



The state and status of physical education in Kupwara District – An over View

Farooz Ahmad, Research Scholar, Department of Physical Education, JJT University, Jhunjhunu Rajasthan.

Abstract: *The main purpose of this study was to observe the present state and status of physical education in Kupwara District in Jammu and Kashmir. The subject of physical education is given less importance not only in the schools of Kupwara District, but also in the whole State. Of course the State Government enforced or implemented the physical education subject as compulsory in all schools from primary to secondary level, but still it never received the importance it deserves, and the first priority is given to “academic subjects”. The highest physical education time allocation occurs in the lower to upper middle phase of schooling (children aged 9-14), time allocation reduces with increasing age especially in the upper secondary or final years of schooling. It was also suffering from decreasing curriculum, time allocation, budgetary controls with inadequate financial material and personal resources. The schools are less well endowed with facilities and equipments. Physical education Teachers are not interested in their profession because of inadequate facilities, proper time allocation, and well framed curriculum.*

Keywords: *Physical Education Subject, PE Teacher, Status, Facilities*

Introduction

Physical Education and Sports is one of the important and integral parts of the whole education for any country at any point of time. So each country should try to set out a framework of action plan for development, improvement and promotion of physical education and sports. Physical Education program has the potential to significantly improve the cognitive, affective and psychomotor development of today's youth in unique way. It contributes to the overall goals of education. The Physical Education program teaches not only physical skills, but skills of that carry over into every aspect of a child's life: goal setting, building self-esteem increased alertness

after physical activity, cooperation, tolerance for people with differences and socialization. Additionally, physical education makes a unique contribution to the education of the students: it is the only subject area in the school devoted to the study of human movement, the acquisition of physical skills, and the promotion of fitness. It promotes the development of the whole individual. Physical Education instruction also makes student aware of the obesity epidemic and the role they can play in developing a healthy lifestyle. Recent data from the national center for Health Statistics shows that more than 66 million Americans are obese – that is 32% of U.S adults age 20 or older. And the news is equally troubling for younger



people too. Obesity in children and teens has tripled since 1980 and more than 12.5 millions young people between the ages of 2 and 19 are considered overweight.

In India physical education and sports is being seriously neglected within the education system. Physical education acts as well as the provision of resources for the nation and in the construction of evaluation system in education development and its promotes the development physical education in a country. In many Indian schools, lack of qualified teachers and facilities, inadequate inspection, perception of physical education as a non-educational fun activity and inferiority to academic subjects, collectively contribute to either minimal provision or to not even being a future of the curriculum. Girls are discouraged from participation in physical education and sport clubs in many rural areas especially because of what it will do their bodies (render them to "unfeminine").

In Pakistan and Kashmir, cultural and religious constraints limit the scope of physical education for girls, who are not allowed to take part in sports and physical activities except within the four walls of the school. In many far-flung Districts (especially in Kupwara District) of Kashmir province time allocation does not reach requirements, the physical education lessons is more likely to be cancelled than other subjects and teachers technique is very poor.

The Situation of Physical Education in Schools

A National plan of physical education and recreation was first prepared in 1956 by the Union Minister of Education. This plan has included useful guidelines for syllabus of physical education and recreation for primary and secondary schools. The Government of India, in 1956 framed a multipurpose program of physical education for implementation in the secondary schools of the country. Under present educational structure 10+2+3+2 as envisaged by the national policy on education and sports are to be an integral part of curriculum at all stages.

Despite efforts by Member State to promote and develop physical education and sports with international cooperation, its distinctive nature and importance to education remains constant source of concern. Physical Education and sports proved alarming (particularly within educational system), which gives the social importance and media-coverage of sports.

The status of physical education and sports is declined day-by-day; it never received the importance it deserves. Even though it is included as part of the curriculum from the early stages of education; it has never been taken seriously by the educational administrators, the academicians and the students. Physical education is the only profession where you talk as well play or perform. In the Indian context, physical



education is perhaps the only subject which has not been given due attention.

The National Association for Sports and Physical Education (NASPE) believes that every child in the nation deserves a quality of physical education and needs physical activity, whether that activity occurs within a formal program or is outside the classroom at recess, through intramural or in a recreational play. Physical education is based on a sequence of learning. These formalized courses are taught by professionals and focus on the skills and knowledge needed to establish and sustain an active lifestyle. Physical education classes focus on physical activity—running, dancing and other movements, but physical education also includes health, nutrition, social responsibility, and the values of fitness throughout one's life.

Most Health Organization's including NASPE; suggest that "regular physical activity" and up to about an hour per day every day. If this sounds like a lot, remember that the activity is cumulative: a child does not need to be active for an hour straight, nor does he or she have to engage in many of the activities that adults consider to be exercise. In fact, kids should engage in activities appropriate for their age. For example, unstructured play during recess or in the backyard counts toward that 60 minutes total.

The situations of physical education in schools of Kupwara are not satisfactory due to the lack of various policies and

budgetary assistance by State Government. The program for physical education is elaborated but not totally carried out according to the need of some changes i.e. it is not updated. The Directors in physical education are not specialists in their profession. The Government contribution for development and advancement of physical education in schools are not enough, lack of infrastructure, lack of material, resources and maintenance. There is not the appropriate environment for teaching; students take the equipments of games and play as they wish, without following the proper rules and regulations of the games. The lack of time for teaching – the time assigned in the curriculum is too short to reach or achieve the objectives; even in some schools the period for physical education has totally removed. There is a national policy, but the Government does not take care of it, there are laws but they are not followed. (*Govt. PET Kupwara*)

Implementation of Physical Education

Physical Education seems to have attained the same or a similar legal status as other subjects. The actual status of physical education in relation to other school subjects is perceived to be lower than that accorded within the legal framework; in short, legally it has similar status but in reality it does not. The regard of physical education as a recreational, free-play and non-productive educational activity and



importance of academic subjects as stepping to a successful future.

"It can be considered compulsory in the first cycle, but many times it is not taught. Our State Jammu and Kashmir has daily physical education requirements, but many Districts do not enforce this facility, and the current State Government does nothing". The Jammu and Kashmir Government was planning to introduce physical education as a "Compulsory Stream" from class 6th to 8th in every school from 2015 -16 sessions. The State Government will also introduce physical education as a "Compulsory Stream" for 9th and 10th standard students from the 2016-17 sessions, State Minister for Youth Service and Sports said during a review meeting. But the condition is somehow different, and still it did not achieve the right path of progress.

Physical Education Subject and Teacher Status

The subject of physical education is given less importance not only in the schools of Kupwara District, but also in the whole state (J&K). Of course, the State Government enforced physical education subject as compulsory in all schools from primary to secondary level, but still it never received the importance it deserves and is under process. In the current schools the first priority is given to "academic subjects". The "life skills" program does not allow for active participation in secondary schools. Students attitude towards physical

education is very low, parents are not aware about the present scope and status of physical education in academicians. They treated it as a non-subject and of non-academic status. The school administration did not supporting physical education lessons or subject. Parents also don't given enough attention to physical education lessons. The School Board of Education did not interest in popularize the subject in schools, because the grade does not count in the final examination certificate. (*PE Teachers public school*)

The ratio of PE teachers in the Government and non-Government schools of Kupwara District is not up-to-date. The Government should appoint well qualified teachers in all schools of current District. So that the students get acquainted about the value of games and sports. Special Training Course should be organized for teachers so that their knowledge can be upgraded. (*JNV student Kupwara*)

Curriculum time allocation for Physical Education

Despite development in redefining purpose, function and a commitment to a healthy well-being focus in some countries, curriculum aims, themes and content are pervasively oriented towards sports-dominated programs, in which competitive activities have a significant role.

Legal requirements for physical education in schools are in place: physical



education is an obligatory subject or is generally practiced in all member states for at least some part of the compulsory schooling years for both boys and girls. Required weekly annual time allocation is around 6-7% of total curriculum time; the highest physical education time allocation occurs in the lower to upper middle phase of schooling (children aged 9-14); time allocation reduces with increasing age, especially in the upper secondary or final years of schooling, when it either becomes an optional subject or it disappears from the time table.

Physical Education was seen to have been pushed into a defensive position. It was suffering from decreasing curriculum, time allocation, budgetary controls with inadequate financial, material and personnel resources. It had low subject status and esteem and was being ever more marginalized and individualized by authorities. The school physical education appeared to be under threat in all regions of the world. At best it seemed to occupy a tenuous place in the school curriculum and was not accepted on par with seemingly superior academic subjects concerned with developing a child's intellect. At least 3-4 physical education classes must be allotted in a week, which will comprise both theory and practical. All the indoor and outdoor activities should be included in curriculum, by which the school administrators, students and parents can understand the value of physical education and sports. In nutshell we can say that the curriculum for physical

education and sports should be framed in such a way, so that it helps to develop the all-round personality of an individual.

"The physical education is being squeezed out of the education system by more and more compulsory academic courses.....and which hold little benefit as compared to physical education."
(IMI Students words)

Resources

a. Facilities

Physical Education is commonly faced with the challenge of inadequate facilities and poor maintenance of teaching sites. The schools in Kupwara are less well endowed with facilities and equipments, and there are signs of deteriorating provision. The problem appears to stretch beyond the geographical and economics divides. The student in the current District suffers tremendous problems in day-to-day life situations, especially in educational system. There are considerable inadequacies in facility and equipment supply, especially in far-flung regions of Kupwara Districts. A related issue in the facility, equipment concern is finance assistance from the Government of Jammu and Kashmir. As per requirement physical education teachers must be appointed. All indoor and outdoor facilities should be taken into consideration. Athletic injuries and their rehabilitation should be included in physical education. According to the survey, "Quality of facilities is below average and quantity of equipment is limited." *(Govt. Official Kupwara)*



"Quantity and quality of equipment is very poor – pupils need to bring in some of their own equipment in some sports. The damaged equipments are used frequently; quality and quantity of equipment facilities is very poor, and facilities are inadequate or poorly maintained."

(PE Teacher Kupwara)

b. PE Teaching Personnel

A common scenario is qualified 'specialist' physical education teachers at secondary level and 'generalist' teachers at elementary level; some countries do have specialist physical educators in elementary (primary) schools, but the variation is wide and there are marked regional differences.

In some countries, the generalist teacher in primary schools is often inadequately or inappropriately prepared to teach physical education and initial teacher training presents a problem with minimal hours allocated for physical education teaching training.

The quality of provision embraces not only curriculum content, but also delivery. Examples from around the world suggest lack of commitment to teaching and pedagogical and didactical inadequacies in some countries:

"The majority of teachers who have to present the physical education section of life orientation is not qualified." *(PE Teacher Handwara)*

"...Very often teachers take children outdoors and leave them to do their own thing. Some teachers will take the

children and play a game with some children and leave others unsupervised. Most sessions are done haphazardly". *(Words by Govt. Official)*

"We still have coaches' teachers who only worry about summer vacation and they roll out the ball for nine months waiting until they can go golfing again. This is a huge reason physical education has such a bad name." *(High School PE Teacher)*

Finance

The financial considerations have had a number of impacts on physical education in schools of Kupwara. The budgetary allocation for physical education and sports are not sufficient as compared to other regions of State.

Recommendations and Conclusion

Recommendations

India is a country with a great sports culture. From the epic times to the modern world, however, over the years, India's representation in the Olympics and other major sports events has become poor and inconsistent. This is not because India lacks great sportspersons and eminent coaches. Then, what is preventing India's growth in sports? The basis of sports education starts at the school-level in the form of physical education; which develops the health of students and encourages them to be a part of sports. But physical education is often neglected in India, many school do not seem to realize the value of physical education in the curriculum.



Many other schools maintain physical education in the syllabus only nominally. For them physical education is a 'rest period' between academic hours and they consider that anyone can teach physical education, without the required training in the respective field. There are schools which believe that only delinquent children need to be taught physical education. This wrong notion must be removed in order to bring talented children to the next level of physical education i.e. sports. Physical education and sports not only create healthy individuals, but also a healthy society. Therefore sports culture can contribute to the nation-building process. Today most small and big nations are making their entry to sports base on this philosophy.

The budgetary allocation for games and sports comes under the Union Minister of Sports and Youth Affairs is not sufficient as compared to other states or countries that excel in the Olympics and other international sports events. Lack of proper curriculum in the schools, lack of modern facilities, sports related physiotherapists and psychiatrists; lack of scientific approach towards the development of physical education and sports education is also to be blamed. When it comes to sports as a subject of study.

The development of sports culture rests upon the 'Sports Management'. It is huge responsibility of sports management to look after the availing situation of sports

in schools and set proper laws for physical education and sports. Regular inspection must be observed so that the teachers, coaches and students remain in touch. Besides this the Government and sports management should observe the following:

- PE syllabus must be upgraded.
- PET should be appointed in all schools of Kupwara District.
- Government must ensure such steps in the school curriculum that may uplift PE program, keeping its advantages in mind govt. must reform it.
- To some extent, the town schools of Kupwara District are possessing PE, but the village schools are not having this facility.
- It is a great need of making this subject compulsory in schools, because its advantages are vital.
- PE theory and practical should be given equal importance in the curriculum.
- Some coaching camps must be organized, so that game skills and techniques can be improved.
- The students performing best in sports field must be encouraged by giving better grades.
- The competition information must be spread across all the Districts through newspapers, posters, radio's, and news channels, so that maximum number of participants can participate.

Conclusion



Arguably, the Surveys 'data provide a distorted picture of physical education in schools. However, what the survey and literature review data to reveal are congruent features in several areas of school physical education policy and undoubtedly in some specific areas of practice. There are many examples of good practice in many schools in many areas across the District but equally there are continuing causes for serious concern. The 'mixed message' embrace positive initiatives to assist in contributing to increasing level of physical activity engagement amongst young people and in combating obesity and sedentary lifestyles' diseases. The "reality check" reveals several areas of continuing concern. These areas embrace : physical education not being delivered or delivered without quality, insufficient time allocation, lack of competent qualified and inadequately trained teachers, inadequate provision of facilities, equipment and teaching materials, irregular class management, large class size and lack of financial assistance. In some schools inadequate provision or awareness of pathway links which obstacles them to wider community programmers' and facilities outside of schools. It is imperative that monitoring of development in physical education across the Kupwara District be maintained. The Council of Europe's, UNESCO and the WHO have called for monitoring systems to be put into place to regularly review the situation of physical education in each country

References

1. Hardman Kenneth (2013), An Update on the Status of Physical Education in Schools World-wide: A Technical Report for the World Health Organization, *International Council of Sports Science and Physical Education*, pp. 1-14.
2. Hardman K. and Marshall Joe (2000), Update on the State and Status of Physical Education World-wide, *International Council of Sports Science and Physical Education*, 1-17.
3. <http://www.educationinside.net/detailnews>.
4. Maryland State Department of Education (2011), Physical Education Facilities Guidelines for New Construction and Major Renovations, pp. 5.
5. National Association for Sports and Physical Education and American Heart Association (2010), Shape of the Nation: *A Report on Status of Physical Education in the U.S.A*, pp.1-5.
6. Somaraya Aheri Ningappa (2012), Sports and Physical Education in Indian Society- An Overview, *Global Research Analysis, Vol. No.1, Issue No.5, pp.110-111*.
7. Verma Kavita (2015), A Survey of Existing Infrastructure Facilities and Financial Support for Physical Education and Sports in Narsingpur District, *Asian Journal of Multidisciplinary Studies, Vol. No.3, Issue No.2, pp.184-188*.