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Investigation into physical education and sports facilities within government and aided colleges of CSJM University, Kanpur, Uttar Pradesh

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Abstract

This study aims to comprehensively assess the sports facilities available at government and aided colleges affiliated with CSJM University in Kanpur. It focuses solely on colleges within the Kanpur district.

Methodology: A survey method was employed to gather data, specifically through questionnaires. These questionnaires were meticulously designed based on existing research and hypotheses related to sports facilities in educational institutions.

Data Collection: The researcher personally visited various government and aided colleges under CSJM University, Kanpur. Here, they interviewed key personnel including physical education directors, department heads, and physical educators. The questionnaires served as a structured guide during these interviews.

Data Analysis: The collected data was meticulously organized into tables and then subjected to rigorous analysis.

Significance of Physical Education: Physical education plays a vital role within the broader educational landscape. It is considered an essential element for an individual's holistic development, offering benefits that cannot be replicated by other aspects of the college curriculum. This underscores the importance of college authorities providing adequate facilities and opportunities for students to engage in physical activities. Such activities can foster leadership qualities and equip students with valuable life skills that extend far beyond the classroom.

Keywords: Physical education, sports facilities, aided and government colleges

Introduction

Physical education is a cornerstone of any well-rounded educational program. Its benefits for individual growth are undeniable, offering advantages that no other facet of the college curriculum can fully replicate. Recognizing this significance, all college authorities have a responsibility to provide opportunities for students to develop leadership qualities and participate in activities that cultivate valuable life skills. Activities like these go beyond academics and equip students with tools that serve them well beyond graduation.

Study Objective and Scope

This study, titled "Survey of Physical Education and Sports Facilities in Government and Aided Colleges affiliated with CSJM University, Kanpur", aims to comprehensively assess the sports facilities available at these colleges. The research focuses solely on colleges within the Kanpur district and is confined to data collected during the year 2023. It is important to note that this study relied on data gathered through questionnaires and did not involve physical verification of facilities.

Research Questions and Significance

The central hypothesis of this study is that government and aided colleges affiliated with CSJM University, Kanpur, might not possess sufficient or minimum required physical education and sports facilities. The potential benefits of this research are as follows:

- **Improved Guidelines for Physical Education Teachers:** The results may offer valuable insights and recommendations for physical education instructors.
- **Increased Transparency:** The study may shed light on the current state of athletic facilities, including staff composition, playing fields, budget allocations, and equipment availability, within government and aided colleges under CSJM University, Kanpur.
- **Enhanced Planning:** These findings can be instrumental for these colleges in developing strategic plans for their physical education programs, ensuring a well-rounded offering for students.
- **Student Motivation:** The study's findings could serve as a catalyst for students to elevate their performance in sports and games.
- **Future Research:** This investigation can pave the way for further research in the field.

A Note on Survey Methodology

Surveys involve the systematic collection, analysis, interpretation, and reporting of relevant information. The term originates from the Latin words "dis" and "portare," which translate to "carrying away from work." While sports were once primarily viewed as a source of leisure, the modern definition encompasses games, athletics, and swimming. These activities can serve recreational purposes, but sports, in essence, involve structured activities that require varying levels of physical exertion (M.L. Kamlesh and M.S. Sangral, 1980) ^[18].

P.J. Arnold (1964) emphasizes the importance of infrastructure in facilitating physical education programs. This infrastructure encompasses buildings, playing fields, indoor facilities, specialized rooms (including classrooms), stadiums, swimming pools, laboratories, and libraries. These resources provide the essential framework for conducting effective physical education activities.

Methodology

Given the nature of this investigation, a straightforward research methodology – the survey technique – was deemed most suitable. This approach allows for efficient data collection on the availability of sports facilities within the chosen colleges.

Study Focus and Sample Selection

The primary objective of this study is to assess the existing sports facilities in government and aided colleges affiliated with CSJM University, Kanpur. It's worth noting that Kanpur boasts a rich educational legacy, with pioneering colleges that address the academic needs of underserved communities. The city also flourishes with training institutions and has a well-established reputation for its vibrant sports scene. To gain a representative perspective, a sample of 12 colleges (both government and aided) under CSJM University, Kanpur, was chosen for this investigation.

Personal Interviews for In-Depth Data

Personal interviews served as the primary method for data collection in this survey. These interviews were primarily conducted in the offices of key personnel such as directors, department heads, physical educators, principals, headmasters, and headmistresses. We are grateful for their cooperation and genuine interest in the study, which significantly aided the data collection process.

Structured Questionnaire for Focused Responses

To maintain consistency and ensure focused data collection during the interviews, a meticulously designed questionnaire with 24 items related to sports facilities was employed. These items were further broken down into sub-items to delve deeper into the specifics of these facilities.

Literature Review and Enhanced Interview Clarity

To ensure a well-informed investigation, a review of recent advancements in the field of sports and related activities was conducted. Beyond interviews with principals and headmistresses, physical education instructors were also contacted and interviewed. During these interviews, any ambiguities regarding the intent of specific questionnaire items were clarified. This step was crucial in ensuring the reliability of responses and enhancing the participants' understanding of the study's objectives.

Confidentiality and Questionnaire Structure

The data collection instrument for this study was a written questionnaire developed in collaboration with subject-matter experts. The questionnaire was designed with a structured format, featuring mostly clear-cut response options such as "Yes" or "No" to facilitate efficient data collection. A total of 24 items were included in the questionnaire. Before administering the questionnaires, participants were assured of complete anonymity regarding their identity and individual responses.

Tools

To systematically gather and record responses, a well-structured written questionnaire was developed in collaboration with experts in the field. The questionnaire items were designed to be clear and concise, with most requiring straightforward answers like "Yes" or "No" for efficient data collection. In total, the questionnaire comprised 24 items. To ensure participant confidentiality, all subjects were assured that their identities and individual responses would be kept completely anonymous before being entrusted with the questionnaires.

Questionnaire Content

The questionnaire addressed a wide range of topics relevant to the investigation, encompassing the following key areas:

- **General College Information:** This section gathered basic details about the colleges involved in the study.
- **Student Enrollment and College Management:** This section focused on the number of students enrolled and whether the colleges were government-run or aided.
- **Physical Education Staff:** This section aimed to collect information about the physical education faculty at each college.
- **Physical Education Facilities:** This section delved into the availability and types of physical education facilities present at the colleges.
- **Physical Education and Sports Equipment:** This section focused on the inventory of sports equipment available at each college.
- **Teaching Aids and Audio-Visual Equipment:** This section explored the use of instructional tools and audio-visual resources in physical education programs.
- **Library Facilities:** This section examined the library resources related to physical education and sports available to students.

- **Miscellaneous Facilities:** This section captured information about any additional facilities that could potentially support physical education programs.
- **Budget and Financial Resources:** This section investigated the financial resources allocated to physical education programs at the colleges.
- **Physical Education Curriculum:** This section explored the structure and content of the physical education curriculum offered at the colleges.
- **Intramural and Extramural Sports Competitions:** This section examined the opportunities for students to participate in both internal (intramural) and external (extramural) sports competitions.
- **Co-curricular Activities:** This section explored the range of co-curricular activities related to physical education offered by the colleges.

Data

Extracting meaningful interpretations from the collected data is paramount to this study's success. The core objective was to shed light on the current state of sports facilities within government and aided colleges affiliated with CSJM University, Kanpur. To achieve this, questionnaires were distributed to all 12 colleges, resulting in a commendable 100% response rate, with completed questionnaires received from every institution. For a thorough analysis and interpretation of the findings, the data collected through these questionnaires has been meticulously categorized under the following thematic sections:

List the 12 Headings Here (Insert the 12 headings you previously identified for data categorization).

This categorization will allow us to examine the data from various angles, ultimately painting a comprehensive picture of the sports facilities available across these colleges.

Table 1: General Information

College code	Name of the Colleges	Government & Aided	Nature of the College
1.	Christ Church PG College, Kanpur	Aided	Co-Educational
2.	V.S.S.D. College, Kanpur	Aided	Co-Educational
3.	Dayanand Anglo-Vedic (PG) College, Civil Lines Kanpur	Government- Aided	Co-Educational
4.	Pt. Prithi Nath (PG) College, Kanpur	Aided	Co-Educational
5.	Brahmanand College, Kanpur	Government- Aided	Co-Educational
6.	Halim Muslim P.G. College, Chamanganj, Kanpur	Aided	Co-Educational
7.	Harsahai P.G. Mahavidyalaya, P. Road, Kanpur	Aided	Co-Educational
8.	D.B.S. College, Govind Nagar, Kanpur	Government- Aided	Co-Educational
9.	Armapur P.G. College, Armapur, Kanpur	Government- Aided	Co-Educational
10.	Brahmavart P.G. College, Mandhana, Kanpur	Aided	Co-Educational
11.	Dayanand College, of Law, Kanpur	Aided	Co-Educational
12.	Prof. H.N. Mishra College of Education, Kanpur	Aided	Co-Educational

Table 1 reveals that the general information about the government and aided colleges affiliated with CSJM University, Kanpur. This table also show that out of 12

colleges there are 4 colleges which are Government-Aided while 8 colleges are private-aided. While all the colleges are coeducational system of education.

Table 2: Demonstrating Student Strength

College Code	1st Year		2nd Year		3rd Year		Total Boys	Total Girls	Grand Total	Percentage
	Boys	Girls	Boys	Girls	Boys	Girls				
1	141	-	172	-	139	-	452	-	452	11.85 %
2	-	136	-	280	-	276	-	692	692	18.15 %
3	39	18	64	34	30	26	133	78	211	5.53 %
4	62	66	119	130	125	117	306	313	619	16.23 %
5	23	19	22	21	18	27	63	67	130	3.41 %
6	45	43	49	47	42	46	136	136	272	7.13 %
7	23	24	23	17	25	27	71	68	139	3.64 %
8	84	51	53	37	46	35	183	123	306	8.02 %
9	286	-	219	-	153	-	658	-	658	17.26 %
10	9	19	24	11	10	8	43	38	81	2.12 %
11	25	25	25	25	24	23	74	73	147	3.85 %
12	22	12	18	16	20	17	60	45	105	2.75 %
Total	759	413	788	618	632	602	2179	1633	3812	100 %
Avg.	19.91	10.83	20.67	16.21	16.58	15.79	57.16	42.83	-	-

An analysis of Table 2 reveals that CSJM University, Kanpur, has a total student enrollment of 3,812 across its affiliated government and aided colleges. Interestingly, the gender composition of this student body leans towards a higher

proportion of boys (57.16%) compared to girls (42.83%). This suggests a trend where male students appear to be more prevalent within the university's colleges.

Table 3: Physical Education Personnel's Experience Level

College Code	Below 5 Years	Below 10 Years	Below 15 Years	Below 20 Years	Below 25 Years	Below 30 Years	Total
1	-	1	1	-	-	-	2
2	-	-	1	-	-	1	2
3	1	-	-	-	-	-	1
4	-	1	-	-	-	1	2
5	1	-	-	-	-	-	1
6	1	1	-	-	-	-	2
7	1	1	-	-	-	-	2
8	-	1	-	-	-	1	2
9	-	-	1	-	1	-	2
10	1	-	-	-	-	-	1
11	1	-	-	-	-	-	1
12	1	-	-	-	-	-	-
Total Percentage	7	5	3	-	1	3	-
Avg.	58.31	41.65	24.99		8.33	24.99	

An examination of Table 3 unveils a critical aspect of the faculty's experience level. A substantial proportion, reaching 58.31%, possesses less than five years of experience. This is followed by another 41.65% who have been teaching for between five and ten years. As we delve deeper into the data, we see a diminishing number of educators with increasing

experience. Roughly a quarter (24.99%) fall within the ten-to-fifteen-year range, while a smaller group (8.33%) boasts experience between fifteen and twenty-five years. Interestingly, another segment (24.99%) has been teaching for ten to thirty years. However, it's noteworthy that the table reveals no faculty members exceeding the thirty-year mark

Table 4: Physical Education Personnel Qualification

College Code	C.P.Ed.	B.P.Ed.	M.P.Ed.	NIS
1	-	1	1	-
2	-	1	1	-
3	-	1	-	-
4	-	1	1	-
5	-	1	-	-
6	-	1	-	-
7	1	1	-	-
8	1	1	-	-
9	-	1	-	-
10	1	-	-	-
11	-	1	-	-
12	-	-	-	-
Total	3	10	3	0
Percentage	24.99	83.30	24.99	0.00

As revealed by Table 4, an analysis of physical education teachers across most colleges exposes their qualification distribution. The majority (83.30%) hold a B.P.Ed degree, signifying a strong foundation in physical education pedagogy. This is complemented by a noteworthy presence of

educators with a C.P.Ed certificate (24.99%), indicating a focus on practical skills. Interestingly, another group (24.99%) boasts an M.P.Ed qualification, demonstrating a commitment to advanced study in the field.

Table 5: Highlighting Athletic Equipments

Sl. No	Description	College code												Total	% Age
		1	2	3	4	5	6	7	8	9	10	11	12		
1.	Stop watch	1	1	1	1	1	1	1	1	1	1	1	1	12	100
2.	Tapes	1	1	1	1	1	1	1	1	1	1	1	1	12	100
3.	Hurdles	1	1	-	1	-	-	-	-	-	-	-	1	4	33.32
4.	High jump stand, cross bar	1	-	-	1	1	1	1	1	-	-	1	-	7	58.31
5.	Starting block	-	1	-	1	-	-	1	1	1	-	-	-	5	41.65
6.	Hammer throw	1	1	-	-	-	-	-	-	-	-	-	1	3	24.99
7.	Clapper	-	-	-	-	-	-	-	-	-	-	-	-	00	0.00
8.	a) Javelin Men	1	1	1	1	1	1	1	1	1	1	1	1	12	100
	b) Javelin women	-	-	-	-	-	-	-	-	-	-	1	1	2	16.66
9.	a) Shot put men	-	-	-	-	-	-	-	-	-	-	1	1	2	6.66
	b) Shot put women	-	-	-	-	-	-	-	-	-	-	-	1	2	8.33
10.	a) Discuss throw men	1	1	1	1	1	1	1	1	-	1	1	-	10	83.30
	b) Discuss throw women	-	-	-	-	-	-	-	-	-	-	-	1	1	8.33
11.	Pole vault box pole vault crouch	-	-	-	-	-	-	-	-	-	-	1	-	1	8.33
12.	Running spikes	-	1	-	1	-	1	-	-	-	-	1	-	4	33.32
13.	Really batons	1	1	-	1	1	1	1	1	1	1	1	1	11	91.63

14.	Victory stand	1	-	-	-	1	1	-	1	-	-	-	-	4	33.32
15.	Staid meter	1	-	-	-	-	-	1	1	-	1	-	-	3	24.99
16.	Finish poles	-	-	-	-	-	1	-	1	-	-	-	1	3	24.99

Note:- '1' – Yes, '-' – No

Data presented in Table 5 unveils the inventory of athletic equipment across affiliated colleges. While there seems to be a 100% availability of essential items like stopwatches, measuring tapes, and javelins (men's), the picture becomes less uniform for other equipment. Relay batons appear well-represented at 91.63%, followed by discus throw cages (men's) at 83.30%. However, a concerning trend emerges as we delve into equipment for various sporting disciplines. Availability dips to 58.31% for high jump stands and crossbars, and only 41.65% of colleges possess starting blocks. The situation worsens for hurdles, running spikes, and victory stands, with a mere 33.32% ownership. Even more concerning is the scarcity of equipment for specific events - only 24.99% of colleges have hammer throw finish poles and stadiometers, and javelin equipment (women's) and shot put implements (men's) are available in just 16.66% of institutions. The data reaches a critical point when revealing that shot put equipment (women's), discus throw equipment (women's), and pole vault equipment (both box and crouch styles) are entirely absent in some colleges. Furthermore, a complete lack of clappers across all institutions is noteworthy. This information paints a concerning picture of uneven equipment distribution, hindering the ability of colleges to support a comprehensive range of athletic endeavors.

Discussion of findings

This study aimed to assess the state of physical education and sports facilities within government and aided colleges affiliated with CSJM University, Kanpur. The findings revealed a concerning lack of resources across several crucial areas.

- **Staff Shortages:** Notably, none of the colleges boast a full complement of staff, impacting both academic instruction and physical education delivery. This includes shortages in teaching personnel, physical education specialists, ground maintenance personnel, and librarians.
- **Limited Learning Materials:** A significant deficiency was observed in the availability of physical education resources. All colleges lacked a comprehensive collection of books, magazines, and journals dedicated to the field.
- **Uneven Faculty Qualifications:** While some colleges possess a handful of well-qualified staff members holding C.P.Ed., B.P.Ed., and M.P.Ed. qualifications, the overall faculty expertise appears uneven.
- **Inadequate Equipment and Facilities:** The situation with equipment and facilities is equally concerning. No college reported having a sufficient stock of playing equipment, and playground facilities were deemed inadequate.
- **Root Causes:** This widespread lack of resources – encompassing staff, equipment, facilities, learning materials, and programs – can be attributed to two primary factors: limited financial resources and a shortage of qualified personnel.

Recommendations

To address these shortcomings and invigorate physical education and sports programs, government intervention is crucial. Increased financial allocation would enable colleges to acquire essential equipment, improve facilities, and bolster

learning materials. Additionally, a focus on attracting and retaining qualified staff in various capacities (teaching, physical education, ground maintenance, and library services) is essential.

Conclusion

The analysis of data from this study reveals a critical shortcoming in physical education programs across affiliated colleges. A significant number of institutions lack essential sports facilities, including 200-meter tracks, recreation halls, gymnasiums, and table tennis courts. This absence undermines the holistic educational experience, as physical education plays a vital role in promoting student health and well-being.

Despite incorporating physical education into the curriculum and collecting sports fees, many colleges fail to provide adequate facilities for their students. This inconsistency creates a situation where students are not receiving the full benefit of their education.

To address this disparity, it is recommended that college authorities prioritize the development of sports infrastructure. Increased funding allocation and a renewed emphasis on the importance of physical education are crucial steps in this direction. Additionally, fostering a culture of sports participation among faculty, particularly trained physical education teachers, can further motivate students and enhance their overall educational experience.

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