1. **INTRODUCTION**

Education, in the broad sense, means preparation for life, it aims at all round development of individuals. Thus education is concerned with developing optimum organic health and emotional vitality such as social consciousness, acquisition of knowledge, wholesome attitude, moral and spiritual qualities. Education is also considered a process by which, individual is shaped to fit into the society to maintain and advance the social order. It is a system designed to make an individual rational, mature and a knowledgeable human being. Education is the modification of behaviour of an individual for the better adjustment in the society and for making a useful and worthwhile citizen. The pragmatic view of education highlights learning by doing. Learning by doing takes place in the class room, in the library, on the play ground, in the gymnasium, or on the trips at home.

Civilized societies have always felt the need for physical education for its members except during the middle ages, when physical education as is typically known today found almost no place within the major educational pattern that prevailed. During the period, in Europe, asceticism in the early Christian church on the other hand set a premium on physical weakness in the vain hope that this was the path to spiritual excellence. During the middle age sports was associated with military motives, since many of the physical activities were designed to harden and strengthen man for combat.

The rapid development of physical education within the present century and the weighted influence accruing to some of its more spectacular activities suggest the imperative need, a clean understanding of unequal role, a well balanced programme in the field may give rise to the optimum growth and development of the youth. Dissolution of the dichotomy of mind and body, and acceptance of the individual as a unified and respected personality, belong to an evolution of physical education that has used this programme to serve military ends as an
instrument for the relief of tensions associated with academic pursuits and finally leading to the essential medium of complete development.\textsuperscript{7,8}

For over a century, schools have played a central role in providing opportunities for children and adolescents to participate in physical activity.\textsuperscript{9} Traditionally, students are engaged in physical activity and participating in school sports during physical education classes or recess breaks, while walking or cycling to the school. Physical education has been a part of the school curriculum since the late 1800’s and school sports has been a component of educational institutions since the early 1900’s.\textsuperscript{10} However, alarming health trends have emerged suggesting that schools may need to re-evaluate and expand their role in providing physical activity to children and adolescent.\textsuperscript{11}

Schools have an opportunity to influence and encourage participation in physical activity. Physical education has been targeted as the most effective way to increase physical activity among students.\textsuperscript{11} The National Association for Sport and Physical Education (NASPE) has developed specific guidelines for the amount of instruction time, teacher qualifications and instructional facilities, which have been identified as factors that may be important for increasing physical activity, in children and adolescents. These guidelines provide schools with specific criteria that are designed to provide opportunities for students to engage in physical activity.\textsuperscript{12}

Physical education is one of the preliminary subjects important to education. Presently physical education in many of the countries is getting shaped up through governments. In India especially several states observe different practices to educate students through co-curricular activities.\textsuperscript{14} Physical education as a subject and importance of physical education is being realized now. Shaping the subject for inclusion in main stream of education has cater the need of infrastructure band facilities that is require at primary stage for introducing this subject\textsuperscript{13}.
The scholars are being native of the Awadh felt the need to explore the facilities and infrastructure which is the basic pre-requisite for the subject. The place and cities of Awadh are being considered as developing and is having no match to metro cities of other Indian states. With the development of physical education of sports in modern world, India has also shown remarkable achievement in this field. Different states of India are showing the sign of interest in the field of sports and physical education, Uttar Pradesh is one of the biggest state in India and is progressing in every aspect not only agriculture and industrial achievement, but also in the field of education. Uttar Pradesh is population wise highest ranked state in India. This concept is being carried away in recent years, especially from the eastern region of the Uttar Pradesh i.e. Kanpur, Lucknow, Allahabad, Varanasi and Faizabad, these are some of places which have corroded the values, cultural and educational foundation for the child. People in these regions are now heading towards other metropolitan cities for different reasons; one of the reasons may be education.

Awadh is a geographical region of north-central India, which comprises the eastern end of Uttar Pradesh. It is bound by Nepal to the north, Bihar to the east, Bundelkhand region of Madhya Pradesh to the south, the Awadhi region of Uttar Pradesh to the west and Do-Aab of Allahabad in Uttar Pradesh to its south west. Awadh consists chiefly of three divisions: the eastern-

(a) Purvanchal region in the east,
(b) the western-Bhojpuri region in the east and
(c) the northern- Bundelkhand region in the south.

It lies on the Indo-Genetic plain, and together with western Bihar is the most densely populated area in the world. Most of the country side is given to intensive agriculture. Awadhi is the predominant language or dialect in this region in addition to Hindi, although Awadhi and Bundelkhandi are also spoken in the
western and southern areas. Bihar state in east is has large population, slow economic growth, agricultural mechanization. The closure of sugar mills have led to increased unemployment, social and political discontent, and some conflict in this region. In 1991 the government of Uttar Pradesh established the Awadh Vikas Nidhi, to fund regional development projects to advance balanced development, meet local needs, and redress regional disparities. Awadh includes the districts of Lakhimpur, Hardoi, Sitapur, Bahraich, Shravasti, Balrampur, Unnao, Lucknow, Barabanki, Gonda, Raebareilly, Sultanpur, Faizabad, Pratapgarh, Ambedkarnagar. One of the most consistent findings in the peak performance literature is the
significant correlation between self-confidence and successful sporting performance. Thus, it is perhaps not surprising that the study of self-confidence has featured prominently in sport psychology literature, with social cognitive theory such as Bandura’s self-efficacy theory and Vealey’s models of sport confidence providing the basis for most of this work. Vealey provided the first model of sport confidence in 1986 in an attempt to develop a sport-specific framework and inventories to operationalize confidence in competitive sport. More recently, Vealey’s work has advanced to developing a unifying framework relevant both to researchers and practitioners for the study and enhancement of confidence in sport. The function of Vealey’s revised model was twofold: first, it provided an organizational framework from which meaningful extensions to the literature could be generated, and second, the model served as a foundation from which interventions designed to enhance confidence in athletes could be developed.\textsuperscript{16}

The integrative model of sport confidence predicts that organizational culture (e.g., competitive standard, motivational climate, and the goals and structural expectations of sport programmes) and the personality characteristics, attitudes, and values of individual athletes influence the development and manifestation of confidence in athletes, as well as the three domains they use to source confidence (achievement, self-regulation, and social climate). Subsequent levels of sport confidence then influence an athlete’s thoughts, feelings, and behaviours, which determine sporting performance. Thus, while the model indicates that performance is influenced by the physical skill and characteristics of the athlete, in addition to un-controllable factors such as weather and opponents, sport confidence is viewed as critical to human functioning and sport performance.\textsuperscript{17}

Confident individuals tend to be more skilled and effective in using cognitive resources necessary for sporting success. Furthermore, confidence has been found to influence the coping processes of athletes. New trends, educational advancement
and placement for earlier growth also depend upon production of multinational companies, which is further dependent on governmental policies and raw materials eventually required for their growth. All these aspects seem to be negligible and lacking in Awadh (eastern most region of Uttar Pradesh). Through survey, scholar would like to draw the attention of people and other authorities towards the progress and development in higher education in the eastern region of Uttar Pradesh. Another objective of survey is to find out the progress of any region as compared to other states where these types of surveys have already taken place. Confidence has also been linked to productive achievement behaviours such as increased effort and persistence. In their processing decrease in performance efficiency as a result of anxiety might manifest itself in higher subjective effort, but only if participants felt they had a reasonable chance of success. Furthermore, a strong sense of confidence has been associated with the setting of challenging goals and the expenditure of maximal effort and persistence to achieve those goals. Thus, athletes who are high in confidence are likely to succeed because of their productive achievement behaviours. In addition to goal attainment, the attributions made by individuals to appraise success and failure have been found to influence expectations and motivation for future behaviour. Attributing success to personally controllable causes would seem conducive to both self-efficacy and the expenditure of future effort, because personal control is dependent on intention and effort. 

The conceptualization of sport confidence as specific and unique to sport was intended to enhance understanding in the field of sport psychology. However, despite Vealey do proposals that sport confidence influences perform-mance through its affect on how athletes think about, feel about, and respond to everything that happens to them in sport, the processes and mechanisms that underlie confidence have been largely ignored. Although several researchers advocate confidence as
beneficial to performance, research into the relationship between confidence and 
ette performance is characterized by correlation designs, making it difficult to 
draw firm conclusions about causal relationships. Furthermore, while most athletes 
believe that sport confidence is critical to performance, even the most successful 
athletes demonstrate fluctuations in confidence. In the highly pressurized 
environment of Olympic standard competitive sport, athlete confidence has been 
reported to be particularly susceptible to instability. Given the importance of self-
confidence in sport performance, the factors responsible for negating the 
confidence of world-class athletes need to be identified\textsuperscript{20}.\textsuperscript{39}