training colleges 100% (40) of colleges have consulted Physical Education at the time of preparing the time table. Similarly, 100% (40) of college's student show the interest in playing. Likewise, 70% (28) of college's students show interest in physical education theory and rests of 30% (12) of college's students not show interest in physical education theory. In the same way, 100% (40) of college's Principal show interest in sports and physical education. Also, 100% (40) of colleges allotted periods are sufficient for physical education. Similarly, 92.5% (37) of college's time table prepared, keeping in view of all the facilities that are available for indoor and outdoor sports and remaining 7.5% (3) of college's time table prepared, not keeping in view of all the facilities that are available for indoor and outdoor sports.

In the same way, 100% (40) of colleges are time of day taken into account, for arranging the periods for physical education. Therefore, it can be concluded that most numbers of colleges have consulted Physical Education at the time of preparing the time table (100%), college's student show the interest in playing (100%), college's students show interest in physical education theory (70%), college's Principal show interest in sports and physical education (100%), college's time table prepared, keeping in view of all the facilities that are available for indoor and outdoor sports (92.5%) and colleges are time of day taken into account, for arranging the periods for physical education (100%) respectively.

Graphical representation of time table in training colleges shown in Figure -1.

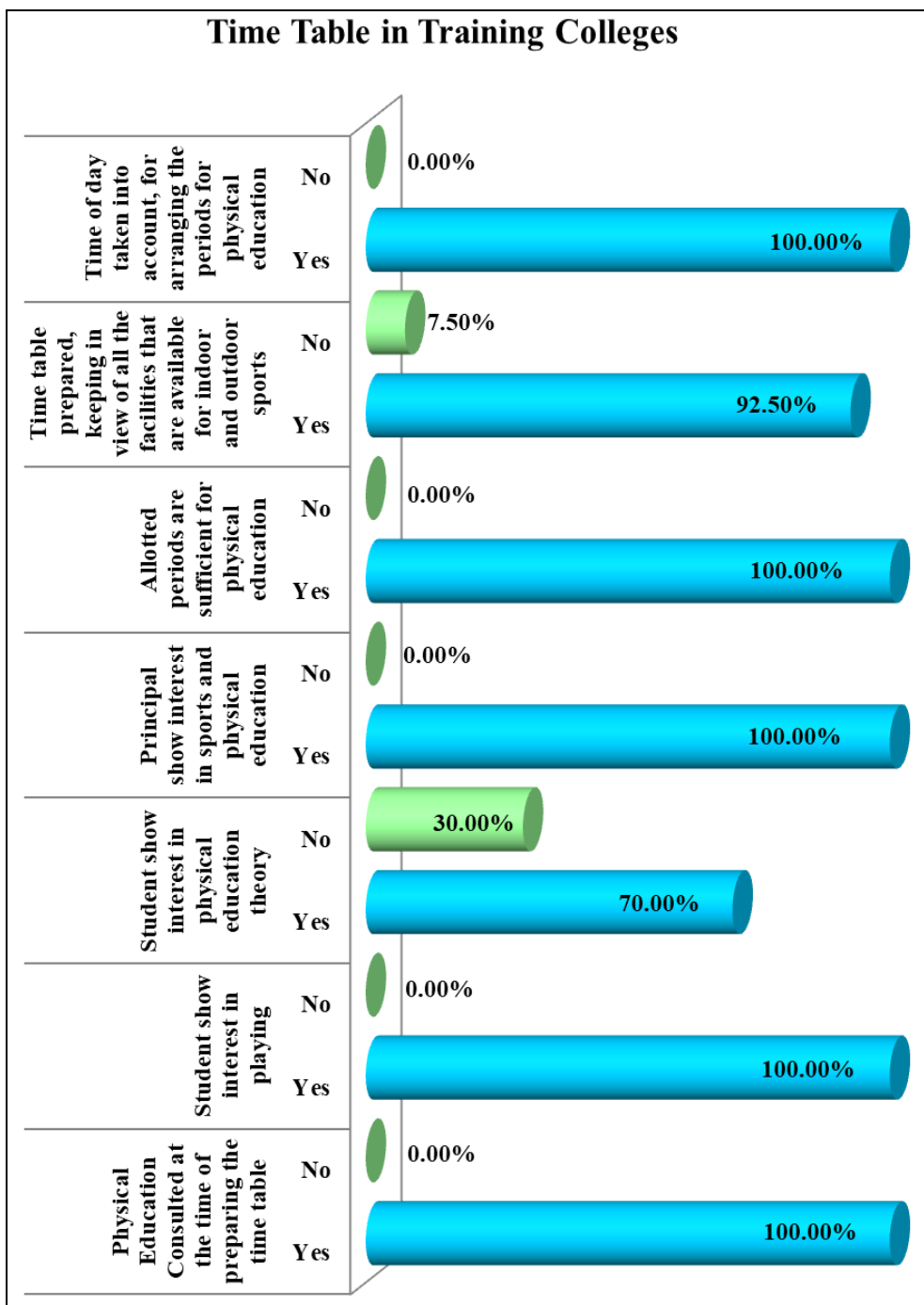


Fig 1: Graphical representation of Time Table in training colleges

Table 2: Shows the Analysis of Syllabus and Examination in Training Colleges

Syllabus and Examination		Count	Percentage
Any Prescribed Syllabus for physical education for all classes	Yes	40	100
	No	0	0
	Total	40	100
Examination for physical education conducted regularly for all the classes in the college	Yes	40	100
	No	0	0
	Total	40	100
Physical Education textbooks available to teach the theoretical part at college level	Yes	36	90
	No	4	10
	Total	40	100

Above table highlights the analysis of syllabus and examination in training colleges. It was clear from the above table, out of 40 training colleges 100% (40) of colleges have prescribed syllabus for physical education for all classes. Similarly, 100% (40) of colleges are conducted examination for physical education regularly for all the classes in the

college. Likewise, in 90% (36) of college physical education textbooks are available to teach the theoretical part at college level and rests of college physical education textbooks are not available to teach the theoretical part at college level. Thus, it can be concluded that majority of colleges have prescribed syllabus for physical education for all classes (100%),

colleges are conducted examination for physical education regularly for all the classes in the college (100%) and physical education textbooks are available to teach the theoretical part

at college level (90%) respectively. Graphical representation of syllabus and examination in training colleges shown in Figure -2.

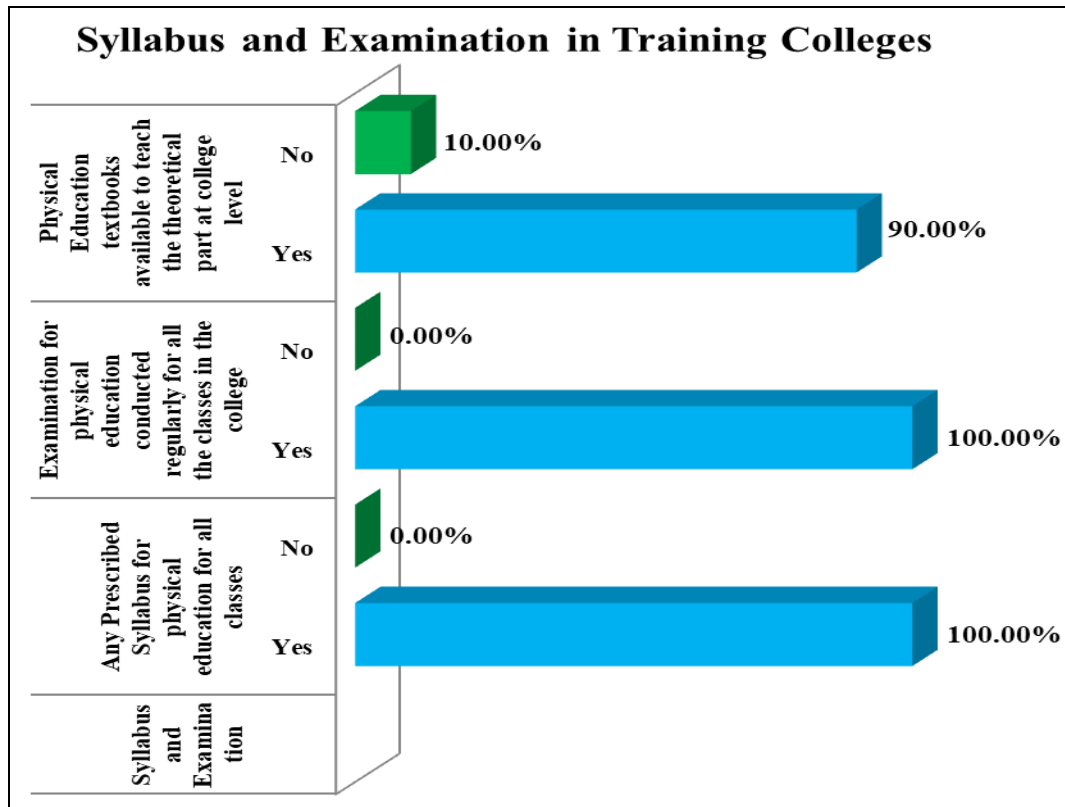


Fig 2: Graphical representation of syllabus and examination in training colleges.

Table 3: Shows the Analysis of Intramural Programme in Training Colleges

Intramural Programme		Count	Percentage
College organize any inter-class competition	Yes	3	7.5
	No	37	92.5
	Total	40	100
College have any house system for sports competition	Yes	40	100
	No	0	0
	Total	40	100
Sports competitions are conducted in the college	Yes	40	100
	No	0	0
	Total	40	100
Sports competition conducted separately for boys and girls	Yes	40	100
	No	0	0
	Total	40	100

Above table shows the analysis of intramural programme in training colleges, it was evident from the above table out of 40 training colleges 7.5% (3) of colleges organize inter-class competition and 92.5% (37) of colleges not organize any inter class competition. Similarly, 100% (40) of colleges have house system for sports competition. Likewise, 100% (40) of colleges conducted sports competitions in their colleges. In the same way, 100% (40) of colleges conducted sports completion separately for boys and girls. Thus, it can be

concluded that most number of colleges have house system for sports competition (100%), conducted sports competitions in their colleges (100%) and conducted sports completion separately for boys and girls (100%) respectively. But maximum number of colleges not organize any inter class competition (92.5%).

Graphical representation of intramural programme in training colleges shown in Figure -3.

Table 4: Shows the Analysis of Co-curricular and Other Activities in Training Colleges

Co-curricular and Other Activities		Count	Percentage
N.S.O activity in the college	Yes	14	35
	No	26	65
	Total	40	100
Provision of N.C.C in the college	Yes	9	22.5
	No	31	77.5
	Total	40	100

N.S.S. activity in the college	Yes	19	47.5
	No	21	52.5
	Total	40	100
Counseling activity in the college	Yes	11	27.5
	No	29	72.5
	Total	40	100
Cultural activities conducted in the college	Yes	40	100
	No	0	0
	Total	40	100

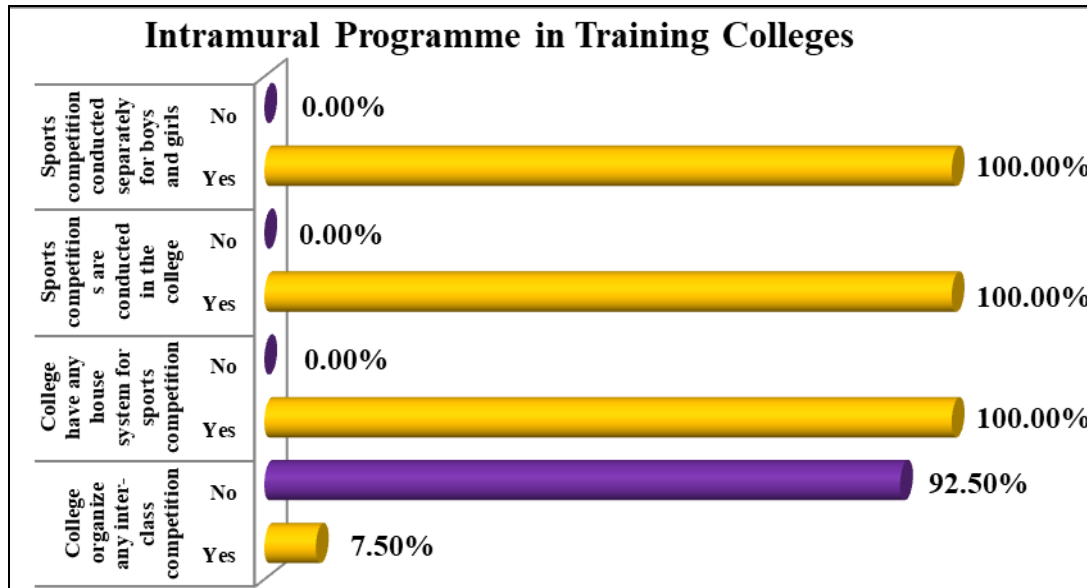


Fig 3: Graphical representation of intramural programme in training colleges

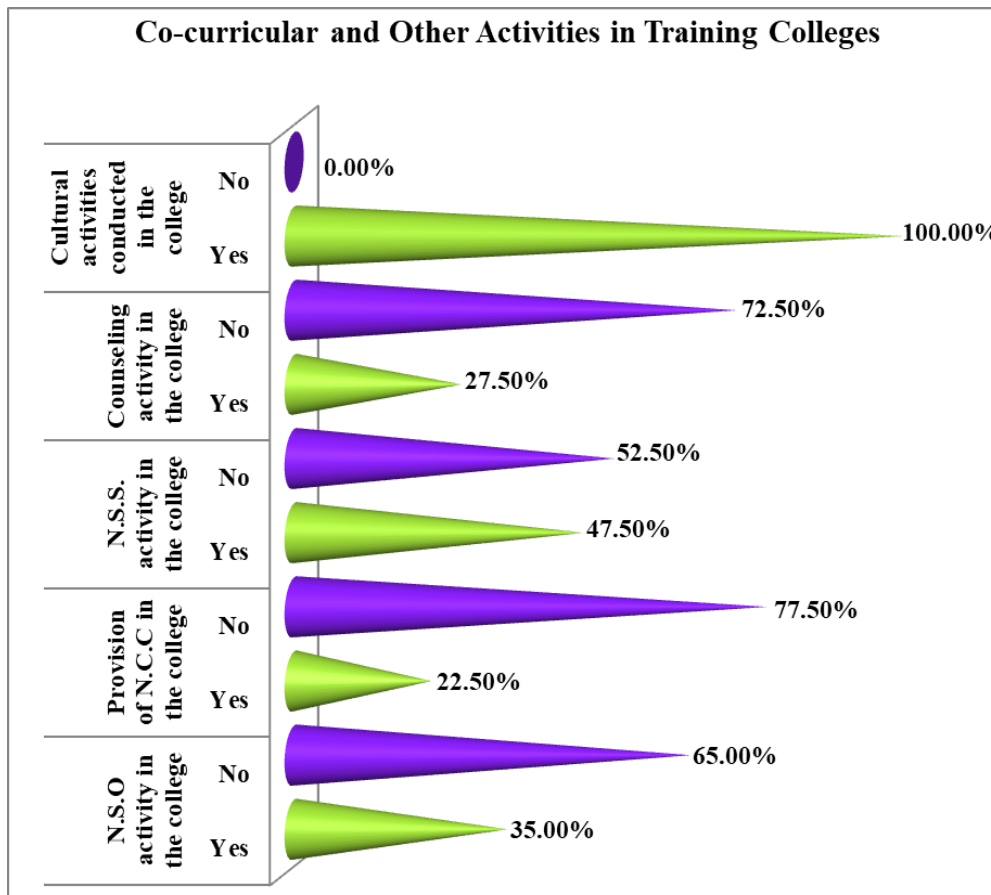
Above table describes the analysis of co-curricular and other activities in training colleges. It was clear from above table out of 40 training colleges 35% (14) of colleges have N.S.O. activity and 65% (26) of colleges not have N.S.O. activity. Similarly, 22.5% (9) of colleges have provision for N.C.C. and 77.5% (31) of colleges not have provision for N.C.C. In the same way, 47.5% (19) of colleges have N.S.S. activity and 52.5% of colleges (21) not have N.S.S. activity. Likewise, 27.5% (11) of colleges have counseling activity and 72.5%

(29) of colleges not have counseling activity. Also, 100% (40) of colleges conducted cultural activity. Therefore, it can be revealed that maximum number of colleges conducted cultural activity (100%). But, most numbers of colleges not have N.S.O. activity (65%), provision for N.C.C. (77.5%), N.S.S. activity (52.5%) and counseling activity (72.5%) respectively.

Graphical representation of co-curricular and other activities in training colleges shown in Figure -4.

Table 5: Shows the Analysis of Sports Day, Sports Club Programme and Sports Competition Organization in Training Colleges

Sports Day, Sports Club Programme and Sports Competition Organization	Count	Percentage
Sports demonstration programme conducted in the college every year	Yes	31
	No	9
	Total	40
Special provision for coaching the talented students	Yes	40
	No	0
	Total	40
Organize Annual Sports Day (Meet) every year	Yes	40
	No	0
	Total	40
Organize Inter College Tournaments	Yes	40
	No	0
	Total	40
Organize Inter University Tournaments	Yes	23
	No	17
	Total	40

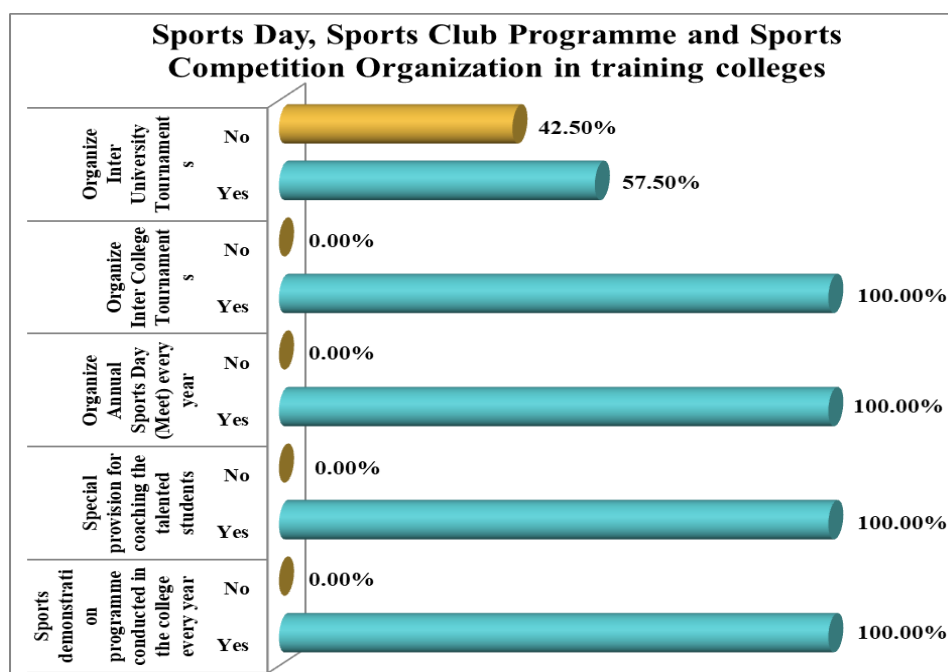


**Fig 4:** Graphical representation of co-curricular and other activities in training colleges

Above table shows the analysis of Sports Day, Sports Club Programme and Sports Competition Organization in Training Colleges. Out of 40 training colleges 100% (40) of colleges conducted sports demonstration programme every year. Similarly, 100% (40) of colleges have special provision for coaching the talented students. In the same way, 100% of colleges organize annual sports day every year. Likewise, 100% (40) of colleges organize inter college tournaments. Also, 57.5% (23) of colleges organize inter university tournament and rests of 42.5% (17) of colleges not organize

inter university tournament. Hence, it can be concluded that highest number of colleges conducted sports demonstration programme every year (100%), have special provision for coaching the talented student (100%), organize annual sports day every year (100%), organize inter college tournaments (100%) and organize inter university tournament (57.5%) respectively.

Graphical representation of Sports Day, Sports Club Programme and Sports Competition Organization in training colleges shown in Figure -5.



**Fig 5:** Graphical representation of Sports Day, Sports Club Programme and Sports Competition Organization in training colleges

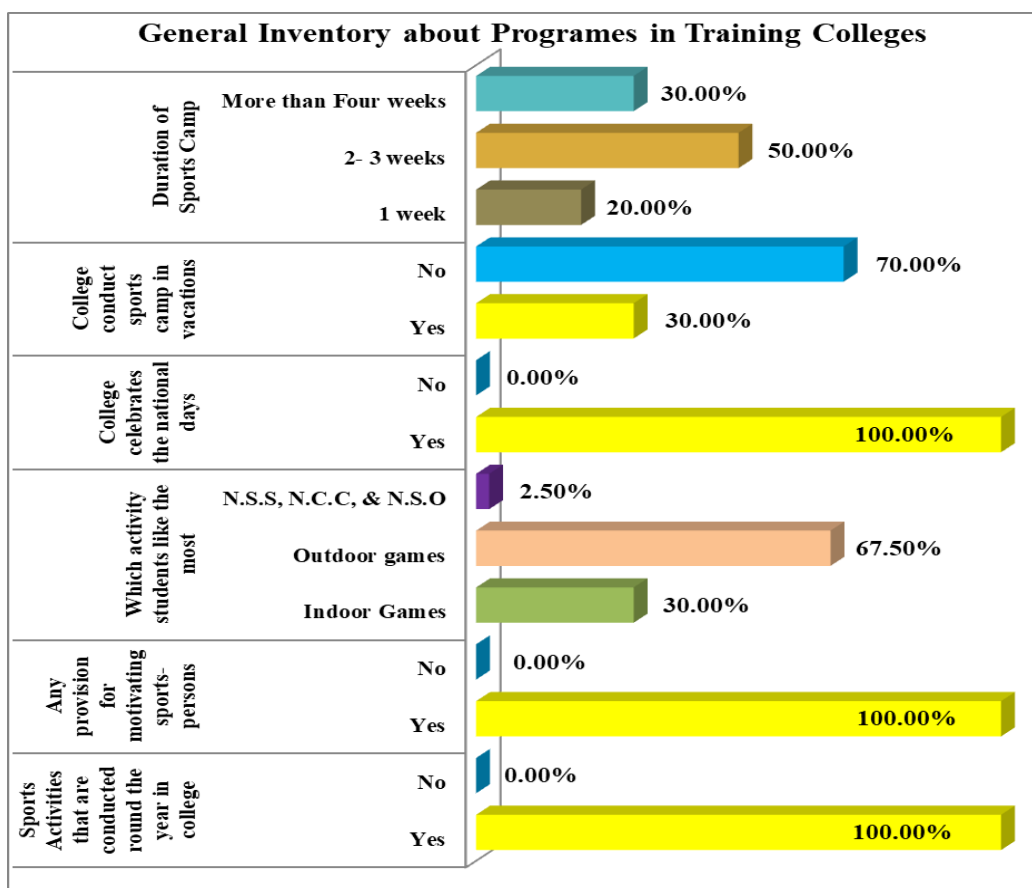
**Table 6:** Shows the Analysis of general inventory about programmes in training colleges

General Programmes		Count	Percentage
Sports Activities that are conducted round the year in college	Yes	40	100
	No	0	0
	Total	40	100
Any provision for motivating sports-persons	Yes	40	100
	No	0	0
	Total	40	100
Which activity students like the most	Indoor Games	12	30
	Outdoor games	27	67.5
	N.S.S, N.C.C, & N.S.O	1	2.5
	Total	40	100
College celebrates the national days	Yes	40	100
	No	0	0
	Total	40	100
College conduct sports camp in vacations	Yes	12	30
	No	28	70
	Total	40	100
Duration of Sports Camp	1 week	8	20
	2- 3 weeks	20	50
	More than Four weeks	12	30
	Total	40	100

Above table describes the analysis of general inventory about programmes in training colleges. It was evident from above table out of 40 training colleges 100% (40) of colleges conduct sports activity round the year. Similarly, 100% (40) of colleges have provision for motivating sports persons. Likewise, 30% (12) of college’s students like indoor games, 67.5% (27) of college’s students like outdoor games and rests of 2.5% (1) of colleges students like N.S.S, N.C.C, & N.S.O. Also, 100% (40) of colleges celebrate national days. In the same way, 30% (12) of colleges conduct sports camp in vacations and 70% (28) of colleges not conduct sports camp in vacations. Similarly, 20% (8) of colleges conducted sports

camps for 1 week, 50% (20) of colleges conduct sports camp for 2 to 3 week and 30% (12) of colleges conduct sports camp for more than four weeks. Thus, it can be concluded that most numbers of colleges conduct sports activity round the year (100%), have provision for motivating sports persons (100%), college’s students like outdoor games (67.5%), celebrate national days (100%) and conduct sports camp for 2 to 3 week (50%) respectively. But, highest numbers of colleges not conduct sports camp in vacations (70%).

Graphical representation of general inventory about programmes in training colleges shown in Figure -6.



**Fig 6:** Graphical representation of general inventory about programmes in training colleges

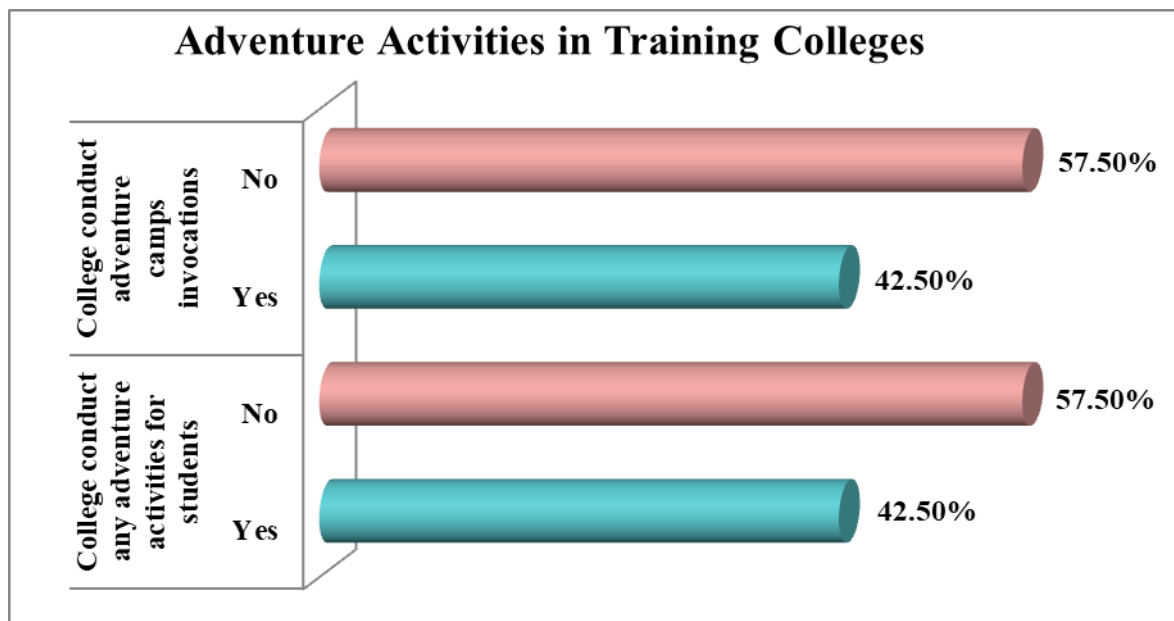


**Table 7:** Shows the Analysis of Adventure Activities in Training Colleges

Adventure Activities		Count	Percentage
College conduct any adventure activities for students	Yes	17	42.5
	No	23	57.5
	Total	40	100
College conduct adventure camps invocations	Yes	17	42.5
	No	23	57.5
	Total	40	100

Above table shows the analysis of adventure activities in training colleges. It was clear from above table out of 40 training colleges 42.5% (17) of colleges conduct adventure activities for students and 57.5% (23) of colleges not conduct any adventure activities for student. Similarly, 42.5% (17) of colleges conduct adventure camps invocations and 57.5% (23)

of colleges not conduct adventure camps invocations. Hence, it can be concluded that Majority of the colleges are not conduct any adventure activities for student (57.5%) and also not conduct adventure camps invocations (57.5%). Graphical representation of adventure activities in training colleges shown in Figure -7.

**Fig 7:** Graphical representation of adventure activities in training colleges

### Conclusion

In the view of findings and limitation of the study, it can be concluded that as follows

1. The most numbers of colleges have consulted Physical Education at the time of preparing the time table (100%), college's student show the interest in playing (100%), college's students show interest in physical education theory (70%), college's Principal show interest in sports and physical education (100%), college's time table prepared, keeping in view of all the facilities that are available for indoor and outdoor sports (92.5%) and colleges are time of day taken into account, for arranging the periods for physical education (100%).
2. The majority of colleges have prescribed syllabus for physical education for all classes (100%), colleges are conducted examination for physical education regularly for all the classes in the college (100%) and physical education textbooks are available to teach the theoretical part at college level (90%).
3. The most number of colleges have house system for sports competition (100%), conducted sports competitions in their colleges (100%) and conducted sports completion separately for boys and girls (100%). But maximum number of colleges are not organize any inter class competition (92.5%).
4. The maximum number of colleges conducted cultural

activity (100%). But, most numbers of colleges not have N.S.O. activity (65%), provision for N.C.C. (77.5%), N.S.S. activity (52.5%) and counseling activity (72.5%).

5. The highest number of colleges conducted sports demonstration programme every year (100%), have special provision for coaching the talented student (100%), organize annual sports day every year (100%), organize inter college tournaments (100%) and organize inter university tournament (57.5%).
6. The most numbers of colleges conduct sports activity round the year (100%), have provision for motivating sports persons (100%), college's students like outdoor games (67.5%), celebrate national days (100%) and conduct sports camp for 2 to 3 week (50%). But, highest numbers of colleges not conduct sports camp in vacations (70%).
7. The majorities of the colleges are not conducted any adventure activities for student (57.5%) and also not conduct adventure camps invocations (57.5%).

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