

A COMPARATIVE STUDY ON INFRASTRUCTURE FACILITIES OF
PHYSICAL EDUCATION IN SECONDARY SCHOOL BETWEEN PURBA
MEDINIPUR AND MURSHIDABAD DISTRICTS

A THESIS
PRESENTED TO THE VIDYASAGAR UNIVERSITY
IN LIEU OF A THEORY PAPER FOR THE DEGREE
OF MASTER OF PHYSICAL EDUCATION

BY

INSARUL SHAH
ROLL: PG/VUEGS32/PED-IVS NO-21009
REGISTRATION NO- 00981 OF 2021-2022

DEPARTMENT OF PHYSICAL EDUCATION
MUGBERIA GANGADHAR MAHAVIDYALAYA
BHUPATI NAGAR, PURBA MEDINIPUR
WEST BENGAL, PIN- 721425

AUGUST-2023

DEPARTMENT OF PHYSICAL EDUCATION

Mugberia Gangadhar Mahavidyalaya

VIDYASAGAR UNIVERSITY
Mugberia- 721425, West Bengal

Dr. Mrityunjay Biswas

Assistant Professor

Ref. No.....

CERTIFICATE BY THE SUPERVISOR

This is to certify that, **Mr, Insarul Shah** is a regular student of **Mugberia Gangadhar Mahavidyalaya under Vidyasagar University**, in the season of 2021- 2023. For the Master of physical education, semester- IV carried out his research study under my supervision and guidance in partial fulfillment of the requirements for the master of physical education degree with his thesis entitled as **"A COMPARATIVE STUDY ON INFRASTRUCTURAL FACILITIES OF PHYSICAL EDUCATION IN SECONDARY SCHOOL BETWEEN PURBA MEDINIPUR AND MURSHIDABAD DISTRICTS."** The material and data composed from students in this study are genuine and were collected by him.

Date..11-08-2023...



Mrityunjay Biswas
(Dr. Mrityunjay Biswas)
Assistant Professor

DEPARTMENT OF PHYSICAL EDUCATION

Mugberia Gangadhar Mahavidyalaya

VIDYASAGAR UNIVERSITY
Mugberia- 721425, West Bengal

INSARUL SHAH
M.P.ED Scholar

DECLARATION

I do hereby declare that, the research work entitled "**A COMPARATIVE STUDY ON INFRASTRUCTURAL FACILITIES OF PHYSICAL EDUCATION IN SECONDARY SCHOOL BETWEEN PURBA MEDINIPUR AND MURSHIDABAD DISTRICTS** " is an original piece of work done by me under the guidance and Supervision of **Dr. Mrityunjay Biswas Assistant Professor, Department of Physical Education, Mugberia Gangadhar Mahavidyalaya, Bhupatinagar, Purba Medinipur**, that was approved by the research committee. I have specified, by means of reference, the information from where the work taken. To the best of my knowledge, this dissertation is not substantially the same as those, which have already been submitted for a degree or other academic qualification at any other University.

Date: 08/08/2023

Insarul Shah
(INSARUL SHAH)
M.P.ED Scholar

ACKNOWLEDGEMENT

The investigator acknowledged sincere gratitude to **Dr. Swapan Kumar Mishra**, principle of Mugberia Gangadhar Mahavidyalaya, who gave the opportunity to undertake the study.

I express my profound respect to the Head of the Department of Physical Education, Mugberia Gangadhar Mahavidyalaya **Dr. Debasish Ray** for helping and co-operating me to finish this Dissertation.

I am highly indebted to **Dr. Mrityunjay Biswas** for his guidance and constant Supervision as well as for providing necessary information regarding the Dissertation & also for his support in completing the whole work.

I would like to express my sincere gratitude to all my teachers Mugberia Gangadhar Mahavidyalaya & for their kind co-operation and encouragement which helped me in completion of this Dissertation.

My thanks and appreciations also goes to my all classmates in developing the

Dissertation and also to the people who have willingly help me for the completion of the total work

However, it would not be possible without the kind support and help of many individuals and organizations. I would like to extend my sincere thanks to all of them.

Date.....08/08/2023.....

Insarul Shah

Insarul Shah
M.P.ED Scholar

CONTENTS

CHAPTER-1	INTRODUCTION	PAGE
	1.1 General Introduction	1-5
	1.1.1 Importance of physical education	5-6
	1.2 Statement of the Problem	7
	1.3 Purposes of the Study	8
	1.4 Delimitations of the Study	9
	1.5 Limitations of the Study	9
	1.6 Definition of the terms	9
	1.7 Significance of the Study	10-11
CHAPTER-2	REVIEW OF RELATED LITERATURE	12-18
CHAPTER -3	METHODOLOGY	19-23
	3.1 Population and sampele	19
	3.1.1 The area of the study	19
	3.1.2 Population of the study	19
	3.1.3 Selection of sample	19
	3.2 Methods Used For Collection Of Data	20-22
	3.3 Administration of the questionnaire	23
	3.4 Methods Of Data Analysis	23
CHAPTER-4	RESULT AND DISCUSSION	24-59
	4.1 The Data	24
	4.2 Presentation of Data	24
	4.3 Recommendations For Development In Both Districts	24
	4.3.1 General Information	24-29
	4.3.2 Infrastructure and Equipment	29-38
	4.3.3 Sports Equipment	39-45
	4.3.4 Different Equipment's in Track & Field Event	46-50
	4.3.5 Others Equipment In Number	50-52
	4.3.6 Health Status	53-57
	4.4 Discussions	58-59
CHAPTER-5	SUMMARY, CONCLUSION AND RECOMMENDATION	60-65
	5.1 Summary	60-62
	5.2 Conclusions	63-64
	5.3 Recommendations	65
	BIBLOGRAPHY	
	A. Books	66-67
	B. Journals	67-70
	C. Theses	71
		72-75
	APPENDIX-I	
	APPENDIX-II	76-77

List of Table

Table No	Particulars	Page No
1	Location of the Schools	24
2	Type of Schools	25
3	Nature of Schools	26
4	Number of Physical Education Teachers	26
5	Games Specialization of the Teachers	27
6	Number of students Enrolment	28
7	Playground, Gymnasium, Indoor, Swimming pool facilities	29
8	Uniform and Dressing room facilities of Students and Teachers	31
9	Store room, Grass Cutting, Ground Rolling, Playfield Watering, Fencing	34
10	Toilets, Coaches Facilities, Sports Activity Calendar, Physical Education Laboratory facilities	37
11	Football availabilities	39
12	Cricket Equipment availabilities	39
13	Volleyball facilities	41
14	Basketball facilities	41
15	Handball facilities	42
16	Badminton facilities	42
17	Kho-Kho facilities	43
18	Table Tennis facilities	44
19	Net Ball facilities	44
20	Other Sports facilities except cricket, football, volleyball, badminton, kho-kho, table tennis, netball, hanball, basketball	45
21	Throwing Events facility	46
22	Relay Baton facilities	47
23	High Jump Equipment facilities	48
24	Starting Block facilities	49
25	Gym Equipment facilities	49
26	Dumbbell facilities	50
27	Students' Health Checkup facility	53
28	Frequency of Students' Health Checkup facility	53
29	Presence of Students' Health Card	54
30	Medical facilities through camp	55
31	Drinking Water facility	55
32	Health Related Programs in school	56
33	Organization of Blood Donation Camp by School	57

List of Figures

Figure	Particulars	Page No
1	The bar diagram of the Location of School	25
2	The bar diagram of Type of School	25
3	The bar diagram of the Nature of School	26
4	The bar diagram of percentage of schools having Number of Physical Education Teachers	27
5	Percentage of schools having games specialization of the teachers	28
6	The bar diagram of percentage of schools of students enrolment	29
7	Schools of play- ground facility with respective size	30
8	schools of gymnasium facility with respective size	30
9	Schools of indoor facility with respective size	31
10	Schools having Swimming Pool Facility with respective size	31
11	Schools having teachers changing room facility	32
12	Schools having dressing room facility for the students	33
13	Schools having physical education class uniform	33
14	The bar diagram of percentage of schools having school uniform	33
15	Schools having Store room facility for keeping Equipment	35
16	The bar diagram of percentage of schools having grounds man facility	35
17	Schools having grass cutting machine facility	35
18	The bar diagram of percentage of schools having ground rolling facility	36
19	School having playfield watering facility	36
20	Schools having ground fencing facility	36
21	Schools having toilets facility at the ground	37
22	The bar diagram of percentage of schools having Coaches Facility	38
23	Schools having sports activity calendar	38
24	The bar diagram of percentage of schools having sports laboratory facility	38
25	Schools having availability of Football with respective number	39
26	Schools having Cricket Equipment	40
27	Schools availability of Cricket Set	40
28	Schools having Volleyball playing facility	41
29	Schools having number of basketball facilities	42
30	Schools having handball facility	42
31	Schools having badminton facility	43
32	The bar diagram of percentage of schools having Kho-Kho facility	43
33	The bar diagram of percentage of schools having table tennis facility	44
34	The bar diagram of percentage of schools having net ball facility	45
35	The bar diagram of percentage of school having others sports facility	45
36	The bar diagram of percentage of schools having shot facility	46
37	The bar diagram of percentage of schools having discus facility	47
38	The bar diagram of percentage of schools having Javelin	47
39	The bar diagram of percentage of schools having relay baton facility	48
40	The bar diagram of % of school having high jump equipment facility	48

41	The bar diagram of % of school having Starting Block facility	49
42	The bar diagram of % of school having Gym Equipment facility	50
43	The bar diagram of percentage of schools having dumbbell facility	51
44	The bar diagram of percentage of schools having lezium facility	51
45	The bar diagram of % schools having lahti facility	52
46	The bar diagram of % of schools having pole facility	52
47	The bar diagram of % schools having of band set facility	52
48	The bar diagram of % of schools having health checkup facility	53
49	The bar diagram of % of number of schools with frequency of Health Checkup	54
50	The bar diagram of % of schools maintained health card	54
51	The bar diagram of % of schools having medical facility through camp	55
52	The bar diagram of % of schools having drinking water facility	56
53	The bar diagram of % of schools organized health related program	56
54	The bar diagram of % of schools organized blood donation camp	57

CHAPTER-V

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY

The purpose of the study was to do a survey about the sports infrastructure and related other facilities in the secondary and higher secondary Schools of west Bengal. The study was delimited to the randomly selected schools (Government sponsor, Government, and Private) from two different districts of West Bengal. Total 60schools were selected for the survey. The present study aimedat to get and understand the importance given to physical education and sports, by providing infrastructure and sufficient facilities in physical education and sports.

The infrastructure and facilities made available to the schools provides the opportunity for physical education to grow like any other academic discipline for career development, knowledge development, better physical fitness and overall for the development of human well-being. Questionnaire was framed covering sports infrastructure, Facilities, Incentives/ Honors / Awards, professional personnel, in the schools under the supervision and consultation with the guide and well qualified and experienced faculty of physical education.

The main objective of physical education is to help every individual to developed physical fitness, mental balance, social adjustments, emotional stability, moral and spiritual understanding and cultural development for which he/she is capable of. The physical objectives of physical education are health and fitness development, ability to perform skills in various sports and games and development of neuromuscular co-ordination. Mental objective is the creation of a sound mind in a sound body. The social objectives are development of leadership qualities, ability to organize, co-operate and follow, self-confidence, and sense of belonging, appreciation of others' skills and performance, respect of the right of others and good sportsmanship. Emotional objectives are the development of the qualities like self-control, fairness, perseverance and the readiness to take up activities of challenging nature. The physical education programme depends on well-planned curriculum, adequate facilities efficient management and effective evaluation process.

FINDINGS OF THE QUESTIONNAIRE

The majority of the schools were rural in both the districts. Maximum schools in both the districts are co-education and all the schools are govt. sponsored. Maximum schools have one physical education teacher and also majority of the schools have the students from 501-2000, a small number of schools more than that. Major portion of the physical education teachers specialized in football, then athletics, cricket, volleyball, kabaddi and kho-kho.

The majority of the schools have playground and among them maximum are large. Among two hundred schools in both the region only one school have a small gymnasium and another school has a swimming pool, both in the south eastern region. Maximum schools have no dressing room for the students' and for the teachers' and separate uniform for physical education classes but all the schools have general uniform in both the region. Almost 50% schools have store room but almost no schools have grounds man. The majority of the schools ground are large but no such schools have grass cutting machine, ground roller, and playfield watering facilities but many schools have fencing. Separate court facilities for various games are insufficient in majority of schools. Maximum schools have toilet facilities for the teachers' and students' but there are very few coaches, physical education laboratories and separate sports calendar in different schools of both the regions.

Maximum schools have football, cricket equipment such as bat, ball, wicket etc. There are some volleyball facilities but no such basketball and handball facilities in both the region. Some schools have badminton facilities but no such proper equipment. Kho-Kho and table tennis scope is very poor in different schools. There is no netball facility in both the region. Some schools have culture of yoga, gymnastics and self-defense.

In case of field events maximum schools have shots, discuses and javelins. There is high jump equipment without any mat in maximum schools in both the region. A very few

Schools have starting block, relay baton, gym equipment. Some schools have dumb-bell, lazium, hand set, lathi and pole.

Maximum schools have facilities of health checkup and that is mainly yearly. Almost half of the schools organize camp for medical checkup and their students have health cards. Different types of health checkup are there. Every school has drinking water facilities and maximum of that are tube well and tap water. Very few schools organize blood donation camp.