IMPACT OF SPORTS IN RURAL INDIA 2.0

2019-20
ANANTAPUR SPORTS ACADEMY

Pro Sport Development
The Anantapur Sports Academy (ASA) is a Sport for Development initiative by Rayalaseema Development Trust started in the year 2000 with a vision to leverage the power of sport to achieve social change among rural children and youth in Anantapur. ASA is committed to create access to sport, educate children and empower youth through sport. In 2019-20, ASA reached out to 6,432 children and youth weekly through three avenues: Grassroots Program, Development Centres and Residential Program based out of Anantapur Sports Village (ASV).

Pro Sport Development (PSD) is an award-winning social enterprise dedicated to using sport for the holistic development of children and youth, through direct implementation of sporting programs, training of sports trainers and supporting grassroots sports administration. Since 2013, PSD has directly reached out to 7,198 children and youth and delivered training workshops for 694 grassroots coaches and community trainers, across 12 states in India.

About the publication:

Impact of Sport in Rural India is an annual research report published based on the findings of qualitative and quantitative research conducted at Anantapur Sports Academy annually to assess the impact of sport on the physical, social and emotional development of the participants. The findings of a survey conducted during August 2019 are compiled into this report with the title “Impact of Sports in Rural India 2.0”. The findings of this study are purely for the academic purposes this research is the sole property of Anantapur Sports Academy, and should be used for academic purposes only. The findings can be quoted for any academic and socio-developmental purposes, and further research. Reproduction of this research without prior permission or using “Impact of Sports in Rural India 2.0” for any kind of monetary or commercial gains is strictly prohibited.

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Introduction & Rationale

The Anantapur Sports Academy (ASA) has been operating in the Anantapur district of Andhra Pradesh since 2000, leveraging the power of sport to achieve social change among the rural children and youth. While several case studies and videos have been created over the years to document the impact of the program, up until 2018. However, the lack of structured data collection and evaluation proved difficult to inform the program designing and development.

In 2018, Anantapur Sports Academy and Pro Sport Development (PSD) conducted a research study and presented the findings in a consequent report titled “Impact of Sports in Rural India”, which was published on the International Platform for Sport and Development. The research studied the impact that sport, and the ASA program, in particular, had on the physical, social and emotional development of children in the district. This was done by comparing the results of ASA’s program participants with those of their peers who were not part of the program.

The research study in 2018, the first of its kind in the region, presented encouraging results, illustrating that the program was helping the children become fitter as well as happier and more confident. On the back of this, PSD and ASA conducted a similar study in August 2019, however with a slightly different focus. The research study in 2019 was based on ASA’s new theory of change[^1], which focuses on providing access to sports for youth participants, to utilise sport in educating and empowering them. With this in mind, the research looked to provide insights purely into ASA’s program from its core centres. The insights that this research hoped to gain revolved around ASA’s theory of change, specifically its focus on educating children about sporting values, breaking gender barriers through sport, focusing on personal health and hygiene as well as learning about digital literacy. The study sought to understand the perception of children on the factors listed above to:

- Create a better-informed curriculum that is being designed as part of ASA’s outreach through sports at the grassroots;
- Collect baseline data which can be used as quantitative evidence as part of ASA’s monitoring and evaluation (M&E) process.

In addition to becoming a sustainable and easily replicable M&E tool, the data from this research study will act as a baseline (as there was no control group in this edition of the research), which can then be compared to the data from the same participants in future studies.

[^1]: You can refer to ASA’s theory of change in Appendix A of this report.
Methodology

As in 2018, the research study in 2019 was conducted in two parts. The first part involved a survey questionnaire², which was self-answered by the participating children. The questionnaire was itself divided into three sections. The first section was devoted to basic demographic information like name, age and gender, among others. The names of children were only kept for internal purposes and have not been disclosed in any reports. The second section focused on general questions regarding the frequency of participation, time in the program, why they joined the program and what they liked the best about it.

The third section was a 26-question Likert-style questionnaire. While the previous two sections were kept the same as the 2018 study, this section was redesigned to focus on the specifics of ASA’s theory of change. The themes of confidence, happiness, respect and communication were kept intact, but there were new questions added on digital literacy, health and hygiene, and how children perceive gender and education in relation to sports. The questionnaire was based on Professor Fred Coalter’s Sport-in-Development: A Monitoring and Evaluation Manual.

It is important to note that though the survey questionnaire was self-answered, the children had staff present at all times to clear any doubts or queries. There was particular emphasis from all staff involved to make sure that children understood every section and question part of the questionnaire. Thus, groups were kept small while answering the questionnaire and certain children were given individual support and attention, when necessary.

Additionally, a thorough and intensive workshop was held before the first edition of the research in 2018 for all the staff involved to help them understand the dos and don’ts while conducting the survey. A major theme of the training was based on creating an environment where the children can answer questions without the fear of being judged on their answers. It was also important for staff to learn to help children understand questions without influencing their answers in any way whatsoever. For the 2019 edition of the survey, select staff who were part of the 2018 data collection process were utilized for data collection.

The second part of the research study included physical tests which focused on the physical development of children. These basic tests looked to gauge the physical literacy of children by examining their fundamental movement skills of agility, balance and coordination.

The three physical tests³ included:

- One foot balance test
- Three hop test
- Zig-Zag test

It is important to note that the data was collected solely for this research study. Consent to participate was taken from all participants verbally and was mentioned on the questionnaire as well as explained to the participants by the staff leading the survey.

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²You can refer to the survey questionnaire in Appendix B of this report.
³You can refer to the physical tests utilized in the research study in Appendix C of this report.
Sample Data

The research study focused on participants from ASA’s development centres and grassroots centres which include government schools that the program is focusing on in the next few years. Data was collected from 235 children across 12 grassroots and development centres. The children from whom the data was collected were aged 8 to 17 years (there were no children aged 16 years).

The research study had originally been conducted amongst 235 children from 12 different centres. However, five children had to be excluded from the analysis since the data they had provided was incomplete. Therefore, the sample size from which the data was analysed was that of 230 children, consisting of 97 (42%) girls and 133 (58%) boys.

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4 Data for the study was collected from three Regional Developmental Centers operated by ASA in the district of Anantapur. These include the Hockey center in Dharmavaram and the multi-sport centers in Bathalapalli and Atmakur. Children at these centers participate in regular and weekly programs in the sporting disciplines of Cricket, Football, Hockey, Kho-Kho, and Kabaddi. The development centers provide participants access to sport along with nutrition. English education is provided in one center and Computer classes in 3 centers.
The sample data was collected from a total of 12 grassroots and development centres spread across Anantapur district. These included the development centres in Atmakur, Bathalapalli and Dharmavaram as well as grassroots centres in Kalyandurg, Hindupur, Penukonda, Narpala, Kadiri, Sanapa, Chigicherla and Somandepalli. Lastly, the sample included participants from the Nadal Education and Tennis school (NETS) based out of the Anantapur Sports Village in Anantapur town.
The sample was taken from children participating in four sporting disciplines - football, cricket, hockey and tennis. Again, these are key sports at the grassroots and development centres that are at the core of ASA’s long-term strategy.

**Sporting Discipline Breakdown of Sample**

- **33.6%** (Cricket)
- **33.6%** (Football)
- **20.8%** (Hockey)
- **12%** (Tennis)
Data Analysis

One of the sections within the questionnaire sought to understand the motivation behind the children joining the program, and whether the program was being delivered as per their expectations. A statistical assessment of the children’s motivation behind joining the program (Question 1 in Appendix B) showed that the majority of children (86%) had joined the program to learn a new sport. Other major reasons that the children indicated were the development of interpersonal skills (77% children joined to be part of a team and 44% joined to make new friends) as well as to improve their physical health (55%).

Furthermore, the results about what the children enjoy the most about the program (Question 5 in Appendix B) complimented the statistical data derived about their motivation to join the program. The majority of the children (86%) indicated that learning a new sport was the most enjoyable aspect of the program, followed by the opportunity of interpersonal interaction (56% children said that they enjoy being part of a team and 53% claimed that they enjoy making new friends).
When the survey data was collected in August 2019, a considerable proportion of the children (39%) had been enrolled in the program for less than a year, while around 30% of the children had been part of the program for between 1-2 years. 19% of the children had been part of the program for 2-3 years and only 13% of the children had been part of the program for more than 3 years.
It was also observed that a majority of children (81%) attended these sessions as regularly as possible i.e. 5-6 days a week. Very few children (8.3%) said that they attend only 1-2 days a week.

![Pie chart showing the frequency of ASA sports session attendance.]

The third section of the survey questionnaire involved Likert-scales, and the analysis looks at the answers of the participants from two angles: one being the percentages answers for each question and the other being indices. Indices, as explained in further detail below, gives a group representation of the replies of the participants for each question and/or statement and indicates their agreement (or disagreement) to the same.

**Methodology for Index Calculation:**

The questions and/or statements from the third section of the survey questionnaire asked each participant to rate the same based on a Likert-scale as described below:

- 1 = Strongly Disagree (*I never feel like this*)
- 2 = Disagree (*I only sometimes feel like this*)
- 3 = Agree (*I mostly feel like this*)
- 4 = Strongly Agree (*I always feel like this*)

Furthermore, the questions and/or statements in this section were categorised into the following indices:

- Happiness Index
- Confidence & Self-Esteem Index
- Respect & Gender-Equality Index
- Teamwork & Communication Index
- Sport & Education Index
- Health & Hygiene Index
- Digital Literacy Index

To calculate a score for each of these indices, the following method was adopted:

- Each question and/or statement part of an index was given a maximum rating score (number of respondents x highest Likert-scale rating).
- This maximum rating score for each question and/or statement was then totalled to come up with the maximum score for each index.
- Finally, the ratings provided by the participants were summed up, and then divided by this total index score; the percentage of this number was taken as the index score.

Below is an example illustrated to understand this methodology further.

**Example – Calculation of Happiness Index**

The Happiness Index is made up of Questions 6(a) and 6(b) within section three of the survey questionnaire.

<table>
<thead>
<tr>
<th>Question</th>
<th>Maximum Score Calculation</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q6a I feel happy</td>
<td>(X = maximum score of Q6a)</td>
<td>4*230 = 920</td>
</tr>
<tr>
<td>Q6b I am positive</td>
<td>(Y = maximum score of Q6b)</td>
<td>4*230 = 920</td>
</tr>
<tr>
<td>Total</td>
<td>(X) + (Y) (= maximum score of HI)</td>
<td>920 + 920 = 1840</td>
</tr>
<tr>
<td>Happiness Index</td>
<td>(Z) / 1840</td>
<td>(Z)/1840 * 100 = HI</td>
</tr>
</tbody>
</table>

*230 - Total number of respondents, 4 – highest Likert scale rating

X – Maximum score for Q6a

Y – Maximum Score for Q6b

Z – Sum of the actual rating scores of the total number of respondents, for all questions and/or statements

HI - Happiness Index

These indices have also been represented in the form of graphs for the reader to gain a visual representation of the same. The graphs of these indices provide a visual representation for each of the questions and/or statements part of that index. For each question and/or statement part of the index, the graph represents:

- The maximum score that can be gained (number of respondents x highest Likert-scale rating)
- The minimum score that can be gained (number of respondents x lowest Likert-scale rating)
- The actual rating scores of the participants (sum of Likert-rating of all respondents)

Now let us take a look at the results from the third section of the survey questionnaire:
Happiness Index

Most of the children participating in the program showcased a positive outlook on life (almost 75% of children agreed that they felt positive). A majority of children (84%) also claimed to feel happy.

Happiness (% of answers)

Happiness Index: Responses to Individual Statements

I am positive
- Disagree: 2
- Strongly Disagree: 23
- Agree: 45
- Strongly Agree: 29

I feel happy
- Disagree: 3
- Strongly Disagree: 11
- Agree: 27
- Strongly Agree: 57

Happiness Index Score: 79.3%
Confidence & Self-Esteem Index

The children showed confidence in their abilities as individuals (90% of children said that they believe in themselves) and 79% of the children agreed that others’ opinions of them did not matter.

Confidence & Self-Esteem Index: Responses to Individual Statements

I enjoy making new friends
- Disagree: 3
- Strongly Disagree: 5
- Agree: 27
- Strongly Agree: 64

What others think of me doesn’t matter
- Disagree: 7
- Strongly Disagree: 13
- Agree: 39
- Strongly Agree: 40

I believe in myself
- Disagree: 1
- Strongly Disagree: 9
- Agree: 30
- Strongly Agree: 60

Confidence & Self-Esteem Index Score: 83.6%
Respect & Gender-Equality Index

The data from the study indicates that the understanding and relations between the boys and girls are a work in progress. Only 52% of the children said that they talk to members of the opposite gender while 55% said that they have friends from the opposite gender. However, the data showed that the children dismissed stereotypes generally assigned to girls such as that they cannot play sports as well as boys, as 88% children said that girls can play sports as well as boys.

Respect & Gender Equality Index: Responses to Individual Statements

I believe that girls can play sports just as good as boys

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>31</td>
<td>57</td>
<td></td>
</tr>
</tbody>
</table>

I believe that girls should also play sports

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>22</td>
<td>73</td>
<td></td>
</tr>
</tbody>
</table>

I believe everyone is equal

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>22</td>
<td>89</td>
<td></td>
</tr>
</tbody>
</table>

I have many friends of the opposite gender

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>26</td>
<td>37</td>
<td>18</td>
</tr>
</tbody>
</table>

I often speak to members of the opposite gender

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>37</td>
<td>38</td>
<td>14</td>
</tr>
</tbody>
</table>
Communication & Teamwork Index

Participants from the study sample showcased exceptional social character by displaying positive qualities such as inclusion and respect for peers - 90% of the children said that they enjoyed working with others whereas 88% children agreed that they like listening to other people’s opinions.
Communication & Teamwork Index: Responses to Individual Statements

1. I prefer to do things as a team
   - Disagree: 3
   - Strongly Disagree: 8
   - Agree: 26
   - Strongly Agree: 63

2. I enjoy working with others
   - Disagree: 2
   - Strongly Disagree: 7
   - Agree: 22
   - Strongly Agree: 68

3. I prefer to do things on my own
   - Disagree: 1
   - Strongly Disagree: 22
   - Agree: 37
   - Strongly Agree: 37

4. I like listening to what others have to say
   - Disagree: 4
   - Strongly Disagree: 7
   - Agree: 28
   - Strongly Agree: 60

Communication & Teamwork Index Score: 71.3%

Note: Since the statements 'I prefer to do things as a team' and 'I prefer to do things on my own' are two opposite questions, the calculation of the Communication & Teamwork Index includes the subtracted sum of the responses from the total for the statement 'I prefer to do things on my own' (i.e. 920-703 = 217).
Sport & Education Index

One of the most significant advantages of the ASA program is the awareness generated regarding the importance of sports as a holistic part of education - 97% children said that they believe they can score well in exams while also playing sports. When asked if they see both sports and education as equally important, 98% of children replied affirmatively.

**Sport & Education Index: Responses to Individual Statements**

- **Sports and education are both important for me**
  - Disagree: 2
  - Strongly Disagree: 17
  - Agree: 81

- **I want to play sports, but also complete my studies**
  - Disagree: 2
  - Strongly Disagree: 36
  - Agree: 62

- **I can get good marks while also playing sports regularly**
  - Disagree: 3
  - Strongly Disagree: 20
  - Agree: 77

**Sport & Education Index Score: 92.5%**
Health & Personal Hygiene Index

The attitudes of children with regards to their hygiene are quite positive. The participants seem to be conscious about the fact that they must wear clean clothes before practice (98% agreed with this) as well as wash their hands after using the washroom and before eating (98% agreed with this). While a large number of participants also agreed to the statements ‘I have a bath every day’ (95%) and ‘I brush my teeth every day’ (97%), there are far fewer who ‘strongly agreed’ with this statement as compared to the previous questions. This difference can be seen in the graphs below.
Health & Hygiene Index Score: 88.8%

Digital Literacy Index

Digital literacy is becoming extremely important in the modern era. Here, there is a clear distinction between the answers of the participants. As seen in the index below as well as the percentages, 86% of children claimed that they do know how to use a mobile phone. However, only 56% agreed to the statement ‘I know how to use a computer’.

Digital Literacy Index: Responses to Individual Statements

I know how to use a mobile phone

I know how to use a computer
Physical Tests

The last part of the research study consisted of physical tests to gauge the physical literacy of children by examining their fundamental movement skills of agility, balance and coordination.

In the one-foot balance test, children were asked to balance on one foot with their eyes closed as long as they could. The test was repeated 3 times on each foot for every child, and the average score of 3 attempts was recorded. The graph below represents the average of the entire sample, where the sample mean of balancing on the right foot was 38.61 seconds and the sample mean of balancing on the left foot was slightly lower at 36.7 seconds.

The second test was the 3-hop test, which measures coordination. In this test, the children were asked to hop three times and the distance they achieved was measured. This was repeated thrice for each foot and the average of the three trials was recorded. The sample mean for the right foot was 4.96 metres, slightly higher than the left foot, which was 4.66 metres.

The final physical test was for agility, where children had to sprint through a zig-zag course as quickly as possible. Again, each child repeated the test thrice and the average of their times was recorded. The sample mean for the zig-zag test was 10.05 seconds.
Comparing the current results with the target group of 2018 study reveals there is an improvement in all three physical tests. Year-wise test comparison can be found below:

<table>
<thead>
<tr>
<th>Test</th>
<th>2019-20</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Right Foot</td>
<td>Left foot</td>
</tr>
<tr>
<td>Balance Test</td>
<td>38.61 sec</td>
<td>36.7 sec</td>
</tr>
<tr>
<td>Hop Test</td>
<td>4.96 m</td>
<td>4.66 m</td>
</tr>
<tr>
<td>Zig Zag Test</td>
<td>10.05 Sec</td>
<td></td>
</tr>
</tbody>
</table>

Though it is positive to see an improvement, it has to be acknowledged the sample size (235 participants) in 2019 study is smaller compared to the sample size (468 participants) in 2018 study. Further, with the majority of participants in 2019 having done these tests in 2018 and regular participation in sport might have possibly contributed to the improvement.
Discussion

The rationale behind conducting this research study was to understand the impact of the ASA sports program on its participating children, in line with ASA’s new theory of change. The research aimed to gain insights from the program on the major themes of ASA’s new theory of change (Access, Empower and Educate) to create a better-informed curriculum and identify areas within the program which may need greater focus. Additionally, this study would serve as a baseline against which to measure impact in the future.

The analysis of the data collected as part of the research study in August 2019 illustrates several interesting insights into the ASA program. One of the key issues in the Anantapur region and most of rural india is the lack of access and opportunities for children to participate in sport. Thus, providing access to children to sport is one of the key objectives of the ASA program, reflected by its theory of change. The need for more children to access their right to play can be observed by the fact that a majority of children initially joined the program to learn a new sport. Moreover, learning a new sport was also what participants enjoy the most about the sessions.

Sport is one of the easiest ways of developing interpersonal skills such as empathy, respect for peers, discipline and inclusivity. The idea of participating in group activities where one can learn to work together and make new friends was another major motivation for the children part of this study. This is perhaps something that they are not able to experience as much at home or in the classroom. Children were also evidently enthusiastic about improving their physical fitness, which is another major advantage of inculcating sports within their daily lifestyle.

A trend that was seen in the 2018 study was the regular attendance of most participants in the program. This was also observed in the 2019 study. This kind of strong participation, while being a major positive for ASA, also points to the fact that children, both boys and girls, are more than willing to participate in the sport when given the opportunity and access.

Health & Personal Hygiene

The data indicates that the children surveyed were aware of basic health and personal hygiene measures. However, it must be pointed out that further education may be required in terms of dental hygiene as well as the importance of regular bathing, as suggested by the scores. Additionally, it may be worth investigating further as to whether children are maintaining these good health and hygiene habits.

Happiness & Confidence

Research has indicated that sports have a positive impact on mental health and self-image. It increases self-confidence, ushers, in a positive and holistic outlook and helps children learn how to prioritise the opinions and actions of both others and themselves, qualities that are essential to all leaders. As seen in the data analysis section, a majority of participants have responded in agreement to the statements on happiness and confidence/self-esteem, therefore indicating that the program might have a positive impact on the mental and character development of children.

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Sport & Gender

From an early age, children are taught to act following the predetermined and unshifting understanding of how members of a particular gender should behave. This leads to boundaries within which members of a particular gender are expected to comply. Mixed-gender friendships, especially among children and youth, are seen as an overstepping of these boundaries. While awareness regarding the futility of such gender-based stereotyping is increasing, the change is gradual. This process, however, can be expedited through sports. Sport is a comprehensive activity which improves both individual thinking and the understanding of group functionality, especially if delivered in mixed-gender groups. It helps children overcome various stereotypes as they participate and work together. As seen in the previous section, the relationship between girls and boys within the program is still something that is developing and must be a key focus of the program going forward. However, this is naturally a slow process. While the ASA program promotes various mixed-gender tournaments and events, there are very few such activities that happen in the community for children.

On a positive note though, the children’s perception of gender and sport was impressive. The majority of participants agreed with the statement that girls can and should play sports, and thus one can hope that the program is slowly but surely beginning to create a change in the thinking and mentality of the children.

Sport & Education

The education system and societal norms in India tend to place a great emphasis on academic performance. Sport is an activity which can prove to be vital in the development of children but is often disregarded as a waste of time or distraction from academics. Based on data collected as part of this study, the participants, however, did not conform to this thinking. They believe that they can divide their time between sport and academics while excelling in both. This is an encouraging sign which shows that children understand the importance of physical activity and do not see it as a hindrance to completing their studies. Moving forward, it may be interesting to see if this balance is viewed as achievable for older children within the program as well, who unlike younger children, face greater academic pressures.

Digital Literacy

There is a clear and obvious distinction between the participants’ knowledge of using a mobile phone and a computer. This points to the fact that mobile phones are more accessible today and that most people, even in rural India, have access to one. However, it may be relevant to further research about whether children can use smartphones. Moreover, since it is clear that the children in the program are lacking in the understanding of how to operate a computer, with computers being provided in ASA development centres, presents ASA an opportunity to explore the possibilities and expand to curriculum to facilitate Digital Literacy among the children.

Physical Tests

The physical tests were conducted to measure the fundamental movement skills of all the participants. Overall, the scores are quite positive and follow the trend of the research study from 2018. However, these tests would be indicative of physical improvement when done at regular intervals with the same children at their centres. This presents an opportunity for ASA to track the physical development of all the participants in an effective and timely manner.
References


Appendices

Appendix A: ASA Theory of Change

ACCESS

Objective: To facilitate access and equitable opportunities for girls and boys from rural and marginalized regions of Anantapur to participate in sport.

Impact

- Regular and sustainable access to sport participation aiding in building a sporting culture among rural communities.
- Rural communities are sensitive to gender stereotyping and encourage both girls and boys to access sports opportunities equitably.

Output

- Children and youth to have improved access to sports equipment, sports facilities and enhanced coaching program.
- Children and youth, particularly girls, access their fundamental Right to: Play through regular sports participation.
- Coaches, physical education teachers and volunteers deliver quality sports coaching.

Outcomes

- Improvement in physical fitness in children and youth through regular participation in sporting activity.
- Children and youth learn to respect the opposite gender and their abilities.
- Stakeholders acknowledge the benefits of sport participation for both girls and boys as well as its role in challenging gender stereotypes.

Inputs/Activities

- Provide children and youth with sufficient sports equipment and build sports infrastructure in rural communities.
- Facilitate regular after-school sports programs for children and youth.
- Organize Mixed-Gender events, Community Leagues, Sports Festivals and Competitions for children and youth.
- Organize timely continuous professional development workshops for coaches, physical education teachers and volunteers.
- Organize meetings with stakeholders including children, parents and teachers to bring awareness on the benefits of sport participation to both girls and boys.
EDUCATE

Objective: To create a holistic learning environment for children and youth, where sport participation encourages value education and life-long learning experiences.

Impact

- Children and youth exhibiting enhanced levels of socio-emotional development and physical well-being.
- Children and youth in rural areas are equipped with strong values and leadership skills to guide them in making appropriate life decisions.

Output

- Children and youth have enhanced access to activities emphasizing holistic development.
- Increased number of rural coaches, physical education teachers and volunteers embracing the methodology of utilizing sport as a sustainable tool for the development of children and youth.

Outcome

- Children and youth exhibit values including respect, equality, inclusion and perseverance alongside having awareness on health & hygiene through regular sport participation.
- Enhanced levels of digital literacy among children and youth in rural regions.
- Children and youth regularly attend schools and colleges, eventually improving their academic performances.

Inputs/Activities

- Training of coaches, physical education teachers and volunteers on implementing a curriculum combining sport skills and life skills.
- Encourage children to discuss and assist in understanding the potential challenges due to existing social issues.
- Facilitate computer sessions and library spaces in select centres.
- Provide nutrition and organize medical check-up camps for children in select centres.
- Coaches visiting local partner-government schools to follow up on the children attendance and engagement in school activities.
EMPOWER

Objective: To enable rural youth to build a strong sense of self-belief and leadership abilities through sport participation and voluntary leadership opportunities.

Impact

- Youth participating in the leadership program to become confident leaders.
- Youth accessing enhanced livelihood opportunities, particularly through sport eventually strengthening the rural sporting culture.

Output

- Trained youth to deliver sports coaching as well as aiding in enhancing the quality of delivery.
- Increased number of female youths taking up coaching & refereeing opportunities.
- Increased qualified sport personnel from rural regions.

Outcome

- Trained youth with relevant skills and qualifications accessing a career in sport.
- Stakeholders (parents, schools, and teachers) to recognize the value of sports in providing livelihood opportunities to children and youth, particularly girls, from rural communities.

Inputs/Activities

- Youth to participate in a one-year leadership journey comprising of coaching/refereeing skill training workshops, exposure visits and exchange programs.
- Provide appropriate resources and support to youth while handling voluntary leadership opportunities.
- Assist youth in gaining coaching/refereeing licences or certifications in their respective sport.

Appendix B: Questionnaire

Answer the following questions. Every answer is compulsory. Take your time and think about your answers. It is important that you answer completely honestly. We just want to see what you think about yourself. There will be no one judging you, and the form will be entirely confidential (no one other than the researchers will be able to see your answers).

Read every question carefully and ask the supervisor if you have any doubts. Once you have understood the question completely, tick the box that you feel applies to you the most. Don’t worry, there is no right or wrong answer, feel free to express yourself!
**By answering this form, you give researchers the permission to document and analyse the data procured from your answers as well as to write reports and papers with it.**

**Name:**

**Age:**

**Gender:**
- [ ] Male
- [ ] Female

1) **What made you join the RDT sports program? You can choose up to 3 options.**
   - [ ] To make new friends
   - [ ] To get fit
   - [ ] To learn to play a sport
   - [ ] To have fun
   - [ ] To be a part of a team

2) **How long have you been in the RDT sports program? Pick only one.**
   - [ ] Less than 1 year
   - [ ] Between 1 and 2 years
   - [ ] Between 2 and 3 years
   - [ ] More than 3 years

3) **How often do you attend RDT sports sessions? Pick only one.**
   - [ ] 1-2 days a week
   - [ ] 3-4 days a week
   - [ ] 5-6 days a week

4) **What sport do you play? Pick only one.**
   - [ ] Football
   - [ ] Hockey
5) What do you like the best about the RDT program? You can choose up to 3 options.

☐ Making new friends
☐ Getting fit
☐ Learning to play sports
☐ Having fun
☐ Being part of a team

6) For the following statements, tick the number that relates to you the most.

- 1 = Strongly Disagree (I never feel like this)
- 2 = Disagree (I only sometimes feel like this)
- 3 = Agree (I mostly feel like this)
- 4 = Strongly Agree (I always feel like this)

Read the following statements and think about how you feel at this current point in time. Then carefully tick the box you feel applies to you the most:

<table>
<thead>
<tr>
<th>S.no</th>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I feel happy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>I am positive</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>I believe in myself</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>What others think of me doesn’t matter</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>I enjoy making new friends</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>I like listening to what others have to say</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7.</td>
<td>I prefer to do things on my own</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>---</td>
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</tr>
<tr>
<td>8.</td>
<td>I often speak to members of the opposite gender</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9.</td>
<td>I have many friends of the opposite gender</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10.</td>
<td>I enjoy working with others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11.</td>
<td>I believe everyone is equal</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12.</td>
<td>I prefer to do things as a team</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13.</td>
<td>I believe that girls should also play sports</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14.</td>
<td>I believe that girls can play sports just as good as boys</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15.</td>
<td>I can get good marks while also playing sports regularly</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16.</td>
<td>I want to play sports, but also complete my studies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17.</td>
<td>Sports and education are both important for me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I feel energetic</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>I don’t feel tired</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>I brush my teeth every day</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>I have a bath every day</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>I wash my hands before eating</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>I wash my hands after using the washroom</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Health and Personal Hygiene**
Appendix C: Physical Tests

1) One Foot Balance Test

Aim:
- To assess the child’s static balance ability.

Equipment:
- Stopwatch

Procedure:
- Get the child to stand barefoot.
- Ask them to cross their arms over their chest.
- Ask the child to close their eyes.
- Ask them to lift their right foot off the ground and balance on their left leg.
- Time how long they can balance on their left leg before placing their right foot on the ground or other movements listed in the following segment.
- Conduct the test 3 times on both right and left legs.

Recording:
- Measure how long the child was able to balance for each attempt on their left and right foot in seconds.
- **Start** the timer once the child puts up his/her other leg.
- **Stop** the timer if the child:
  1) Uncrosses their arms
  2) Opens their eyes
  3) Moves the raised foot away from the standing foot
  4) Moves the standing foot to maintain balance

- Record all 3 attempts for both the left and the right foot in seconds.

2) Three Hop Test

Aim:
- To assess the coordination of a child by measuring the distance they can achieve with 3 hops.
Equipment:
- Cones
- Marking Tape
- Tape Measure

Procedure:
- Put a cone where the child will start the hopping from.
- Ask them to hop forward on their right foot three times in a row (without stopping).
- Use the tape to mark the spot where the child lands after the third hop.
- Conduct this 3 times.
- Repeat this for their left foot.

Recording:
- Use the tape measure to record the distance hopped for each trial in metres.
- Record the distance of the 3 tests, on each foot (in metres).

3) Zig Zag Run Test

Aim:
- To test the child’s agility.

Equipment:
- Cones
- Measuring Tape
- Non-Slip Surface
- Stopwatch

Procedure:
- A zig-zag course is set up in and around five obstacles, as illustrated in the figure below.
- When ready, they start from a stationary, upright position with one foot on the starting line, aligned with the middle cone.
- The student then weaves in and out of the obstacles, as shown in the diagram, and should avoid touching or moving the obstacles in any way.
- If this occurs the test is stopped and restarted.

Recording:
- Record the time taken for the student to complete the course in seconds.
- Repeat test 3 times and record all times in seconds.
About Rayalaseema Development Trust

Rayalaseema Development Trust was founded in 1969 by Vincent Ferrer and Anne Ferrer, with a vision to uplift the poor and oppressed communities and ensure justice, dignity and socio-economic equality for all to live in harmony with one another.

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Photos: Roberto Rodríguez Ryes, Antony CJ, Ernest Abhishek
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