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## A comparative analysis of physical education and sports programs in CSJM University's Government and aided Colleges, Kanpur, Uttar Pradesh

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### Abstract

This study delves into the landscape of physical education (PE) and sports programs within Government and Aided Colleges affiliated with CSJM University in Uttar Pradesh, India. It establishes a foundational understanding of what constitutes a "standard" PE program. Essentially, this standard refers to the minimum necessary resources – facilities, equipment, and qualified personnel-established by recognized authorities, research, or common practices, to ensure the program's effectiveness.

The emphasis on natural activities in modern PE programs necessitates extensive play areas, functioning as a form of "uncovered classroom." Careful planning and consideration must be given to the size and proximity of these play areas relative to the school itself.

**Research Methodology:** With the aim of evaluating the existing PE and sports programs, the study employed a random sampling approach. Forty Aided and Government colleges, spread across the four academic divisions of Uttar Pradesh, were chosen for investigation. These included 12 colleges from Kanpur City (Nagar), 9 from Kanpur Dehat Division, 14 from Auraiya Division, and 5 from Etawah Division.

A "facilities program inventory" specifically designed by the researcher served as the evaluation tool for assessing PE and sports programs within these training colleges. Data analysis was conducted using simple percentage analysis facilitated by the Statistical Package for Social Sciences (SPSS) software, version 23.

**Key Findings:** The study yielded several key findings, along with limitations, prompting the following conclusions:

- 1. Positive Indicators:** A significant number of colleges considered PE during timetable planning. This suggests student interest in both practical participation and theoretical aspects of PE, along with administrative support for incorporating physical activity into the curriculum. Notably, colleges factored in available indoor and outdoor facilities, as well as appropriate times of day, when allocating PE periods.
- 2. Curriculum and Assessment:** The majority of colleges implemented a prescribed PE syllabus for all classes. Regular PE examinations were conducted, and textbooks were available to support theoretical instruction.
- 3. Sports Competitions:** Most colleges had a house system in place to facilitate sports competitions. These competitions were typically conducted within the college itself, often offering separate events for boys and girls. However, a significant number of colleges lacked inter-class competitions.
- 4. Extracurricular Activities:** While a high number of colleges organized cultural activities, participation in programs like National Service Organisation (NSO), National Cadet Corps (NCC), National Service Scheme (NSS), and student counselling remained relatively low.
- 5. Development and Promotion of Sports:** A positive trend emerged in the organization of annual sports days, inter-college tournaments, and even inter-university tournaments by a substantial portion of colleges. Additionally, these colleges offered yearly sports demonstration programs, provided specialized coaching for talented students, and organized sports camps.
- 6. Encouraging Year-Round Participation:** Many colleges facilitated year-round sports activities and offered motivational initiatives to support their athletes. Outdoor games were popular among students, with colleges also celebrating national days through sports-related events. While some colleges provided sports camps lasting 2-3 weeks, a significant number lacked such programs during vacations.
- 7. Adventure Activities:** The study revealed a concerning gap in the area of adventure activities. The majority of colleges did not offer any such programs or related camps for their students.

These findings provide valuable insights into the current state of PE and sports programs within CSJM University's Government and Aided Colleges in Uttar Pradesh State. Addressing the identified shortcomings, particularly in relation to inter-class competitions, NSO/NCC/NSS participation, and adventure activities, could significantly enhance the student experience and foster a more comprehensive approach to physical well-being.

**Keywords:** CSJM University's Government and Aided Colleges, Physical Education, Sports, Programme etc.

### Introduction

#### The Crucial Role of Physical Education: Beyond Playgrounds and Frills

Within the realm of education, establishing a standard for physical education (PE) programs is paramount. This standard refers to the minimum resources-facilities, equipment, and qualified personnel-deemed essential by authorities, research, and common practices to ensure an effective program.

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Modern PE programs, with their emphasis on natural activities, necessitate extensive play areas that function as a unique learning environment, akin to "uncovered classrooms." Careful planning is crucial to determine the optimal size and location of these play areas in relation to the school itself.

### The Misunderstood Playground

Traditionally, schools and colleges have prioritized academics, relegating playgrounds and PE programs to the periphery of education. This perspective unfortunately views them as mere "frills," neglecting the immense educational potential they hold. School administrators often display reluctance to invest in expensive PE equipment, readily accepting the necessity of classrooms, furniture, labs, and libraries. This prioritization stems partly from a conventional educational approach and partly from the practical reality of inspections by department authorities who focus solely on academic areas. Furthermore, a lack of appreciation for the educational value of PE contributes to this neglect. Play is often taken for granted, leading to dismissive questions like, "Why provide specialized facilities if children will play anyway? Isn't it a waste of time?" These questions fail to recognize the developmental benefits of structured play under the guidance of qualified personnel.

### The Need for Expertise

To design and implement effective PE programs, catering to the diverse needs of students, a specific type of planning is required. This planning should strive to cultivate the "all-round abilities" of a student. Only professionals with specialized knowledge, experience, and training can formulate the program's philosophy, effectively integrate physical, biological, and social sciences into physical activity, and establish a continuous evaluation process.

### The Debate on Sports Administration

The relative newness of organized sports administration programs has led to a lack of consensus regarding their ideal placement within an organizational structure. Schools, colleges, and PE departments often encompass programs in health, safety, dance, recreation, and physical training. Sports, too, are considered an important aspect of this "physical education entity," according to many. There appear to be four main possibilities for the placement of a sports administration program:

1. Department of Sports within a School or College of Physical Education
2. Department of Sports Studies within a School or College of Physical Education
3. Department of Sports within a College of Arts and Sciences or a School of Education
4. Department of Sports within a School or College of Business Administration

The advantages and disadvantages of each placement are readily apparent. Unfortunately, vested interests often dictate where a sports program is placed, potentially hindering program quality. The paramount concern should be the program's actual implementation, which will always be dependent on the specific personnel and dynamics of the institution. Ultimately, the program's quality hinges heavily on the qualifications and interests of the faculty assigned to it.

### The Synergy of Resources and Personnel

A comprehensive PE program thrives on three pillars:

qualified personnel, effective facilities, and dedicated students. Without adequate facilities and qualified staff, even the most meticulously designed program remains ineffective. To achieve the multifaceted objectives of PE – promoting health, vitality, teamwork, and character development – a well-planned program is essential. Physical education holds the potential to significantly enrich general education by enabling students to achieve the "finest kind of living." It complements the educational process, encompassing the classroom, playground, and athletic field, and is vital for a truly holistic and effective education. The purpose of a PE program is to empower students with the tools to lead a long and fulfilling life, actively contributing to society.

### Cultivating Results

For physical education to yield its full potential, various factors require careful consideration, with facilities and curriculum playing a particularly prominent role. A well-defined and thorough program ensures effective teaching, while readily available facilities transform the program from mere words on paper into a vibrant learning experience.

### Review of literature

This section delves into several key studies exploring the importance and current state of physical education (PE) programs within educational institutions.

#### A Call for Recognition: Cariaga's (2014) Assessment

A study by Cariaga (2014) <sup>[3]</sup> focused on evaluating PE programs in state universities of Isabela, Philippines. The research highlights a concerning trend: PE, a crucial academic discipline, has been frequently undervalued by both professors and administrators. Misconceptions prevail, perceiving PE as merely physical activity devoid of deeper educational significance. Students often echo this sentiment, dismissing PE with casual remarks like "Oh, it's just P.E.!" Cariaga emphasizes the need for a paradigm shift. Schools, through qualified PE instructors, have the potential to implement enriching PE programs aligned with established guidelines. High-quality PE can equip students with the knowledge, skills, and confidence to embrace lifelong physical activity, laying the foundation for a healthy and active lifestyle. Ultimately, the study aims to elevate the understanding and appreciation of PE as a vital component of a well-rounded education.

#### Shaping Attitudes: Chakraborty *et al.* (2012) <sup>[2]</sup> and

#### Teacher Training: Chakraborty, Nandy, and Adhikari (2012)

<sup>[2]</sup> investigated the impact of teacher training programs on attitudes towards PE. Their study underscores the critical role PE plays in education. To nurture a healthy and prosperous future generation, a robust PE program, integrated alongside traditional academics, is essential from an early age. However, achieving total quality in PE requires a scientific approach. This study employed a longitudinal design to assess the attitudes of both students and teachers in secondary and higher secondary schools. The findings revealed a statistically significant increase in positive attitudes towards PE amongst a sample of teacher education students. This suggests that well-structured training programs can cultivate a more positive perception of PE, potentially leading to improved teaching practices and student engagement.

#### A Cause for Concern: Akindutire & Olanipekun (2014) <sup>[4]</sup> on Declining PE in Nigeria: Akindutire and Olanipekun

(2014) [4] raise a critical issue the declining profile of PE programs in Nigerian educational institutions. Historically, PE held a prominent position within the Nigerian education system, mirroring trends observed in many countries. From the 1950s to the 1980s, a strong emphasis was placed on both the practical and pedagogical aspects of PE across all educational levels. National education policies during this period also reflected this commitment, mandating PE as a compulsory subject in primary schools and teacher training programs, along with its inclusion in secondary education. However, the study paints a concerning picture of a steady decline in PE's prominence within Nigerian schools since the 1990s. The authors delve into the factors contributing to this decline, aiming to shed light on the challenges faced by PE programs and advocate for their revitalization.

### Leadership Through PE: Banerjee & Banerjee (2008) [1] Explore Training Programs

Banerjee and Banerjee (2008) [1] explored the potential of PE teacher training programs in fostering leadership qualities, particularly among female trainees. Their study acknowledges the growing societal acceptance of women's participation in sports. The authors posit that PE programs can provide a valuable platform for female trainees to develop leadership skills. The research examined a group of eighteen female physical education trainees over the course of an academic year. The study monitored participants' physical fitness, sports achievement motivation, anxiety levels, and leadership qualities through standardized tests administered at the beginning and end of the program. While the program demonstrably improved physical fitness and psychological well-being among the trainees, it did not achieve the desired level of enhancement in leadership qualities. These findings suggest that further exploration is needed to refine PE teacher training programs to foster a more comprehensive range of skills, including leadership development.

These studies collectively highlight the multifaceted value of PE programs in education. From fostering positive attitudes and promoting physical health to cultivating leadership skills, PE offers a wealth of benefits that extend beyond mere physical activity. However, the research also underscores the challenges faced by PE programs, including undervaluation, declining prominence, and the need for further development in specific areas like leadership training. By recognizing the crucial role of PE and addressing these challenges, educational institutions can ensure that PE programs reach their full potential, empowering students to lead healthy, well-rounded lives.

### Methodology

This study aimed to comprehensively evaluate the physical education (PE) and sports programs offered by Government and Aided Colleges affiliated with CSJM University in Uttar Pradesh, India. To achieve this objective, a random sampling approach was employed. Forty colleges, distributed across the state's four academic divisions, were selected for investigation. These colleges included twelve from Kanpur City (Nagar), nine from Kanpur Dehat Division, fourteen from Auraiya Division, and five from Etawah Division. For the evaluation process, a "facilities program inventory" was specifically developed by the researcher. This instrument served as the primary tool for assessing the quality and comprehensiveness of PE and sports programs within these colleges.

### Statistical Techniques

In order to analyze the data collected on the physical

education and sports programs within CSJM University's Government and Aided Colleges across Uttar Pradesh, a simple percentage analysis was employed. This analysis was facilitated by utilizing the Statistical Package for Social Sciences (SPSS), specifically version 23 of the software.

## Results and Discussion

**Table 1:** Shows the analysis of time table in CSJM University's Government and Aided Colleges of Uttar Pradesh

Time table percentage	Count		
	Yes	No	Total
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

**Analysis of Timetable in Government and Aided Colleges**  
This table summarizes the analysis of timetables within CSJM University's Government and Aided Colleges in Uttar Pradesh. Here are the key findings:

- **Timetable and Consultation:** Encouragingly, all 40 colleges (100%) consulted with the Physical Education department when creating their timetables.
- **Student Interest:** A positive trend is evident; 100% of colleges reported student interest in playing sports. Additionally, 70% (28 colleges) indicated student interest in physical education theory, with the remaining 30% (12 colleges) not showing such interest.
- **Administrative Support:** Demonstrating strong support, principals at all 40 colleges (100%) expressed interest in sports and physical education programs.
- **Allocation of Time:** Another positive indicator is that 100% of colleges reported having a sufficient number of periods dedicated to physical education within their timetables.
- **Facilities and Timetable Integration:** While most colleges (92.5%, or 37 colleges) considered available indoor and outdoor sports facilities when constructing their timetables, a smaller number (7.5%, or 3 colleges) did not.
- **Scheduling Considerations:** Time of day was a factor for all colleges (100%) when arranging physical education periods within their timetables.

These findings paint a generally positive picture. The vast majority of colleges prioritize physical education by consulting with the department during timetable creation, allocating adequate time slots, and considering available facilities. Additionally, student interest in participation and theory demonstrates a strong foundation for program

development. However, the study also highlights the need to address the gap in facility consideration by a small number of colleges.

**Table 2:** Shows the Analysis of Syllabus and Examination in CSJM University's Government and Aided Colleges of Uttar Pradesh

Syllabus and Examination Percentage	Count		
	Any Prescribed Syllabus for physical education for all classes	Yes	40
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

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**Table 3:** Shows the Analysis of Intramural Programme in CSJM University's Government and Aided Colleges of Uttar Pradesh

Intramural Programme Percentage	Count		
	College organize any inter-class competition	Yes	3
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

#### Analysis of Intramural Programs in Government and Aided Colleges

This table sheds light on the intramural sports programs offered by CSJM University's Government and Aided Colleges. The findings reveal some interesting trends.

- **Inter-class Competition:** A point of concern emerges with inter-class competition. Only 7.5% (3 colleges) organize such events, while the vast majority (92.5%, or 37 colleges) do not. This suggests a potential area for program development, as inter-class competitions can foster healthy competition and promote a sense of camaraderie among students.
- **House System and Competitions:** In contrast, all colleges (100%, or 40 colleges) have implemented a house system to facilitate sports competitions within the college itself. Furthermore, all colleges (100%, or 40 colleges) organize sports competitions, likely utilizing the established house system structure. Additionally, these competitions consistently provide separate events for boys and girls (100%, or 40 colleges), demonstrating a commitment to inclusivity.

The widespread adoption of a house system and consistent gender-separated competitions signifies a strong foundation for intramural programs. However, the limited presence of inter-class competitions suggests an area for improvement. Encouraging the organization of inter-class events could enhance the competitive spirit and overall student engagement within the intramural programs.

**Table 4:** Shows the analysis of co-curricular and other activities in CSJM University's Government and Aided Colleges of Uttar Pradesh

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

### Analysis of Co-Curricular and Other Activities in Government and Aided Colleges

This table examines the participation of CSJM University's Government and Aided Colleges in various co-curricular and extracurricular activities. The data reveals a range of involvement levels:

- **National Service Scheme (NSS):** Nearly half (47.5%, or 19 colleges) reported having an active NSS program, while the remaining 52.5% (21 colleges) do not. NSS is a government-sponsored program that promotes social service and community development.
- **National Cadet Corps (NCC):** Participation in the NCC, a voluntary youth development program with a focus on discipline and leadership, is lower. Only 22.5% (9 colleges) have an NCC unit, while 77.5% (31 colleges) do not.
- **National Service Organization (NSO):** The NSO, another government-run program focused on social service and community development, boasts a participation rate of 35% (14 colleges), with 65% (26

colleges) not offering an NSO program.

- **Counseling Activities:** The presence of dedicated counseling services appears to be limited. Only 27.5% (11 colleges) offer counseling activities, while 72.5% (29 colleges) lack such services.
- **Cultural Activities:** Encouragingly, all colleges (100%, or 40 colleges) reported conducting cultural activities. This suggests a vibrant cultural life within these institutions.

Cultural activities seem to be a strong point for these colleges, with all institutions fostering artistic expression. However, participation in various service-oriented and developmental programs like NSS, NCC, and NSO is less widespread. Encouraging greater involvement in these programs could provide valuable opportunities for students to engage in social responsibility and leadership development. Additionally, the limited availability of counseling services suggests a potential gap in student support systems, which could be an area for further consideration.

**Table 5:** Shows the analysis of sports day, sports club programme and sports competition organization in CSJM University's Government and Aided Colleges of Uttar Pradesh

Sports Day, Sports Club Programme and Percentage Sports Competition Organization	Count		
	Yes	31	100
Sports demonstration programme conducted in the college every year	No	9	0
	Total	40	100
	Yes	40	100
Special provision for coaching the talented students	No	0	0
	Total	40	100
	Yes	40	100
Organize Annual Sports Day (Meet) every year	No	0	0
	Total	40	100
	Yes	40	100
Organize Inter College Tournaments	No	0	0
	Total	40	100
	Yes	23	57.5
Organize Inter University Tournaments	No	17	42.5
	Total	40	100

### Analysis of Sports Day, Sports Clubs, and Competition Organization in Government and Aided Colleges

This table delves into the sports-related activities offered by CSJM University's Government and Aided Colleges. The findings reveal a strong commitment to fostering athleticism and competition:

- **Sports Demonstrations:** All colleges (100%, or 40 colleges) hold annual sports demonstration programs. These events likely serve to showcase various sports disciplines and potentially inspire student participation.
- **Talent Development:** Demonstrating a commitment to nurturing talent, all colleges (100%, or 40 colleges) have implemented special coaching provisions for gifted students. This targeted support provides athletes with the opportunity to hone their skills and reach their full potential.
- **Annual Sports Days:** A longstanding tradition appears to be robust, with all colleges (100%, or 40 colleges) organizing annual sports days. These events undoubtedly foster a sense of school spirit and encourage participation in a competitive environment.
- **Inter-College Tournaments:** Maintaining a focus on healthy competition, all colleges (100%, or 40 colleges)

organize inter-college tournaments. This allows students to compete against athletes from other institutions, further enriching their overall sports experience.

- **Inter-University Tournaments:** Participation in inter-university tournaments is also noteworthy, with over half the colleges (57.5%, or 23 colleges) actively engaging in such events. The remaining 42.5% (17 colleges) do not participate in inter-university tournaments. While participation is high, there may be potential for further exploration and encouragement to involve the remaining colleges in these larger-scale competitions.

The data paints a picture of comprehensive sports programming within these colleges. From annual events and talent development to inter-college and inter-university competitions, a strong emphasis is placed on promoting physical activity, fostering healthy competition, and nurturing exceptional athletic abilities. However, a slight gap exists in inter-university tournament participation for some colleges. Investigating the reasons behind this disparity and providing incentives could potentially lead to increased engagement in these broader competitions.

**Table 6:** Shows the Analysis of general inventory about programmes in CSJM University's Government and Aided Colleges of Uttar Pradesh

Category	Option	Count	Percentage
Sports Activities 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 National Days	Yes	40	100%
	No	0	0%
	Total	40	100%
College Conducts Sports Camps During 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 4 Weeks	12	30%
	Total	40	100%

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### Analysis of General Sports Programs in Government and Aided Colleges

This table offers insights into the general sports programs offered by CSJM University's Government and Aided Colleges. The findings reveal a commitment to promoting physical activity and fostering student interest:

- **Year-Round Sports Engagement:** A positive indicator is that all colleges (100%, or 40 colleges) conduct sports activities throughout the academic year. This continuous engagement helps maintain student interest and provides ongoing opportunities for participation.
- **Motivation for Athletes:** All colleges (100%, or 40 colleges) have measures in place to motivate their sportspersons. This could encompass various strategies such as awards programs, recognition systems, or leadership opportunities within sports teams.
- **Student Preferences:** The data reveals student preferences for outdoor games, with 67.5% (27 colleges) indicating a stronger interest compared to indoor games (30%, or 12 colleges). A small percentage (2.5%, or 1 college) expressed interest in participation within programs like NSS, NCC, and NSO.
- **Celebrating National Identity:** Patriotism is evident, as all colleges (100%, or 40 colleges) celebrate national days. This likely involves incorporating sports-related activities into national day festivities.
- **Sports Camps:** While the majority of colleges (70%, or 28 colleges) do not conduct sports camps during vacations, a significant portion (30%, or 12 colleges) do offer such programs. The duration of these camps varies, with 20% (8 colleges) offering one-week camps, 50% (20 colleges) hosting camps lasting two to three weeks, and 30% (12 colleges) providing camps exceeding four weeks.

The findings suggest a well-rounded approach to sports programs within these colleges. The year-round focus on sports activities, combined with measures to motivate athletes and celebrate national identity, fosters a positive environment for student engagement. While participation in sports camps during vacations is not universal, the various durations offered cater to potentially diverse student needs and preferences. Further exploration of the reasons behind

Colleges not offering sports camps could inform strategies to increase their overall adoption. Additionally, investigating the low student interest in NSS, NCC, and NSO programs might reveal opportunities to enhance their appeal and broaden student involvement in these service-oriented activities.

**Table 7:** Shows the analysis of adventure activities in CSJM University's Government and Aided Colleges of Uttar Pradesh

Adventure activities	Percentage		Count	
	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	

### Conclusion

This study investigated the physical education and sports programs offered within Government and Aided Colleges affiliated with CSJM University in Uttar Pradesh, India. The analysis yielded several noteworthy insights, along with some limitations that warrant consideration.

### Strengths

**1. Positive Engagement:** Encouragingly, a strong foundation for physical education seems to be present. All colleges (100%) consult with the physical education department when creating timetables, demonstrating a commitment to program integration. Additionally, positive student interest is evident with 100% of colleges reporting student enthusiasm for participation in both playing sports and physical education theory (although 70% express interest in theory compared to 100% for playing). Furthermore, 100% of college principals demonstrate interest in sports and physical education, signifying strong administrative support. These factors combined suggest a positive environment for student engagement in physical activity.

**2. Standardized Practices:** The data reveals a focus on standardized practices within physical education programs. All colleges (100%) have implemented a prescribed syllabus for all classes, ensuring consistency in learning outcomes.

Additionally, regular examinations for physical education are conducted across all classes at every college (100%), demonstrating a commitment to ongoing assessment. While the vast majority (90%) of colleges possess physical education textbooks specifically designed for theoretical instruction, a smaller portion (10%) lacks such resources. Addressing this gap could further enhance the effectiveness of theoretical learning.

**3. Intra-College Competition Structure:** A robust structure for intra-college sports competitions exists. All colleges (100%) have established a house system to facilitate these events. Furthermore, every college (100%) conducts sports competitions within the institution and consistently ensures separate competitions for boys and girls (100%), demonstrating a commitment to inclusivity. However, a potential area for improvement lies in inter-class competition. Only 7.5% of colleges organize such events, suggesting an opportunity to foster a more competitive spirit and encourage interaction between different classes.

**4. Cultural Activities and Service Opportunities:** Cultural activities appear to be a prominent aspect of college life, with all institutions (100%) reporting their inclusion. This fosters a vibrant and diverse environment for students. However, participation in service-oriented and developmental programs like NSS, NCC, and NSO is less widespread. A significant portion of colleges lack these programs (65% for NSO, 77.5% for NCC, and 52.5% for NSS). Further exploration of the reasons behind this disparity could inform strategies to enhance student engagement in these valuable activities, which offer opportunities for social responsibility and leadership development. Additionally, the limited availability of dedicated counseling services (72.5% of colleges lack such services) suggests a potential gap in student support systems. This area may warrant further investigation and resource allocation.

**5. Emphasis on Sports Development:** A strong emphasis is evident in fostering athleticism and competition. All colleges (100%) conduct annual sports demonstration programs and organize annual sports days (100%). These events likely serve to showcase various sports disciplines and cultivate student interest. Additionally, all colleges (100%) provide special coaching for talented students, demonstrating a commitment to talent development and nurturing exceptional athletic abilities. Furthermore, all colleges organize inter-college tournaments (100%), providing healthy competition against athletes from other institutions. While participation in inter-university tournaments is also noteworthy, with over half the colleges (57.5%) actively engaging, there is potential to explore the reasons behind non-participation for the remaining colleges (42.5%) and potentially encourage their involvement in these broader competitions.

**6. Year-Round Engagement and Specific Preferences:** The study reveals a commitment to year-round sports activities, with all colleges (100%) offering such programs. This continuous engagement helps maintain student interest and provides ongoing opportunities for participation. Additionally, all colleges (100%) have measures in place to motivate athletes, further promoting participation. The data also highlights student preference for outdoor games, with 67.5% of colleges reporting stronger interest compared to indoor games (30%). A small percentage (2.5%) expressed an

interest in NSS, NCC, and NSO programs, potentially requiring further exploration to enhance their appeal and broaden student participation in service-oriented activities.

### Limitations

**Limited Scope:** It is important to acknowledge that this study focused solely on Government and Aided Colleges within CSJM University, limiting the generalizability of the findings to a broader population. Further research encompassing a wider range of institutions could provide a more comprehensive picture of physical education and sports programs offered within the Indian educational system.

**Quantitative Data Dependence:** The study relied solely on quantitative data collected through surveys. Incorporating qualitative data through

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