

AN EVALUATION OF CURRICULUM OF PHYSICAL EDUCATION AND HEALTH IN CBSE SCHOOLS OF KANPUR.

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Abstract:

This study delves in the evaluation of curriculum of physical education and health within the CBSE schools of Kanpur district. it establishes the foundational understanding of what Basia or standards of curriculum of physical education. Essentially, this standard refers to the minimum necessary resources- facilities, equipment, budget and qualified personnel-established by recognized authorities, research or common practices, to ensure the curriculum's effectiveness. the emphasis on natural activities in modern curriculum of physical education necessitates extensive play area, functioning as a form of " uncovered classroom" this study will solely evaluate that on how the curriculum of physical education and health is implementing in CBSE schools of Kanpur.

Keys words: Physical Education, Curriculum, Case, Budget, Sports, Program.

Introduction:

Within the realm of education, establishing a standard for physical education programs is paramount. Physical Education and health is a cornerstone of any well-rounded educational program. Physical education in schools deals with the well-being of individual by promoting and developing ideas, understanding, attitudes and abilities that contribute to this well-being, well-being inherently connected to all elements of the college and beyond experience of a student. It includes physical, mental, intellectual, and mystical and society health and growth, contributing to creating and retaining relations with others and engaging in an energetic, healthy life.

The curriculum objective says that “Through involvement in physical education student will acquire the understanding ideas, attitude and abilities needed to integrate physical activity into routines and recreation persuades in order to live an active, healthy lifestyle”. WHO’s global physical activity guidelines endure the kids and youth aged 4.5 to 16.5 years collect an average of at least 1 hour of moderate to vigorous bodily motion daily to enhance or maintain a good cardio respiratory fitness and body composition profile.

According to the NEP 2020 various physical activities including local sports should be used in the training process.

Physical education and health despite being important neglected even after decades of independence. Dated 25 March 2018, later number. Acad – 2018 Central Board of Secondary education, New Delhi talked about connecting health and physical education with the main stream and reserving 1 class every day to health and physical education in class 11th and 12th somewhere.

The main aim of the study is to evaluate the curriculum of physical education and health in CBSE School. It might help in identifying the problem faced by the school administration and the physical education personnel in implementing the curriculum effectively and purposefully.

Methodology:

With the aim to evaluate the curriculum of the physical education and health in CBSE schools of Kanpur, a survey method was employed to gather data, specifically through questionnaires to be filled by physical education teacher/principal.

Data Collection:

The study employed a random sampling approach 20 CBSE schools of Kanpur were chosen for the survey.

Review of Literature:

This section delves into several key studies exploring the importance and current state of curriculum of physical education and health in CBSE School. Vinod Kumar Bavecha Jiwaji University, Gwalior 1998: "Critical evaluation of the curriculum of physical education implemented as an elective subject in the schools of Delhi" Bavecha evaluated the schools of Delhi and found that there is a shortage of physical teachers compared to the schools in the state. There is lack of facilities and resources due to which the physical education curriculum is not able to fulfill its purpose.

P. E. Olsen: "An Evaluation of the Physical Education Programs of Selected Boys Junior Colleges" P. E. Olsen evaluated nine junior colleges and found that the experience and professional preparation of the male instructors was good; all but two junior colleges had professional the organization and their attendance and training were below standard. While indoor facilities were better than outdoor facilities, schools faced difficulties with gymnastics and testing equipment. Record maintenance was good but scheduling and attendance of programs was unsatisfactory. The physical education program had limited effectiveness and their intramural program was very weak.

J.R. Thesis (Complete Research Health, Physical Education and Recreation) 1964-65; J.R. Thesis analyzed a program of boy's secondary schools in the Almost Falls district with recommendations that the operation of the guided intramural program was not satisfactory in many areas. Whereas the level of inter school education related program was found to be satisfactory and it was as per the standard.

D. B. Kothi Wala (Journals of Physical Education and Recreation) 8 October 1929-32:"An attempt to introduce the subject of physical education into the university degree examinations" Kothi Wala suggested that physical education be included in the various

degree examinations of the universities of India. As a subject, he expressed the belief that harmony of body with brain is possible only when the person is physically healthy, because a healthy brain develops only in a healthy body, hence to make physical education educational and professional, degree should be created. There is a need to implement this in examinations. Some universities like Jiwaji University Gwalior, Panjab University Chandigarh Guru Nanak Dev University, Kurukshetra University, Amravati University etc. made physical education a subject of degree examination.

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

A study by Cariaga (2014) [3] 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) [2] and

Teacher Training: Chakraborty, Nandy, and Adhikari (2012) [2] 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: 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.

Result and discussion:

Table

1. Do you have adequate literature available as per syllabus in your main library for student?

Table no 1.

	yes	No	Total No of Score
fo	18	2	20
fe	10	10	20
fo-fe	8	-8	

Result 11.250

With $df = 1$, the value of χ^2 to be significant at 0.05 level = 3.841.

From the above table it is clear that majority of school have adequate literature available in the library.

2. Do you have periodic assessment procedure for students?

Table no 2.

	yes	No	Total No of Score
Fo	19	1	20
Fe	10	10	20
fo-fe	9	-9	

Result 14.45

With $df = 1$, the value of χ^2 to be significant at 0.05 level = 3.841.

The information presented in the above table shows that maximum schools have the predicted assessment procedure in Physical Education and Health

3. Are you satisfied with weightage given theory-practical (70-30)?

Table no 3.

	yes	No	Total No of Score
Fo	7	13	20
fe	10	10	20
fo-fe	-3	3	

Result 1.25 With $df = 1$, the value of χ^2 to be significant at 0.05 level = 3.841.

The Analysis of the data in the above table shows that the value of χ^2 ($\chi^2 = 6.05$) is significant that 0.05 level of confidence and from this it can be inferred that the majority of respondents are not satisfied with the weightage to theory and practical

4. Does the principal co-operate in organize physical education and health program for student?

Table no 4.

	yes	No	Total No of Score
fo	15	5	20
fe	10	10	20
fo-fe	5	-5	

Result 4.05

With $df = 1$, the value of χ^2 to be significant at 0.05 level = 3.841.

The data presented in the table no. 4 shows that majority of schools got support of their administration in organization the program of physical education and health.

5. Does the school have qualified physical education teachers?

Table no 5.

	yes	No	Total No of Score
fo	16	4	20
fe	10	10	20
fo-fe	6	-6	

Result 6.05

With $df = 1$, the value of χ^2 to be significant at 0.05 level = 3.841.

The information presented in the table no. 5 shows the majority of schools have qualified physical education in school.

6. Does the school have according to curriculum indoor & outdoor play areas?

Table no 6.

	yes	No	Total No of Score
fo	6	14	20
fe	10	10	20
fo-fe	-4	4	

Result 2.450

With $df=1$, the value of χ_2 to be significant at 0.05 level =3.841.

The data presented in the above table represented that maximum schools have shortage of indoor and outdoor play area.

7. Does the school allotted budget for sports programs and purchasing sports equipment's?

Table no7.

	yes	No	Total No of Score
fo	17	3	20
fe	10	10	20
fo-fe	7	-7	

Result 8.45

With $df=1$, the value of χ_2 to be significant at 0.05 level =3.841.

The analysis of data is the above table shows that majority of schools allot budget for Physical Education and Sports.

8. Does the existing time schedule the content of the course could be covered for the concerned classes (Both in theory and practical)?

Table no 8.

	yes	No	Total No of Score
fo	16	4	20
fe	10	10	20
fo-fe	6	-6	

Result 6.05

With $df=1$, the value of χ_2 to be significant at 0.05 level =3.841.

The data of table no. 8 represent that the maximum respondent feels that the content of the course could be covered for the concerned classes in the existing time schedule.

Conclusion:

This section delves into several key studies exploring the importance and current state of curriculum of physical education and health in CBSE schools. The table given below Eably highlight the importance as well as the relevance of P.E. in the modern scenario of education. The study solely investigated the curriculum of Physical Education and Health in the school affiliated by Central Board of Secondary Education in Kanpur. The analysis yielded several not worthy insides along with some limitation that warrant consideration.

Strengths:

Positive engagement: - Encouragingly, a strong foundation for physical education and health same to be present majority of school properly implementing the curriculum prescribed by CBSE. Most of the school have qualified and sufficient staff for the subject and administration of the school show positive attitude, towards sports activities. The data reveals

that the budget is allotted for the sports and games is being properly utilised for the sports actively, 100% of the schools have a assessment procedure periodically. It seems that the curriculum of Physical Education and Health is helpful in contribution to the overall objective envisaged for education.

Limitation Scope:

It is important to acknowledge that this study focused solely on CBSE schools within the Kanpur district, limiting generalizability of the findings to a broader population for the encompassing wider range of institutions could provide a more comprehensive picture of Physical Education and Sports programs afforded withing the Indian Education System.

Quantitative data dependence:

The study related solely on quantitative data collected through surveys.

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