



Social Cognition towards Physical Education Facilities in Rural and Urban District Schools of Azamgagh and Allahabad

KEYWORDS

Facilities, Rural and Urban

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ABSTRACT *The aim of the present study was to equate the perceptions of society for physical education facilities in the rural and urban district schools of Uttar Pradesh. For the purpose of the study two Rural and Urban districts were selected, the total number of (60 schools) n=30 from each district were randomly selected for the study. The data was collected using self developed questionnaire, personal interviews and inspection methods. Therefore the present paper emphasize the society and its awareness for sports facilities and infrastructure required for physical education activities e.g. grounds, sports equipments, ratio of participation, organizing school and sports meets etc in rural and urban districts schools of Uttar Pradesh. The findings shows that 80% schools of Azamgarh district schools organize school sports meet viz rural district have only 30%. The result shows that the districts schools have a significant difference because of meager awareness of society.*

INTRODUCTION

Physical education is a science of human movement dates far back to the origin of mankind. Such physical education activities from time immemorial, and until today from an important element of life, (McHenry, 1993). Movement of part, or whole body, is apparently part and parcel of a living being, it is a characteristics of living thing (Chan, 1998). Society is the sum of human conditions and activity regarded as a whole functioning interdependently. It plays an important role for the development of any organization and institution. Education, in broad sense, can be considered as any act or experience that has a formative effect on the mind, character, or physical ability of an individual. Formal education is the process by which society, through schools, colleges, universities and other institutions, deliberately transmits its cultural heritage, accumulated knowledge, values, and skills from one generation to another (Naik, 1974). There are also calls for the need to re-vamp the educational sector to address the concerns of the citizenry and comply with the millennium development

goals (MDGS). The study also aims at bringing into account brief description of the importance of the physical education, teachers, coaches, playgrounds and sports equipments in the schools. Both students and teachers need facilities such as libraries, science resources sports equipments and teaching aids (Ajayi, 2001).

Methodology:

The present study aims to evaluate the facilities of rural and urban schools in Azamgarh and Allahabad districts of Uttar Pradesh State. Urban district which is situated in town or rural district which is pertaining to villages. For the purpose of the present study 60 government schools of Azamgarh and Allahabad districts of Uttar Pradesh state were randomly selected (n=30 from each district). The data was collected from Physical Education Teachers/Principals using self developed questionnaire by conduction personal interviews and inspection methods. After investigating data into content analysis, specific information was summarized in tables into percentages.

Table: Facilities and programs in Rural and Urban district schools of Uttar Pradesh

District	Facilities						
	Gymnasium	Indoor	Outdoor	P.E.T teacher	Sports Meet	Common Sports	Ratio of Participation
Azamgarh (Rural)	0%	0%	60%	15%	30%	Kabaddi, Kho-Kho	50%
Allahabad (Urban)	0%	25%	76%	45%	60%	Cricket, Volleyball	60%

Results and Discussion:

It is evident from the above table and figures that there existed no gymnasium facility in the schools of Azamgarh and Allahabad. The schools of Allahabad district have 25% indoor games facilities whereas, it is pathetic to note that none of the schools of Azamgarh district were found to have indoor facilities in their schools. The results have also indicated that the outdoor facilities in the Allahabad were found 76% and Azamgarh have 60% respectively.

Allahabad district have 45% Physical Education Teacher appointed in their schools whereas Azamgarh has only 15%. Allahabad district schools have a ratio of 60% and Azamgarh have only 50% active participation in organizing school sports meet and intramural competitions.

It has shown in the table that the common games which are mostly played in the districts schools are Cricket, Volleyball, Kabaddi and Kho-Kho.

Conclusion:

The results and discussion clearly revealed that there is a lack of physical education and sports facilities in rural schools in comparison to urban district schools. It may be because of lack of awareness in the society for Physical Education activities and programs. The society perceives Physical Education as a subsidiary subject or "just activities" that students need for recreation and not as an academic discipline. It is also obvious that, the government on its part has seem to have not played its role to meet its own intentions, the policy of Physical Education (Mafumiko & Pangani, 2008).

The results have indicated that the schools of Azamgarh district (Urban) were found much better on physical education facilities and programmes when compared to Allahabad district (Rural) and it is also observed that the physical education subject is not introduced in government schools by the state government whereas they adopted C.B.S.E pattern for school curriculum.

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