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Analysis of physical education and sports facilities in Training colleges of Karnataka state

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Abstract

Play fields are to physical education what laboratory is to science. For effective organization of physical education, provision of play fields is a must. Organization of major games like hockey, football, cricket, handball, volleyball etc., cannot for children like races, jumps and throwing events etc., cannot be organized without playground. However, the children are generally fond of playing in the streets or by roadsides in the absence of play fields. This evidently shows that playgrounds are a necessary for the development and growth of children. It is not secure to the children play in streets or by roadsides due to very high risk of accidents and pollution or infection. A playground provides them a secure atmosphere where they can play freely, besides a playground is free from pollution. The purpose of the study was to analyze the physical education and sports facilities in training colleges of Karnataka state. To achieve the purpose of the study 40 physical education training colleges from the four academic divisions of Karnataka state were randomly selected as subject for the study. Out of these 40 colleges, 12 colleges from Bangalore Division, 9 colleges from Gulbarga Division, 14 colleges from Belgaum Division and 5 colleges from Mysore Division were taken for the study. Physical education and sports facilities in training colleges of Karnataka state was assessed with the help of facilities programme inventory constructed by the researcher. To analyze the physical education and sports facilities in training colleges of Karnataka state Simple percentage analysis was used with the help of Statistical Package for Social Sciences (SPSS) 23rd version. In the view of findings and limitation of the study, this study can be concluded that as 1) the colleges have own playground facility and separate room for sports equipment. 2) The most of the training colleges have Multi gym facility, Table Tennis Room, weight training room, Separate Badminton hall, Facility for Judo and multipurpose hall. But most numbers of colleges not have Swimming pool gymnasium and Yogasana room. 3) The most number of colleges have 200 meters Athletic track, and Only One Volleyball court, Football ground, Basketball court, Handball ground, Cricket pitches, Kabaddi court and Kho-Kho ground respectively. But most numbers of colleges not have Hockey ground facility. 4) The maximum numbers of colleges have more than 8 volleyballs, Basketballs, Handballs and Footballs, 17 to 32 Hockey sticks, 5 to 8 Cricket bats, One pair Kho-Kho post, more than 18 Mattress, 1 to 2 Carom board, 3 to 4 Chess board, 1 to 20 Leziiums and 21 to 40 Dumbbells. 50 The most numbers of colleges have more than three Shot-put, Discus and Javalin for both men and women, one pair of high jump stand, one long jump pit, more than three stopwatches, Hurdles and Measure tape, five to eight Starting Blocks, More than eight Relay baton, two clappers for start and cupboards for shields respectively. But maximum numbers of colleges not have Victory Stand and Line Marking Machine.

Keywords: Training colleges, physical education, sports, facilities

Introduction

Play fields are to physical education what laboratory is to science. For effective organization of physical education, provision of play fields is a must. Organization of major games like hockey, football, cricket, handball, volleyball etc., cannot for children like races, jumps and throwing events etc., cannot be organized without playground. However, the children are generally fond of playing in the streets or by roadsides in the absence of play fields. This evidently shows that playgrounds are a necessary for the development and growth of children. It is not secure to the children play in streets or by roadsides due to very high risk of accidents and pollution or infection. A playground provides them a secure atmosphere where they can play freely, besides a playground is free from pollution.

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Realizing the importance of playground in India Swami Vivekananda once said, "India needs playgrounds, not the Bhagwat Gita". The qualities of sportsmanship, cooperation, courage, unity, sacrifice and leadership can be created better in play fields than classrooms.

Due to the magnitude of this task, all staff members should be involved in the planning. The needs and requirements of the departments must be projected for the life of building. The building plan should include a detailed listing of the various areas required—gymnasiums, special activity areas, classrooms, conference rooms, swimming pool, offices, lockers and shower areas, supply rooms, storage facilities and the like with their dimensions and desirable features indicated.

The physical education faculty should be actively involved in providing pertinent information during the architectural design stages. In part during the pre-design planning provides the basic information needed by the architect to design the building advice of persons who used such facilities elsewhere in the past should also be sought and weighted if facilities are to be planned wisely. (Dr. S. Dheer and Radhika Kamal).

Physical education is an integral part of the whole process of education at different levels including community, schools, colleges, etc., The physical education programme is sequentially arranged in an ascending order from elementary school to University level. Then, the repetition of the same skill and knowledge occur at various levels resulting in a lack of interest in participating among the students. This should be avoided in the physical education programme by introducing new and advanced skills and improved equipment's.

The programme should cater to the needs of the students. This type of planning aimed towards the development of all – round abilities of a student can only be possible to one who has knowledge, experience and professional preparation. Only such personnel can formulate the philosophy of physical education, relate the physical, biological and social sciences in the moving individual and revise the programme into continuous evaluating process.

It is stated that facilities are not designed for use by college presidents, treasurers, Athletic directors or coaches. The ultimate judges of our competence are women, young people who can accept making round trips to the moon, going to Paris for lunch and returning the- day, or even creating life in a test tube without so much as raising an eyebrow.

Planning new facilities involves considerably more than the mere birth of an idea. It includes all the processes essential to the successful completion of a facility. Many individuals, departments, community groups, commission and school boards have failed to achieve their desire for new facilities because of inadequate or poor planning. Any proposed new facility that is not an outgrowth of a master plan requires careful consideration of its relationship to total enterprise.

In the construction of educational and recreational facilities, American Communities have become great 'imitators'. Community leaders see something the like in another community and often come to the conclusion that it is exactly what they need. They borrow the plans or hire the same architect and except for minor changes to avoid being accuse of outright plagiarism.

They duplicate a facility, some planners justify this type of planning on the basis that it waves it saves time and argument. Furthermore, they rationalize their actions by saying "if the facility has proven to be good elsewhere, why don't we capitalize on proven experience". Every community is different in some respect. Each has its own particular desires

and resources or availability to pay. These differences must be taken into consideration in planning.

The two aspects of planning that are fundamental if a facility is to be good or cooperative and functional planning.

The chief administrative official, whether it is the superintendent of schools, the superintendent of recreation or the superintendent of parts should be responsible for the planning of new facilities. He may delegate some of the details but he can never delegate his responsibility. There may be other involved in approving plans but the overall responsibility of the planning rests with the top administrative official.

Physical education and recreation personnel have been notably weak in the area of planning. Consequently they are frequently bypassed. There are very few superintendents of schools or recreation who would not welcome help from the physical education direction director, teacher or recreation leader in planning physical education and recreational facilities provided he had assurance that this help represented knowledge of both educational needs and professional standards.

Review of literature

Suresh Patil and Vithal D. Metri (2016) ^[7] worked on a survey of physical education and sports facilities and achievement in government and aided high schools at Koppal taluk. The purpose of the study is to find out sports facilities in the aided and government high schools. The study is restricted to Koppal taluk only to find out the sports facilities, survey method was used to collect the data. For collecting the data questionnaire has been utilized. Questionnaire is prepared on the basis of hypothesis and research the information from aided and government high schools of Koppal taluka. The author personally went to the high schools and interviewed the physical education directors and head master, with the help of above questionnaires. The collected data was tabulated and analyzed. The Physical education in general, plays a prominent role in all programme of education as an integral growth of the individual, since its functions cannot be selected by any other part of the college's curriculum. It is for this reason that all colleges authorities have to provide opportunities to develop leadership qualities and facilities for participation in activities that will help pupils to achieve these objective that are valuable in life.

Asai, K.K. (2012) ^[1] reviewed on an investigation into the physical education facilities available in junior college's in Mumbai city. In the Mumbai's as well as Maharashtra's schools and colleges there is no special faculties like separate principal building, play grounds, equipments, laboratories, libraries, gymnasium, indoor halls, swimming pool, coaches, athletics tracks, complex, shooting range, wrestling arena, gymnastics halls, veloderm, etc. It has also been experienced that such facilities and recent curriculum implement are largely responsible for the success of the program. Therefore, the researcher has review this topic, "An investigation into the physical education facilities available in junior college's in Mumbai city". The study was conducted with this objectives like, To determine whether the facilities and curriculum of physical education in junior college can improve the status of physical education students. The method adopted to collect the information/data was the normative survey. The study is descriptive nature. The related data was collected with the help of a custom made Questionnaire, the researcher prepared this questionnaire. Scholar selected 22 Junior colleges in Mumbai city District, especially from the area of Colaba to

Mahim and Sion of Mumbai city. Out of 22 colleges 1 is Government college its percentage is 4.5, 18 colleges are semi Govt. its percentage is 81.8 and 03 private college whose percentage was 13.6. Out of 22 colleges 20 colleges have separate sports department and 2 colleges do not have separate sports department. Out of 22 colleges 14 colleges appointed coaches for various games which comes to 63.6% of the total Sample and 8 colleges has not appointed coaches which covers 36.4% of total Sample. Out of 22 colleges 15 colleges are not conducting practical examination, which comes to 68.2% whereas 7 colleges conducting the practical exam, which is 31.8%. This clearly indicates that the government was totally failed to implement the ideal situation regarding the proper implementations of the physical education programs at junior colleges. In fact, without doubt it can be said that the subject "Physical Education" is suffering a lot in the junior colleges of Mumbai City District and facing tremendous problems regarding its proper implementation. This, come in turn, supports the formulated. Tamunobelem Tammy Orunaboka and Emeka Augustine Nwachukwu (2012) [8] studied on Management of Physical Education Facilities, Equipment and Supplies in Secondary Schools in Nigeria: issues and challenges. In this research paper the authors reported that this paper examines the management of Physical Education facilities, equipment and supplies in secondary schools in Nigeria. The place of physical education facilities, equipment and supplies in secondary schools sports development were discussed. This paper exposed the problems of physical education facilities, equipment and supplies in secondary schools in Nigeria. It also discussed the poor maintenance culture of physical education facilities, equipment and supplies, and the state of facilities, equipment and supplies in Nigerian public secondary schools. Based on the discussions some of the recommendations made were that: All heads of schools should be held responsible for lack of maintenance culture of physical education/sports facilities, equipment and supplies. It was also advised that all hands and efforts should be on deck as to provide standard and adequate facilities, equipment and supplies that were locally manufactured for easy maintenance and cost. Harshad Mishra and Deepak Mehta (2018) [4] studied on an analysis on the growth of physical education facilities in senior secondary schools of Madhya Pradesh. School education is therefore considered the foundation on which the integrated personality of a child is developed from the grass root level. Numerous policies and programmes have been introduced by the Central and State Governments for the upliftment of the standard of the school education including the physical education and sports both for the Government and non-Government institutions in the country. Education process aims at the holistic development of the personality of an individual in order to ensure his/her congruence with social milieu. Any learning when imparted through physical activity is termed as physical education and similarly it is also targeted at the all-round development of personality of an individual through games and sports. Physical education and sport, although closely linked, are not synonymous. Sport is

formalized physical activity involving competition or challenges against oneself, others or the environment, with an emphasis on winning. It begins in play and develops through games and challenges. On the other hand the focus in the physical education curriculum is on the child's holistic development, stressing personal and social development, physical growth, and motor development. Shafqit Hussain Shah and Neeraj Sharma (2019) reviewed on a study of physical education growth and development in India. In their study they concluded that it is very confined written about the state of physical education in India. In India researcher works find out, that there is no written record is kept by our culture, whatever we are practicing today is received from our ancestors as our cultural heritage based on tradition and customs. The main objective of this study was to evaluate and peruse the growth and development of physical in India from primeval time to until now. There are different activities which are not latest this time but, these were practiced in past days also. The activity like, Yoga, Karate are newly originated but these activities have proven their exact origins in past days also. In India practice of different types of physical activities is not new but these activities cannot prove any type of evidence of such activities that can prove the exact data of their origin and name of originators of these activities in India. As we find the well-established institutions where knowledge of various physical activities is provided with practical as well as theoretical. In ancient India religious places were used for the purpose of sports development. Physical educations in India are discussed under various specific historic periods. Such as Indus valley civilization 3250-2500 BC in this period Majodara, dancing was favorite particularly people took recreation from bronze dancing girl from Majodara National Museum in Delhi. Most of the people recreate themselves by doing these physical activities swimming; dancing, mar balls ball and dice were used for game.

Methodology

The purpose of the study was to analyze the physical education and sports facilities in training colleges of Karnataka state. To achieve the purpose of the study 40 physical education training colleges from the four academic divisions of Karnataka state were randomly selected as subject for the study. Out of these 40 colleges, 12 colleges from Bangalore Division, 9 colleges from Gulbarga Division, 14 colleges from Belgaum Division and 5 colleges from Mysore Division were taken for the study. Physical education and sports facilities in training colleges of Karnataka state was assessed with the help of facilities programme inventory constructed by the researcher.

Statistical techniques

To analyze the physical education and sports facilities in training colleges of Karnataka state Simple percentage analysis was used with the help of Statistical Package for Social Sciences (SPSS) 23rd version.

Result and Discussion

Table 1: Shows the analysis of general sports facilities in training colleges

General sports facilities		Count	Percentage
Own Play Ground Facility	Yes	40	100%
	No	0	0%
	Total	40	100%
Play Ground are Sufficient for Students	Yes	31	77.5%

	No	9	22.5%
	Total	40	100%
Separate Rooms for Sports Equipment	Yes	40	100%
	No	0	0%
	Total	40	100%
Number of cupboards Available for Sports Equipment	One	7	17.5%
	Two	10	25%
	Three	17	42.5%
	Four	6	15%
	Total	40	100%
Number of Boxes Available for Sports Equipment	One	5	12.5%
	Two	11	27.5%
	Three	12	30%
	Four	12	30%
	Total	40	100%
Room sufficient for Sports Equipment	Yes	29	72.5%
	No	11	27.5%
	Total	40	100%

Above table shows the analysis of general sports facilities in training colleges. It is evident from the table out of 40 training colleges 100% (40) of training colleges have own ground facility. Similarly, 77.5% (31) of colleges have sufficient playground for students and rest of 22.5% (9) of colleges are not have sufficient playground for students. In the same way 100% (40) of colleges have separate rooms for sports equipment. Likewise, 17.5% (7) of colleges are have 1 cupboard for sports equipment, 25% (10) of college are have 2 cupboard for sports equipment, 42.5% (17) of colleges are have 3 cupboard for sports equipment and 15% (6) of colleges are have 4 cupboard for sports equipment. Similarly, 12.5% (5) of colleges 1 box was available for sports equipment, 27.5% (11) of colleges 2 boxes are available for sports

equipment, 30% (12) of colleges 3 boxes are available for sports equipment and 30% (12) of colleges 4 boxes are available for sports equipment. In the same way, 72.5% (29) of colleges have sufficient room for sports equipment and rests of 27.5% (11) of colleges have not sufficient room for sports equipment. Hence, it can be concluded that all the colleges have own playground facility and separate room for sports equipment. And most of the colleges have sufficient playground for students (77.5%), 3 cupboards for sports equipment (42.5%), 3 or 4 boxes are available for sports equipment (30%) and sufficient room for sports equipment (72.5%) respectively.

Graphical representation of general sports facilities in training colleges shown in the Figure -1.

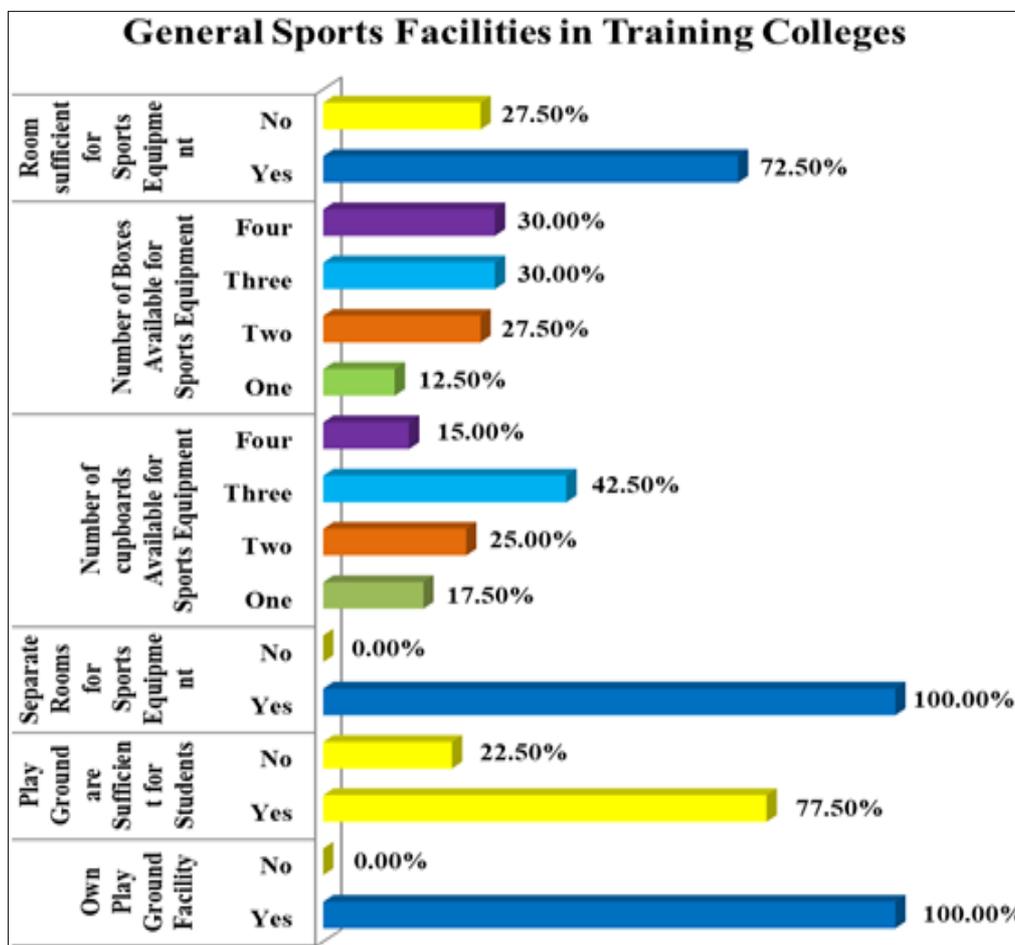


Fig 1: Graphical representations of general sports facilities in training colleges

Table 2: Shows the analysis of indoor sports facilities in training colleges

Indoor sports facilities		Count	Percentage
Multi Gym Facility	Yes	21	52.5%
	No	19	47.5%
	Total	40	100%
Swimming Pool	Yes	10	25%
	No	30	75%
	Total	40	100%
Length of Swimming Pool	50 Meters	3	30%
	25 Meters	7	70%
	Total	10	100%
Gymnasium	Yes	3	7.5%
	No	37	92.5%
	Total	40	100%
Table Tennis Room	Yes	39	97.5%
	No	1	2.5%
	Total	40	100.0
Number of set Tables for T.T	One	11	27.5%
	Two	16	40%
	Three	7	17.5%
	Four	5	12.5%
	Total	39	100%
Weight Training Room	Yes	21	52.5%
	No	19	47.5%
	Total	40	100%
Yogasana Room	Yes	13	32.5%
	No	27	67.5%
	Total	40	100%
Separate Badminton Hall	Yes	28	70%
	No	12	30%
	Total	40	100%
Facility for Judo	Yes	26	65%
	No	14	35%
	Total	40	100%
Multi-Purpose Hall	Yes	21	52.5%
	No	19	47.5%
	Total	40	100%

Above table describes the analysis of indoor sports facilities in training colleges. It was clear that out of 40 training colleges 52.5% (21) of colleges are have multi gym facility and 47.5% (19) of colleges are not have multi gym facility. Similarly, 25% (10) of colleges are have swimming pool, in that 30% (3) of colleges are have 50 meter length swimming pool and 70% (7) of colleges are have 25 meter length swimming pool and 75% (30) of colleges are not have swimming pool. In the same way, 7.5% (3) of colleges have gymnasium and 92.5% (37) of colleges are not have gymnasium. Likewise, 97.5% (39) of colleges have separate table tennis room and 2.5% (1) of colleges are not have separate table tennis room. Similarly, 27.5% (11) of colleges have 1 set of T.T. tables, 40% (16) of colleges have 2 set of T.T. tables, 17.5% (7) of colleges have 3 set of T.T. tables and 12.5% (5) of colleges have 4 set of T.T tables respectively. Likewise, 52.5% (21) of colleges have weight training room and rests of 47.5% (19) of colleges not have weight training rooms. Similarly, 32.5% (13) of colleges have yogasana room

and 67.5% (27) of colleges are not have yogasana room. In the same way, 70% (28) of colleges have separate Badminton hall and rests of 30% (12) of colleges are not have separate Badminton hall. Likewise, 65% (26) of colleges have facility for Judo and remaining 35% (14) of colleges not have facility for Judo. Similarly 52.5% (21) of colleges have Multi-purpose hall and 47.5% of colleges not have Multi-purpose hall. Hence, it can be concluded that most of the training colleges have Multi gym facility (52.5%), Table Tennis Room (97.5%), weight training room (52.5%), Separate Badminton hall (70%), Facility for Judo (65%) and multipurpose hall (52.5%) respectively. But most numbers of colleges not have Swimming pool (75%), gymnasium (92.5%) and yogasana room (67.5%) respectively. And also concluded that most number of colleges have 25 meter length swimming pool (70%) and 2 set of T.T. tables (40%).

Graphical representation of indoor sports facilities in training colleges shown in the Figure -2.

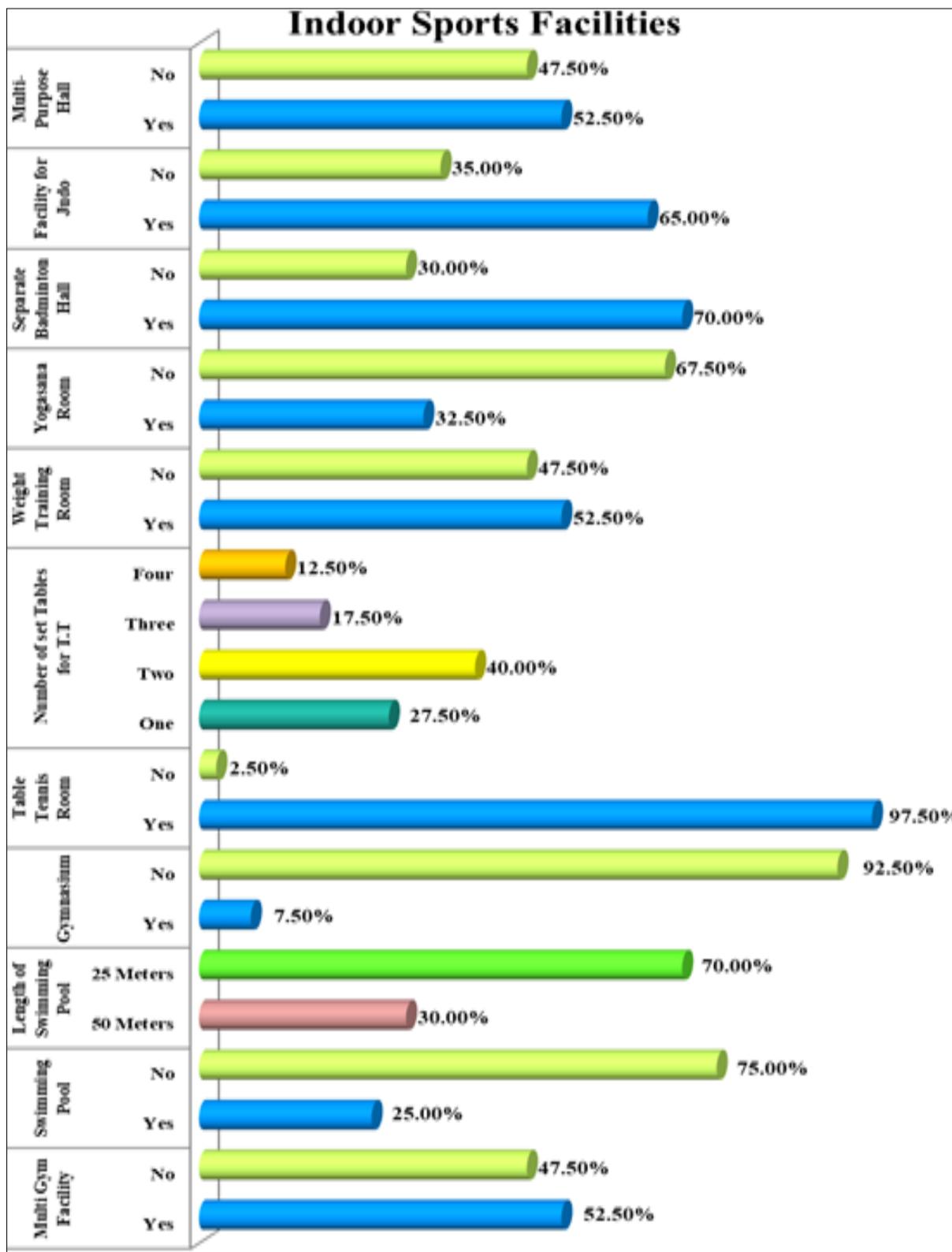


Fig 2: Graphical representations of outdoor sports facilities in training colleges

Table 3: Shows the analysis of outdoor sports facilities in training colleges

Outdoor facility		Count	Percentage
Athletic Track Facility	Yes	40	100%
	No	0	0%
	Total	40	100%
Size of Athletic Track	200 mtrs	28	70%
	400 mtrs	12	30%
	Total	40	100%
Volleyball Court facility	Yes	40	100%
	No	0	0%
	Total	40	100%

Number of Volleyball Court	One	27	67.5%
	Two	9	22.5%
	Three	4	10%
	Total	40	100%
Football Ground Facility	Yes	40	100%
	No	0	0%
	Total	40	100%
Number of Football Ground	One	40	100%
	Total	40	100%
Hockey Ground Facility	Yes	15	37.5%
	No	25	62.5%
	Total	40	100%
Number of Hockey Ground	One	15	100%
	Total	15	100%
Basketball Court Facility	Yes	40	100%
	No	0	0%
	Total	40	100%
Number of Basketball Court	One	28	70%
	Two	12	30%
	Total	40	100%
Handball Ground Facility	Yes	40	100%
	No	0	0%
	Total	40	100%
Number of Handball Ground	One	40	100%
	Total	40	100%
Cricket Pitch Facility	Yes	40	100%
	No	0	0%
	Total	40	100%
Number of Cricket Pitches	One	29	72.5%
	Two	8	20%
	Three	3	7.5%
	Total	40	100%
Kabaddi Court Facility	Yes	40	100%
	No	0	0%
	Total	40	100%
Number of Kabaddi Court	One	33	82.5%
	Two	7	17.5%
	Total	40	100%
Kho-Kho Ground Facility	Yes	40	100%
	No	0	0%
	Total	40	100%
Number of Kho-Kho Ground	One	35	87.5%
	Two	5	12.5%
	Total	40	100%

Above table highlights the analysis of Outdoor facilities in training colleges. It was evident from the above table out of 40 training colleges 100% (40) of colleges have athletic track facility in which 70% (28) of colleges have 200 meters track and 30% (12) of colleges have 400 meters track. Similarly, 100% (40) of colleges have Volleyball court facility out of that 67.5% (27) of colleges have one court, 22.5% (9) of colleges have two courts and 10% (4) of colleges have three courts respectively. In the same way, 100% (40) of colleges have Football ground facility and in which all the colleges have one Football ground (100%). Likewise, 37.5% (15) of colleges have Hockey ground facility and in which all the colleges have one Hockey ground (100). But, 62.5% (25) of colleges not have Hockey ground facility. Similarly, 100% (40) of colleges have Basketball court facility, in which 70% (28) of colleges have one Basketball court and 30% (12) of colleges have two Basketball courts. Likewise, 100% (40) of colleges have Handball ground facility, in which all the colleges have one Handball ground (100%). In the same way,

100% (40) of colleges have Cricket pitch facility, in which 72.5% (29) of colleges have one pitch, 20% (8) of colleges have two pitches and 7.5% (3) of colleges have three pitches respectively. Similarly, 100% (40) of colleges have Kabaddi court facility, in which 82.5% (33) of colleges have one court and 17.5% (7) of colleges have two courts. In the same way, 100% (40) of colleges have Kho-Kho ground facility, in which 87.5% (35) of colleges have one ground and remaining 12.5% (5) of colleges have two grounds. Thus, it can be concluded that most number of colleges have 200 meters Athletic track (70%), One Volleyball court (67.5%), One Football ground (100%), One Basketball court (70%), One Handball ground (100%), One Cricket pitches (72.5%), One Kabaddi court (82.5%) and One Kho-Kho ground (87.5%) facility respectively. But most numbers of colleges not have Hockey ground facility (62.5%).

Graphical representation of Outdoor sports facilities in training colleges shown in the Figure -3.

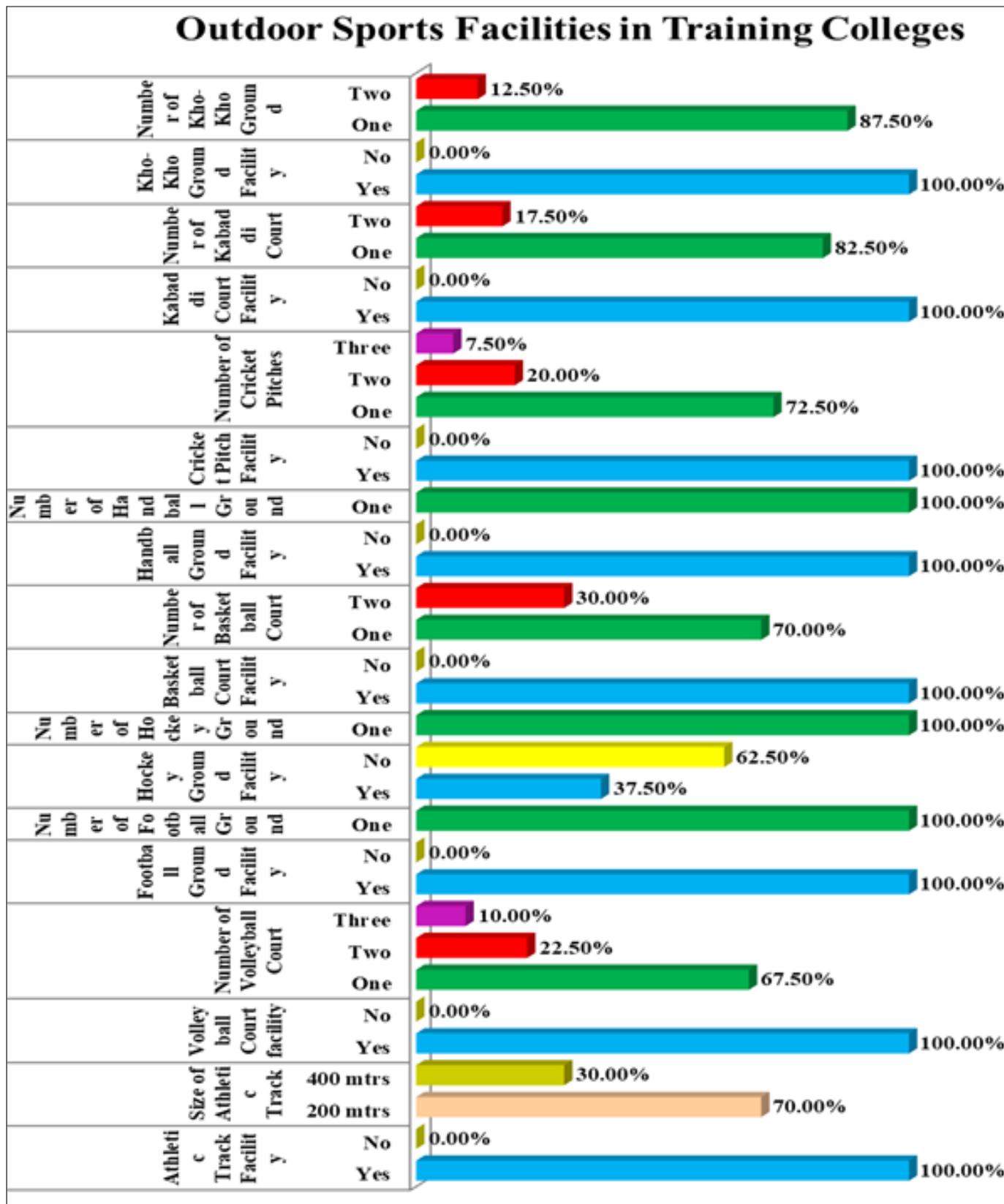


Fig 3: Graphical representations of outdoor sports facilities in training colleges

Table 4: Shows the analysis of equipment facilities in training colleges

Type of sports equipment	Count	Percentage	
Volleyball	5-8	3	7.5%
	>8	37	92.5%
	Total	40	100%
Football	5-8	4	10%
	>8	36	90%
	Total	40	100%
Hockey Stick	1-16	11	27.5%

	17-32	20	50%
	>32	9	22.5%
	Total	40	100%
Basket Ball	5-8	5	12.5%
	>8	35	87.5%
	Total	40	100%
Handball	5-8	3	7.5%
	>8	37	92.5%
	Total	40	100%
Cricket Bat	5-8	34	85%
	9-12	6	15%
	Total	40	100%
Kho-Kho Post	One Pair	28	70%
	Two Pair	9	22.5%
	> Two Pair	3	7.5%
	Total	40	100%
Mattress	13-18	14	35%
	>18	26	65%
	Total	40	100%
Carom Board	1-2	34	85%
	3-4	6	15%
	Total	40	100%
Chess Board	1-2	11	27.5%
	3-4	29	72.5%
	Total	40	100%
Lezium	1-20	21	52.5%
	21-40	15	37.5%
	>40	4	10%
	Total	40	100%
Dumbbell	1-20	10	25%
	21-40	24	60%
	>40	6	15%
	Total	40	100%

Above table describes the analysis of equipment facilities in training colleges. It was clear from above table out of 40 training colleges 7.5% (3) Of colleges have 5 to 8 Volleyballs and 92.5% (37) of colleges have more than 8 volleyballs. Similarly, 10% (4) of colleges have 5 to 8 Footballs and 90% (36) of colleges have more than 8 Footballs. Likewise 27.5% (11) of colleges have 1 to 16 Hockey Sticks, 50% (20) of colleges have 17 to 32 Hockey sticks and 22.5% (9) of colleges have more than 32 Hockey sticks respectively. In the same way, 12.5% (5) of colleges have 5 to 8 Basketballs and 87.5% (35) of colleges have more than 8 Basketballs. Similarly, 7.5% (3) of colleges have 5 to 8 handballs, 92.5% (37) of colleges have more than 8 Handballs. In the same way, 85% (34) of colleges have 5 to 8 Cricket bats and 15% (6) of colleges have 9 to 16 Cricket bats. Likewise, 70% (28) of colleges have one pair of Kho-Kho pots, 22.5% (9) of colleges have two pair Kho-Kho pots and 7.5% (3) of colleges have more than two pair Kho-Kho post respectively. Similarly, 35% (14) of colleges have 13 to 18 mattress and 65% (26) of colleges have more than 18 mattress. Also, 85%

(34) of colleges have 1 to 2 Carom board and rests of 15% (6) of colleges have 3 to 4 carom boards. In the same way, 27.5% (11) of colleges have 1 to 2 Chess board and remaining 72.5% (29) of colleges have 3 to 4 Chess boards. Likewise, 52.5% (21) of colleges have 1 to 20 Leziums, 37.5% (15) of colleges have 21 to 40 Leziums and rests of 10% (4) of colleges have more than 40 Leziums respectively. In the same way, 25% (10) of colleges have 1 to 20 Dumbbells, 60% (24) of colleges have 21 to 40 Dumbbells and rests of 15% (6) of colleges have more than 40 Dumbbells respectively. Hence, it can be concluded that maximum numbers of colleges have more than 8 volleyballs (92.5%), more than 8 Footballs (90%), 17 to 32 Hockey sticks (50%), more than 8 Basketballs (87.5%), more than 8 Handballs (92.5%), 5 to 8 Cricket bats (85%), One pair Kho-Kho post (70%), more than 18 Mattress (65.5%), 1 to 2 Carom board (85%), 3 to 4 Chess board (72.5%), 1 to 20 Leziums (52.5%) and 21 to 40 Dumbbells respectively. Graphical representation of Equipment facilities in training colleges shown in the Figure-4.

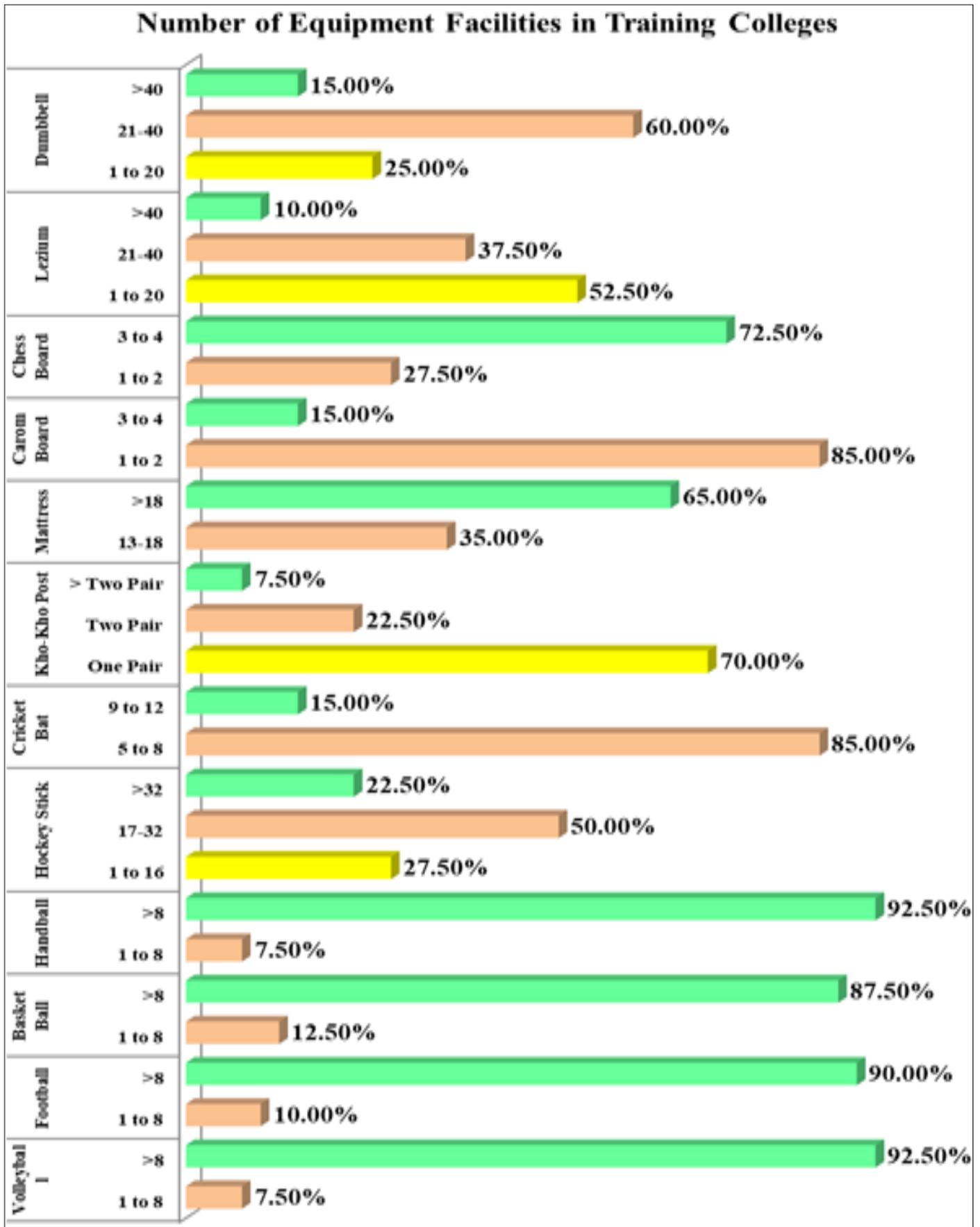


Fig 4: Graphical representations of equipment facilities in training colleges

Table 5: Shows the analysis of athletic equipment in training colleges

Type of athletic equipment		Count	Percentage	
Shot-Put	Men	More than Three	40	100%
	Women	More than Three	40	100%
Discus	Men	More than Three	40	100%
	Women	More than Three	40	100%
Javalin	Men	More than Three	40	100%
	Women	More than Three	40	100%
High Jump Stand (Pair)	One	37	92.5%	
	Two	3	7.5%	
	Total	40	100%	
Long Jump Pit	One	38	95%	
	Two	2	5%	
	Total	40	100%	
Hurdles	More than Three	40	100%	
Stopwatches	More than Three	40	100%	
Victory Stand	Zero	23	57.5%	
	One	17	42.5%	
	Total	40	100%	
Measure Tape	Three	9	22.5%	
	More than Three	31	77.5%	
	Total	40	100%	
Starting Blocks	One to Four	13	32.5%	
	Five to Eight	20	50%	
	More than Eight	7	17.5%	
	Total	40	100%	
Line Marking Machine	Nil	28	70%	
	One	12	30%	
	Total	40	100%	
Relay batons	Five to Eight	16	40%	
	More than Eight	24	60%	
	Total	40	100%	
Clappers for Starts	Two	34	85%	
	More than Two	6	15%	
	Total	40	100%	
Cupboards for Shield	One	5	12.5%	
	Two	24	60%	
	More than Two	11	27.5%	
	Total	40	100%	

Above table shows the analysis of athletic equipment in training colleges. It was clear from above table out of 40 training colleges 100% (40) of colleges have more than three men and women Shot-Put, Discus and Javalin respectively. Similarly, 92.5% (37) of colleges have one pair of High Jump Stand and rests of 7.5% of colleges have two pairs of High Jump Stand. In the same way, 95% (38) of colleges have one Long Jump Pit and rests of 5% (2) of colleges have two Long Jump Pit. Likewise, 100% (40) of colleges have more than 3 Hurdles and Stopwatches. Similarly, 57.5% (23) of colleges not have Victory Stand and 42.5% (17) of colleges have one Victory Stand. Also, 22.5% (9) of colleges have three Measure tape and 77.5% (31) of colleges have more than three Measure tape. Similarly, 32.5% (13) of colleges have 1 to 4 Starting blocks, 50% (20) of colleges have 5 to 8 Starting blocks and rests of 17.5% (7) of college have More than 8 Starting blocks respectively. Likewise, 70% (28) of colleges not have Line Marking machine and 30% (12) of colleges have one Line Marking Machine. In the same way, 40% (16)

of colleges have 5 to 8 Relay batons and 60% (24) of colleges have more than eight Relay batons. Likewise 85% (34) of colleges have two Clappers for start and rests of 15% (6) of colleges have more than two Clappers for start. In the same way, 12.5% (5) of colleges have one Cupboard for Shields, 60% (24) of colleges have two Cupboards for Shields and 27.5% (11) of colleges have more than two Cupboards for Shields respectively. Hence, it can be concluded that most numbers of colleges have more than three Shot-put, Discus and Javalin (100%) for both men and women, one pair of high jump stand (92.5%), one long jump pit (95%), more than three stopwatches, Hurdles and Measure tape (100%), five to eight Starting Blocks (50%), More than eight Relay baton (60%), and two clappers for start (85%) and cupboards for shields (60%) respectively. But maximum numbers of colleges not have Victory Stand (57.5%) and Line Marking Machine (70%).

Graphical representation of athletic equipment in training colleges shown in the Figure -5.

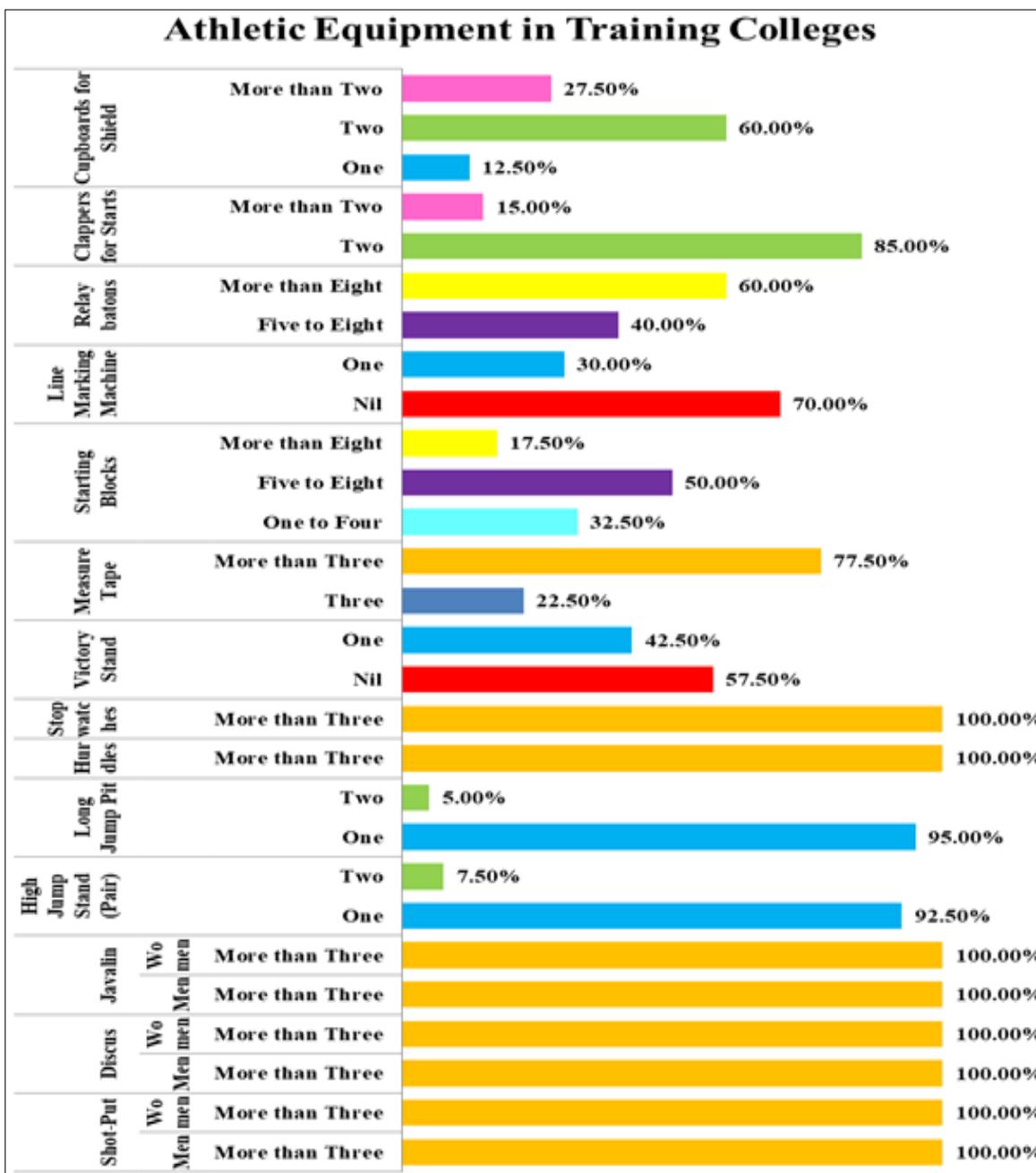


Fig 5: Graphical representations of equipment facilities in training colleges

Conclusion

In the view of findings and limitation of the study, it can be concluded that as follows

1. All the colleges have own playground facility and separate room for sports equipment (100%). And most of the colleges have sufficient playground for students (77.5%), 3 cupboards for sports equipment (42.5%), 3 or 4 boxes are available for sports equipment (30%) and sufficient room for sports equipment (72.5%) respectively.
2. The most of the training colleges have Multi gym facility (52.5%), Table Tennis Room (97.5%), weight training room (52.5%), Separate Badminton hall (70%), Facility for Judo (65%) and multipurpose hall (52.5%) respectively. But most numbers of colleges not have Swimming pool (75%), gymnasium (92.5%) and yogasana room (67.5%) respectively. And the most number of colleges have 25 meter length swimming pool (70%) and 2 set of T.T. tables (40%).
3. The most number of colleges have 200 meters Athletic

- track (70%), One Volleyball court (67.5%), One Football ground (100%), One Basketball court (70%), One Handball ground (100%), One Cricket pitches (72.5%), One Kabaddi court (82.5%) and One Kho-Kho ground (87.5%) facility respectively. But most numbers of colleges not have Hockey ground facility (62.5%).
4. The maximum numbers of colleges have more than 8 volleyballs (92.5%), more than 8 Footballs (90%), 17 to 32 Hockey sticks (50%), more than 8 Basketballs (87.5%), more than 8 Handballs (92.5%), 5 to 8 Cricket bats (85%), One pair Kho-Kho post (70%), more than 18 Mattress (65.5%), 1 to 2 Carom board (85%), 3 to 4 Chess board (72.5%), 1 to 20 Leziums (52.5%) and 21 to 40 Dumbbells.
5. The most numbers of colleges have more than three Shot-put, Discus and Javalin (100%) for both men and women, one pair of high jump stand (92.5%), one long jump pit (95%), more than three stopwatches, Hurdles and Measure tape (100%), five to eight Starting Blocks (50%), More than eight Relay baton (60%), and two

clappers for start (85%) and cupboards for shields (60%) respectively. But maximum numbers of colleges not have Victory Stand (57.5%) and Line Marking Machine (70%).

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