CHAPTER - IV
PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter contains the analysis and interpretation of data. The Data collected on the status of physical education in Uttar Pradesh state, personnel and time allotment, facilities, expected outcomes from physical education, objectives of physical education, contents of the syllabus have been presented in this chapter.

Presentation and Analysis of Data

A questionnaires pertaining to the development of curriculum of physical education in Uttar Pradesh state were sent to the Heads of Institutes (principals)/administrators, Teachers of Physical Education and Students of different schools spread across the entire Uttar Pradesh state. A total of 500 questionnaires were sent, out of which, 321 dully filled in were received from the respondents.

The percentage of returned data have been analyzed and tabulated for meaningful description to facilitate the appropriate curriculum development for schools. The collected data regarding the development of curriculum have been presented and analyzed in this chapter.

The following tables gives details about the respondents i.e. heads of the institutions/administrators, physical education teachers and students about the responses for the purpose of "Development of curriculum of physical education for schools in Uttar Pradesh State".
Fig-1 Responses Received from the various Respondants
Table – 1

Responses to questionnaires pertaining to the study of 'Development of curriculum of physical education for schools in Uttar Pradesh state'.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Respondents</th>
<th>Questionnaires</th>
<th>No. of questionnaires received</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Heads of the institutions/administrators</td>
<td>200</td>
<td>97 (48.50%)</td>
</tr>
<tr>
<td>2.</td>
<td>Physical education teachers</td>
<td>250</td>
<td>180 (72.00%)</td>
</tr>
<tr>
<td>3.</td>
<td>School students</td>
<td>50</td>
<td>43 (86.00%)</td>
</tr>
<tr>
<td>4.</td>
<td>Head of the institutions/administrators, physical education teachers and students</td>
<td>500</td>
<td>321 (64.20%)</td>
</tr>
</tbody>
</table>

As per above table 1 the total 200 questionnaires were sent to heads of the institutions/administrators. Out of which 97 (48.50%) filled questionnaires were received by the investigator by mail or personally. Like wise physical education teachers were also contributed by responding 180 (72.00%) questionnaires out of 250 given questionnaires. Students also took keen interest by responding 43 (86.00%) out of 50 questionnaires sent to them. Altogether a total of 500 questionnaires were sent to the heads of the institutions/administrators, physical education teachers and students, out of which 321 (64.20%) responses were received by the investigator. The graphical presentation of above table is shown in figure-1.
Fig-2 Responses about the statement of the status of Physical Education U.P.
Table-2

Responses in relation to the statement 'Status of physical education in Uttar Pradesh State' are as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>&quot;Do you agree that the status of physical education in Uttar Pradesh State is satisfactory?&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>S No.</td>
<td>Respondents</td>
</tr>
<tr>
<td>1.</td>
<td>Heads of Institute/Administrators</td>
</tr>
<tr>
<td>2.</td>
<td>Physical Education Teacher</td>
</tr>
<tr>
<td>3.</td>
<td>Students</td>
</tr>
<tr>
<td>4.</td>
<td>Head of the institutions/administrators, physical education teachers and students</td>
</tr>
</tbody>
</table>

The above Table 2 reveals that the heads of the institutions/administrators responded about the status of physical education in Uttar Pradesh state, was not satisfactory as 48 (48.97%) responses were in favour of 'yes' while 50 (51.02%) responses were against 'no'. Physical education teachers were also of the opinion about the status of physical education in Uttar Pradesh state is not satisfactory as they responded 29 (16.11%) in favour of 'yes' and 151 (83.88%) responded to 'no'. Students were also of the opinion about the pathetic condition of the physical education in the state as they responded 20(46.51%) in favour 'yes' while 23(53.48%) responses were against 'no'. As far as heads of institutions/administration, physical education teachers and students is concerned total 97(30.21%) responses were in 'yes' and 224(69.78%) responses were against 'no'. The graphical presentation of above table is shown in figure-2.
Fig-3 Responses about the statement of the status of Physical Education U.P.
Table-3

Responses in relation to the statement 'Status of physical education in Uttar Pradesh State' are as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>Respondents</th>
<th>responses in 'Yes' and percentage</th>
<th>responses in 'No' and percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. No. Heads of Institute/Administrators</td>
<td>68 (69.38%)</td>
<td>30 (30.61%)</td>
<td></td>
</tr>
<tr>
<td>2. Physical Education Teachers</td>
<td>171 (95.00%)</td>
<td>09 (05.00%)</td>
<td></td>
</tr>
<tr>
<td>3. Students</td>
<td>30 (69.76%)</td>
<td>13 (30.23%)</td>
<td></td>
</tr>
<tr>
<td>4. Heads of Institute/Administrators, Physical Education Teachers and Students</td>
<td>269 (83.80%)</td>
<td>52 (16.19%)</td>
<td></td>
</tr>
</tbody>
</table>

Responses given by the heads of the institutions/administrators as per table no. 3 government should render done emphasis to physical education us majority of responses 68 (69.38%) were in favour of 'yes' and 30 (30.61%) responses were against 'no'. Physical education teachers were also of the view that government should support adequately to the affairs of physical education as total 171 (95.00%) responses were in favour of 'yes' and only 9 (5.00%) responses were against 'no'. Students were also supported by giving 30 (69.76%) response in favour of 'yes' and 13 (30.23%) response were negatively to 'no'. Altogether i.e. heads of institutions/administration, physical education teachers and students response were 269 (83.80%) in 'yes' and 52 (16.19%) responses were against 'no'. The graphical presentation of above table is shown in figure-3.
Fig-4 Responses about the statement of the status of Physical Education U.P.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Head of the institution administrators</th>
<th>Physical education teachers</th>
<th>School students</th>
<th>Head of the institution administration, physical education teachers and students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td>11</td>
<td>185</td>
<td>8</td>
<td>257</td>
</tr>
</tbody>
</table>
Table-4

Responses in relation to the statement ‘Status of physical education in Uttar Pradesh State’ are as follows:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Respondents</th>
<th>responses in ‘Yes’ and percentage</th>
<th>responses in ‘No’ and percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Heads of Institute/Administrators</td>
<td>31(31.63%)</td>
<td>67(68.36%)</td>
</tr>
<tr>
<td>2.</td>
<td>Physical Education Teachers</td>
<td>25(13.88%)</td>
<td>155(86.11%)</td>
</tr>
<tr>
<td>3.</td>
<td>Students</td>
<td>08(18.60%)</td>
<td>35(81.39%)</td>
</tr>
<tr>
<td>4.</td>
<td>Heads of Institute/Administrators, Physical Education Teachers and Students</td>
<td>64(19.93%)</td>
<td>257(80.06%)</td>
</tr>
</tbody>
</table>

Table 4 shown above reveals that facilities available for physical education in the schools of Uttar Pradesh state is sufficient as 31(31.63%) responses were in favour of ‘yes’ and 67(68.36%) responses in ‘no’. Physical education teachers expressed their opinion regarding the availability of facilities of physical education in Uttar Pradesh state in schools as 25 (13.8%) response were in favour of ‘yes’ and 155 (86.11%) response against ‘no’ students were also of the view about the availability of facilities in Uttar Pradesh as 08 (18.60%) responses were in favour of ‘yes’ and 35 (31.39%) responses were to ‘no’. Altogether heads of the institutions/administrators, physical education teachers and students responded by 64 (19.93%) responses in favour of ‘yes’ and 257 (80.06%) responses were against no. The graphical presentation of above table is shown in figure-4.
Responses in relation to the statement 'Status of physical education in Uttar Pradesh state' are as follows:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you agree that school administrators's give due importance to the physical education curriculum in schools?</td>
<td>67(68.36%)</td>
<td>178(98.88%)</td>
<td>31(72.09%)</td>
<td>276(85.98%)</td>
</tr>
<tr>
<td>responses in 'Yes' and percentage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>responses in 'No' and percentage</td>
<td>31(31.63%)</td>
<td>02(01.11%)</td>
<td>12(27.90%)</td>
<td>45(14.01%)</td>
</tr>
</tbody>
</table>

As per table no.5 mentioned above the heads of the institutions/administrators were of the view about the importance of physical education curriculum in the schools as 67 (68.36%) responses were in favour of 'yes' and 31 (31.63%) responses against 'no'. Physical education teachers also expressed their view about the significance of physical education curriculum in the schools by giving 178 (98.88%) responses in favour of 'yes' while only 02 (01.11%) responses were against 'no'. Students were also of the view about the requirement of physical education curriculum in the school of Uttar Pradesh state as they responded by 31 (72.09%) in favour 'yes' while 12 (27.90%) were responded to 'no'. As for as heads of institutions/administrators physical education teachers and students were concerned total 276 (85.98%) responses were in favour of 'yes' and 45 (14.01%) responses were against 'no'. The graphical presentation of above table is shown in figure-5.
Table-6

Responses in relation to the statement 'Status of physical education in Uttar Pradesh State' are as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>&quot;Do you agree that physical education subject should be made compulsory in the schools&quot;?</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. No.</td>
<td>Respondents</td>
</tr>
<tr>
<td>1.</td>
<td>Heads of Institute/ Administrators</td>
</tr>
<tr>
<td>2.</td>
<td>Physical Education Teachers</td>
</tr>
<tr>
<td>3.</td>
<td>Students</td>
</tr>
<tr>
<td>4.</td>
<td>Heads of Institute/ Administrators, Physical Education Teachers and Students</td>
</tr>
</tbody>
</table>

As table no. 6 mentioned above reveals that heads of the institutions/administrators opinion about physical education should not be made compulsory subject as they had responded 48 (48.97%) in favour of 'yes' and 50 (51.02%) against 'no'. Physical education teachers responded 131 (72.77%) education and 49 (27.22%) gave their response against 'no'. Students were also opined that physical education should be made compulsory subject as they responded 20 (46.51%) in favour of 'yes' and 22 (53.48%) responded negatively. Altogether heads of the institutions/administrators, physical education teachers and students were of the view that it should be made compulsory subject as it received 199 (61.99%) of 'yes' and 122 (38.00%) response in 'no.' The graphical presentation of
Table-7

Responses in relation to the statement 'Personnel, time allotment and facilities are as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>&quot;Do you agree that the physical education teachers should be appointed as per the requirement of students ratio?&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. No.</td>
<td>Respondents</td>
</tr>
<tr>
<td>1.</td>
<td>Heads of Institute/Administrators</td>
</tr>
<tr>
<td>2.</td>
<td>Physical Education Teachers</td>
</tr>
<tr>
<td>3.</td>
<td>Students</td>
</tr>
<tr>
<td>4.</td>
<td>Heads of Institute/Administrators, Physical Education Teachers and Students</td>
</tr>
</tbody>
</table>

Above mentioned table reveals that heads of the institutions/administrators supported that physical education teachers should be appointed as per the ratio of the students strength present in the schools as 60 (61.22%) responses were in 'yes' and 38 (38.77%) responses in 'no'. Physical education teachers expressed extremely strong opinion as they supported it by giving 180 (100.00%) response as 'yes' and non were responded to 'no'. Students responded that physical education teachers should be appointed as per the students ratio by responding 28 (65.11%) in favour of 'yes' and 15 (34.88%) response in 'no'. As far as heads of the institutions/administrators, physical education teachers and students were concerned total 268 (83.48%) responses were in favour of 'yes' and 53 (16.51%) responses were against 'no'. The graphical presentation of above table is shown in figure-7
Fig-8 Responses about the statement of the Personnel, time allotment and facilities.
Table 8

Responses in relation to the statement 'Personnel, time allotment and facilities are as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses in 'Yes' and percentage</th>
<th>Responses in 'No' and percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. No.</td>
<td>Respondents</td>
<td></td>
</tr>
<tr>
<td>1. Heads of Institute/Administrators</td>
<td>62(63.26%)</td>
<td>36(36.73%)</td>
</tr>
<tr>
<td>2. Physical Education Teachers</td>
<td>169(93.88%)</td>
<td>11(06.11%)</td>
</tr>
<tr>
<td>3. Students</td>
<td>21(48.83%)</td>
<td>22(51.16%)</td>
</tr>
<tr>
<td>4. Heads of Institute/Administrators, Physical Education Teachers and Students</td>
<td>252(78.50%)</td>
<td>69(21.49%)</td>
</tr>
</tbody>
</table>

Table 8 shown above reveals that maximum respondents supported that classes of physical education should be treated on par with other subjects as far as time allotment is concerned as heads of the institutions were in the opinion as 62(63.26%) responded in favour 'yes' and 36 (36.73%) in 'no'. As far as physical education teachers is concerned they were opined 169 (93.88%) in favour 'yes' as only 11 (6.11%) physical education teachers gave thire response to 'no'. While students expresses their opinion contrary to above respondents as less then half students 21 (48.83%) favoured 'yes' while slight majority of students 22 (51.16%) gave against 'no'. As far as heads of the institutions/administrators, physical education teachers and students is concerned total 252 (78.50%) responses were in faour of 'yes and 69(21.49%) responses were in 'no'. The graphical presentation of above table is shown in figure-8.
Fig-9 Responses about the statement of the Personnel, time allotment and facilities.
Table-9

Responses in relation to the statement 'Personnel, time allotment and facilities are as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>&quot;Do you agree that physical education classes should be allotted equal periods as other classroom subjects enjoys?&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. No.</td>
<td>Respondents</td>
</tr>
<tr>
<td>1.</td>
<td>Heads of Institute/ Administrators</td>
</tr>
<tr>
<td>2.</td>
<td>Physical Education Teachers</td>
</tr>
<tr>
<td>3.</td>
<td>Students</td>
</tr>
<tr>
<td>4.</td>
<td>Heads of Institute/ Administrators, Physical Education Teachers and Students</td>
</tr>
</tbody>
</table>

Above table reveals that physical education classes shall be allotted equal periods as other subjects as head of the institutions gave their opinion in favour 162(63.36%) 'yes' while 36 (36.73%) responded in 'no'. As far as physical education teachers is concerned they gave their opinion in large number 17 (95.00%) in 'yes' while only 9 (05.00%) responses were in 'no'. Students were not in favour of allotting physical education equal classes majority of them 23 (53.48%) responded in 'no' while 20 (46.51%) responded in 'yes'. Altogether heads of institutions/administrators, PET and students responded in favour 'yes' 253 (78.81%) and 68 (21.18%) were in 'no' about the allotment of equal period for physical education. The graphical presentation of above table is shown in figure-9
Fig. 10: Responses about the statement of the Personnel time allotment and facilities.
Table-10

Responses in relation to the statement 'Personnel, time allotment and facilities are as follows:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Respondents</th>
<th>responses in 'Yes' and percentage</th>
<th>responses in 'No' and percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Heads of Institute/Administrators</td>
<td>81(82.65%)</td>
<td>17(17.34%)</td>
</tr>
<tr>
<td>2.</td>
<td>Physical Education Teachers</td>
<td>177(98.33%)</td>
<td>03(01.66%)</td>
</tr>
<tr>
<td>3.</td>
<td>Students</td>
<td>38(88.37%)</td>
<td>05(11.62%)</td>
</tr>
<tr>
<td>4.</td>
<td>Heads of Institute/Administrators, Physical Education Teachers and Students</td>
<td>296(92.21%)</td>
<td>25(07.78%)</td>
</tr>
</tbody>
</table>

Above given table display that most of the respondent favoured that every school must have the playground for personnel of physical education classes. Head of the institutions/administrators supported that responding 81 (82.65%) in 'yes' and only 17 (17.34%) responded in 'no' Physical education teachers responded gave their opinion in favour with huge number 177 (98.33%) 'yes' and only 3(1.66%) gave in 'no' Students were of the opinion that school should have a playground as 38 (88.87%) expressed there view in favour of 'yes' and 5 11.62) gave there opinion against 'no'. As for as heads of institutions/administrators, physical education teachers and students is concerned altogether total 296 (92.21%) responses were in favour of 'yes' and 25 (07.78%) responses were in 'no'. The graphical presentation of above table is shown in figure-10.
Fig-11 Responses about the statement of the Personnel, time allotment and facilities.
Table-11

Responses in relation to the statement ‘Personnel, time allotment and facilities are as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>responses in ‘Yes’ and percentage</th>
<th>responses in ‘No’ and percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Do you agree that every school should have a hall for indoor game for proper implementation of physical education curriculum?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S.No. Respondents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Heads of Institute/ Administrators</td>
<td>81 (82.65%)</td>
<td>17 (17.34%)</td>
</tr>
<tr>
<td>2. Physical Education Teachers</td>
<td>164 (91.11%)</td>
<td>116 (08.88%)</td>
</tr>
<tr>
<td>3. Students</td>
<td>38 (88.37%)</td>
<td>05 (11.62%)</td>
</tr>
<tr>
<td>4. Heads of Institute/ Administrators, Physical Education Teachers and Students</td>
<td>283 (88.16%)</td>
<td>38 (11.83%)</td>
</tr>
</tbody>
</table>

Above table 12 displays that heads of the institutions/administrators were of the opinion that school shall have the hall for under facilities as 81 (82.65%) respondents supported it by favouring 'yes' and 17 (17.34%) responses were 'no'. Physical education teachers gave their opinion by 164 (91.11%) responses in 'yes' and 16 (8.88%) responses were in 'no'. As for as students is concerned they gave there opinion by supporting 38 (88.37%) in 'yes' and only 5 (11.62%) response were in 'no'. Altogether heads of the institutions/administrators, physical education teachers and students supported the notion about availability of the indoor hall by 283 (88.16%) response in yes and 28 (11.83%) response in 'no'. The graphical presentation of above table is shown in figure-11.
Fig-12 Responses about the statement of the Expected outcomes from the physical education programme.
Table-12

Responses in relation to the statement 'Expected outcomes from the physical education programme' are as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>&quot;Do you agree that physical education programmes enhances the physical development of the students?&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Respondents</td>
</tr>
<tr>
<td>S. No.</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Heads of Institute/ Administrators</td>
</tr>
<tr>
<td></td>
<td>responses in 'Yes' and percentage 89(90.81%)</td>
</tr>
<tr>
<td>2.</td>
<td>Physical Education Teachers</td>
</tr>
<tr>
<td></td>
<td>responses in 'Yes' and percentage 1810(100.00%)</td>
</tr>
<tr>
<td>3.</td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td>responses in 'Yes' and percentage 41(95.34%)</td>
</tr>
<tr>
<td>4.</td>
<td>Heads of Institute/ Administrators, Physical Education Teachers and Students</td>
</tr>
<tr>
<td></td>
<td>responses in 'Yes' and percentage 310(96.57%)</td>
</tr>
</tbody>
</table>

Above mentioned table reveals that the heads of the institutions/administrators were of the opinion that programme of physical education enhances the physical development of the students as 39 (90.81%) respondents supported it by 'yes' and 9 (9.18%) gave their opinion in 'no'. Physical education teachers gave their opinion in favour by 130 (100.00%) 'yes' and 0 (0.00%) response were in 'no'. As far as students is concerned they gave their opinion by supporting it 41 (95.34%) responses and only 2 (4.65%) response went against 'no'. While altogether heads of the institutions/ administrators physical education teachers and students in concerned total 310 (96.57%) response were in 'yes' and only 11 (3.42%) response were in 'no'. The graphical presentation of above table is shown in figure-12.
Fig-13 Responses about the statement of the Expected outcomes from the physical education programme.
Table-13

Responses in relation to the statement 'Expected outcomes from the physical education programme' are as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>“Do you agree that physical education programme promotes emotional development of the students?”</th>
<th>S. No.</th>
<th>Respondents</th>
<th>responses in 'Yes' and percentage</th>
<th>responses in 'No' and percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Heads of Institute/Administrators</td>
<td>73(74.48%)</td>
<td>25(25.51%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Physical Education Teachers</td>
<td>177(98.33%)</td>
<td>03(0.16%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Students</td>
<td>26(60.46%)</td>
<td>17(39.53%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Heads of Institute/Administrators, Physical Education Teachers and Students</td>
<td>276(85.98%)</td>
<td>45(14.01%)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Above table 13 reveals that heads of the institutions/administrators gave their opinion about the emotional development by physical education as 73 (74.48%) responses received in 'yes' and 25 (24.51%) responses were in 'no'. Physical education teachers were also of the opinion that physical education programme promotes emotional development of the students as 177 (98.33%) response were in 'yes' and only 3 (1.66%) responded in 'no'. In contrast students showed opinion as 26 (60.46%) responses were in 'yes' and 17 (39.53%) responses were in 'no'. As for as heads of the institutions/administrators, physical education teachers and students is concerned 276 (85.98%) responses were in 'yes' and total 45 (14.01%) responses were in 'no'. The graphical presentation of above table is shown in figure-13.
Fig-14 Responses about the statement of the Expected outcomes from the physical education programme.

Responses

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heads of the Institution's administrators</td>
<td>61</td>
<td>37</td>
</tr>
<tr>
<td>Physical education teachers</td>
<td>185</td>
<td>15</td>
</tr>
<tr>
<td>School students</td>
<td>28</td>
<td>26</td>
</tr>
<tr>
<td>Heads of the institution's commissioners, physical education teachers and students</td>
<td>241</td>
<td>46</td>
</tr>
</tbody>
</table>
### Table-14

Responses in relation to the statement ‘Expected outcomes from the physical education programme’ are as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>“Do you agree that physical education facilitates the intellectual development of the students?”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Respondents</td>
</tr>
<tr>
<td></td>
<td>responses in 'Yes' and percentage</td>
</tr>
<tr>
<td></td>
<td>responses in 'No' and percentage</td>
</tr>
<tr>
<td>S. No.</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Heads of Institute/Administrators</td>
</tr>
<tr>
<td></td>
<td>61(62.24%)</td>
</tr>
<tr>
<td></td>
<td>37(37.75%)</td>
</tr>
<tr>
<td>2.</td>
<td>Physical Education Teachers</td>
</tr>
<tr>
<td></td>
<td>165(91.66%)</td>
</tr>
<tr>
<td></td>
<td>15(08.33%)</td>
</tr>
<tr>
<td>3.</td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td>15(34.88%)</td>
</tr>
<tr>
<td></td>
<td>28(65.11%)</td>
</tr>
<tr>
<td>4.</td>
<td>Heads of Institute/Administrators, Physical Education Teachers and Students</td>
</tr>
<tr>
<td></td>
<td>241(75.07%)</td>
</tr>
<tr>
<td></td>
<td>80(24.92%)</td>
</tr>
</tbody>
</table>

Above mentioned table 14 showed that heads of the institutions/administrators gave their response in favour of the statement as it develop the intellectual aspects of the students by giving 73 (74.48%) response in 'yes' and 25 (25.51%) response were in 'no' Physical education teachers were also of the opinion about the intellectual development of the students by physical education as they expressed their opinion 156 (91.66%) in 'yes' and 15 (8.27%) response were in 'no' Students were not showed the agreement with the statement as they expressed their opinion negatively by only 15 (34.38%) response in 'yes' and 28 (65.11%) response in 'no'. As far as heads of the institutions/administrators, physical education teachers and students is concerned they were of the opinion about intellectual development by physical education programme by supporting 24 (75.07%) in yes and 80 (24.92%) response in 'no'. The graphical presentation of above table is shown in figure-14
Fig-15 Responses about the statement of the Expected outcomes from the physical education programme.

Responses

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of the institutions' administrators</td>
<td>66</td>
<td>29</td>
</tr>
<tr>
<td>Physical education teachers</td>
<td>158</td>
<td>77</td>
</tr>
<tr>
<td>School students</td>
<td>30</td>
<td>13</td>
</tr>
<tr>
<td>Head of the institutions' administrators, physical education teachers and students</td>
<td>66</td>
<td>25</td>
</tr>
</tbody>
</table>
Responses in relation to the statement 'Expected outcomes from the physical education programme' are as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses in 'Yes' and percentage</th>
<th>Responses in 'No' and percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. No. 1. Heads of Institute/ Administrators</td>
<td>69(70.40%)</td>
<td>29(29.59%)</td>
</tr>
<tr>
<td>2. Physical Education Teachers</td>
<td>158(87.77%)</td>
<td>22(12.22%)</td>
</tr>
<tr>
<td>3. Students</td>
<td>30(69.76%)</td>
<td>13(30.23%)</td>
</tr>
<tr>
<td>4. Heads of Institute/ Administrators, Physical Education Teachers and Students</td>
<td>257(80.06%)</td>
<td>64(19.93%)</td>
</tr>
</tbody>
</table>

Above table 15 reveals that heads of the institutions/administrators were of the opinion that physical education enhance the socialization process of the students as they gave the opinion 69 (70.40%) in 'yes' and 29 (29.59%) opinion against 'no'. Physical education teachers were also displayed their opinion by supporting it 158 (87.77%) response in 'yes' and 22 (12.22%) response in 'no'. Students were also express similar view as 30 (69.76%) response were in 'yes' and 13 (30.23%) response were in 'no'. A for as heads of the institutions/administrators physical education teachers and students is concerned total 257 (80.06%) responses were in 'yes' and 64 (19.93%) responses were in 'no'. The graphical presentation of above table is shown in figure-15.
Fig-6 Responses about the statement of the Personnel, time allotment and facilities.
Table-16

Responses in relation to the statement 'Contents of curriculum' are as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>&quot;Do you agree that physical education curriculum should be based on sex and maturity level of the students?&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. No.</td>
<td>Respondents</td>
</tr>
<tr>
<td>1.</td>
<td>Heads of Institute/ Administrators</td>
</tr>
<tr>
<td>2.</td>
<td>Physical Education Teachers</td>
</tr>
<tr>
<td>3.</td>
<td>Students</td>
</tr>
<tr>
<td>4.</td>
<td>Heads of Institute/ Administrators,</td>
</tr>
<tr>
<td></td>
<td>Physical Education Teachers and Students</td>
</tr>
</tbody>
</table>

Table 16 reveals that heads of the institutions/administrators expressed their opinion that physical education curriculum should be based on sex and maturity level of the students as 88 (89.79%) opinion were in favour of 'yes' and 10 (10.20%) opinion were in 'no'. Physical education teachers also express strongly their opinion by 176 (97.77%) response in 'yes' and 4 (2.22%) were not agree as they responded 'no'. Students were of the view that 31 (71.09%) response gave 'yes' and 12 (27.90%) response in 'no'. As for as heads of the institutions/administrators physical education teachers and students is concerned altogether 295 (91.90%) response were in 'yes' and 26 (8.09%) response in 'no'. The graphical presentation of above table is shown in figure-16.
Fig-17 Responses about the statement of the Contents of curriculum.
Table-17

Responses in relation to the statement ‘Contents of curriculum’ are as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>“Do you agree that the physical education curriculum should comprise both theory and practical?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. No.</td>
<td>Respondents</td>
</tr>
<tr>
<td></td>
<td>responses in ‘Yes’ and percentage</td>
</tr>
<tr>
<td></td>
<td>responses in ‘No’ and percentage</td>
</tr>
<tr>
<td>1.</td>
<td>Heads of Institute/Administrators</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Physical Education Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Heads of Institute/Administrators, Physical Education Teachers and Students</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 17 reveals that heads of the institutions/administrators were of the view that physical education curriculum should be comprises both theory as well as practical as they supported it by 61 (62.24%) response in 'yes' while 37 (37.75%) gave 'no' answers. Physical education teachers were also showed strong opinion that physical education curriculum must comprises both theory as well as practical as, they were responded it by 177 (98.33%) response in 'yes' and 3 (1.66%) response in 'no'. Students were expressed their view by 25(58.13%) in favour of 'yes' and 18(41.86%) responses against 'no'. As for as heads of the institutions/administrators physical education teachers and students is concerned altogether 263 (81.93%) responses were in 'yes' and 58 (18.66%) in 'no'. The graphical presentation of above table is shown in figure-17.
Fig-18 Responses about the statement of the Contents of curriculum.
Fig-9 Responses about the statement of the Personnel, time allotment and facilities.

Respondents

- Head of the institutions/administrators: 62 (Yes) 36 (No)
- Physical education teachers: 171 (Yes) 9 (No)
- School students: 20 (Yes) 23 (No)
- Head of the institutions/administrators, physical education teachers and students: 253 (Yes) 68 (No)
Table-18

Responses in relation to the statement 'Contents of curriculum' are as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>&quot;Do you agree that concept of wellness should be incorporated in physical education?&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. No.</td>
<td>Respondents</td>
</tr>
<tr>
<td>1. Heads of Institute/Administrators</td>
<td>68(69.38%)</td>
</tr>
<tr>
<td>2. Physical Education Teachers</td>
<td>171(95.00%)</td>
</tr>
<tr>
<td>3. Students</td>
<td>28(68.11%)</td>
</tr>
<tr>
<td>4. Headssss of Institute/Administrators, Physical Education Teachers and Students</td>
<td>267(83.17%)</td>
</tr>
</tbody>
</table>

Table 18 reveals that the concept of wellness should be incorporated in physical education as 68 (69.38%) heads of the institutions/ administrators responded in favour 'yes' and 30 (30.61%) respondents given answers in 'no'. Physical education teachers were rendered more emphasis as they supported 171 (95.00%) responses comes in 'yes' and 9 (5.00%) responded in 'no'. Students were also possessed same view that concept of wellness should be incorporated in physical education curriculum as they responded it 28 (68.11%) 'yes' and 15 (34.88%) against 'no'. So for as heads of the institutions/ administrators physical education teachers and students were concerned altogether 267 (83.17%) response were in favour of 'yes' and 54(16.82%) for 'no'. The graphical presentation of above table is shown in figure-18.
Fig-19 Responses about the statement of the Contents of curriculum.
Table 19

Responses in relation to the statement 'Contents of curriculum' are as follows:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Respondents</th>
<th>responses in 'Yes' and percentage</th>
<th>responses in 'No' and percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Heads of Institute/Administrators</td>
<td>71(72.44%)</td>
<td>27(27.55%)</td>
</tr>
<tr>
<td>2.</td>
<td>Physical Education Teachers</td>
<td>164(91.11%)</td>
<td>16(08.88%)</td>
</tr>
<tr>
<td>3.</td>
<td>Students</td>
<td>22(51.16%)</td>
<td>21(48.83%)</td>
</tr>
<tr>
<td>4.</td>
<td>Heads of Institute/Administrators, Physical Education Teachers and Students</td>
<td>257(80.06%)</td>
<td>64(19.93%)</td>
</tr>
</tbody>
</table>

Table 19 displays the opinion of heads of the institutions/administrators about various training methods for improving fitness should be included in physical education curriculum as 71 (72.44%) responses were in favour of 'yes' and 27 (27.55%) response were against 'no'. Physical education teachers also displayed the similar opinions with emphasis as 164 (91.11%) responses were in favour of 'yes' and 16 (8.88%) response were against 'no'. Students did not have the similar opinion as 22 (51.16%) responses were in favour of 'yes' and 21 (48.83%) responses were against 'no'. But total responses reveals different picture as 257 (80.05%) response were in favour of 'yes' and 64 (19.93%) response in 'no'. The graphical presentation of above table is shown in figure-19.
Fig-20 Responses about the statement of the Contents of curriculum.
Table-20

Responses in relation to the statement 'Contents of curriculum' are as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses in 'Yes' and percentage</th>
<th>responses in 'No' and percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Heads of Institute/ Administrators</td>
<td>70(71.42%)</td>
<td>28(28.57%)</td>
</tr>
<tr>
<td>2. Physical Education Teachers</td>
<td>166(92.22%)</td>
<td>14(07.77%)</td>
</tr>
<tr>
<td>3. Students</td>
<td>30(69.76%)</td>
<td>13(30.23%)</td>
</tr>
<tr>
<td>4. Heads of Institute/ Administrators, Physical Education Teachers and Students</td>
<td>266(82.86%)</td>
<td>55(17.13%)</td>
</tr>
</tbody>
</table>

Table 20 reveals that heads of the institutions were of the opinion that Olympic movement should be included as an essential component of physical education curriculum as 70 (71.42%) responses were in favour of 'yes' and 28 (28.57%) responses were against 'no'. Physical education teachers expressed their views by supporting the statement 166 (92.22%) in favour of 'yes' and 14 (7.77%) responses gave to 'no'. Students opinion were 30 (69.76%) in favour of 'yes' and 13 (30.23%) against 'no'. Head of the institutions/administrators, physical education teachers and students were of the view that olympic movement should be included in the curriculum of physical education as altogether it received 266 (82.86%) responses in favour of 'yes' and 55 (17.13%) response against 'no'. The graphical presentation of above table is shown in figure-20.
Fig-21 Responses about the statement of the Contents of curriculum.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of the institution</td>
<td>78</td>
</tr>
<tr>
<td>Physical education teachers</td>
<td>173</td>
</tr>
<tr>
<td>School students</td>
<td>35</td>
</tr>
<tr>
<td>Head of the institutional</td>
<td>299</td>
</tr>
<tr>
<td>administration</td>
<td></td>
</tr>
</tbody>
</table>
Table 21

Responses in relation to the statement 'Contents of curriculum' are as follows:

| Question | "Do you agree that athletic injuries and its rehabilitation should be taught in physical education?"
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>S. No.</td>
<td>Respondents</td>
</tr>
<tr>
<td>1.</td>
<td>Heads of Institute/Administrators</td>
</tr>
<tr>
<td>2.</td>
<td>Physical Education Teachers</td>
</tr>
<tr>
<td>3.</td>
<td>Students</td>
</tr>
<tr>
<td>4.</td>
<td>Heads of Institute/Administrators,</td>
</tr>
<tr>
<td></td>
<td>Physical Education Teachers and</td>
</tr>
<tr>
<td></td>
<td>Students</td>
</tr>
</tbody>
</table>

Table 21, reveals that heads of the institutions/administrators expressed their views that athletic injuries should be assimilated along with its rehabilitation in physical education curriculum as 78 (79.59%) responses were in favour of 'yes' and 20 (20.40%) responded to 'no'. Physical education teachers were also supported the assimilation of athletic injuries into theory of the curriculum of physical education as they responded 173 (96.11%) in 'yes' while 7 (3.88%) against 'no'. Students were also sowed prominent response as they favoured it by 38 (88.37%) response infavour of 'yes' and 5 (11.62%) responses were 'no'. Head of the institutions/administrators physical education, teachers and students altogether 289 (90.03%) response were 'yes' and 32 (9.96%) response were 'no'. The graphical presentation of above table is shown in figure-21.
Fig-22 Responses about the statement of the contents of curriculum.

- Head of the institutions: 56
- Physical education teachers: 117
- Regular students: 41
- Head of the institution and physical education teachers and students: 305

Respondents
Table-22

Responses in relation to the statement 'Contents of curriculum' are as follows:

<table>
<thead>
<tr>
<th>Question:</th>
<th>Do you agree that Indian traditional sports system like yoga etc. be included in physical education?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Respondents</th>
<th>responses in 'Yes' and percentage</th>
<th>responses in 'No' and percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Heads of Institute/ Administrators</td>
<td>98(100.00%)</td>
<td>00(00.00%)</td>
</tr>
<tr>
<td>2.</td>
<td>Physical Education Teachers</td>
<td>167(92.77%)</td>
<td>13(07.22%)</td>
</tr>
<tr>
<td>3.</td>
<td>Students</td>
<td>41(95.34%)</td>
<td>02(04.65%)</td>
</tr>
<tr>
<td>4.</td>
<td>Heads of Institute/ Administrators, Physical Education Teachers and Students</td>
<td>306(95.32%)</td>
<td>15(04.67%)</td>
</tr>
</tbody>
</table>

Table 22 shown above reveals that heads of the institutions/administrators respondent about inclusion of traditional Indian sports and physical activities system like yoga, should be included in physical education curriculum 98 (100.00%) response were in favour of 'yes' and nor were responded against 'no'. Physical education teachers were also of the opinion about the inclusion of Indian traditional sports in physical education curriculum as they responded 167 (92.77%) in favour of 'yes' and 13 (7.22%) responded against 'no'. As for as students is concerned they were of the opinion 41 (95.34%) in favour of 'yes' and 2 (4.65%) against 'no'. Altogether heads of the institutions/administrators, physical education teachers and students is concerned total 306 (95.32%) responses were in favour of 'yes' and 15 (04.67%) response were against 'no'. The graphical presentation of above table is shown in figure-22.
Fig-23 Responses about the statement of the Contents of curriculum.
Table-23

Responses in relation to the statement ‘Contents of curriculum’ are as follows:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Respondents</th>
<th>responses in 'Yes' and percentage</th>
<th>responses in 'No' and percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Heads of Institute/ Administrators</td>
<td>91(92.85%)</td>
<td>07(07.14%)</td>
</tr>
<tr>
<td>2.</td>
<td>Physical Education Teachers</td>
<td>151(83.88%)</td>
<td>29(16.11%)</td>
</tr>
<tr>
<td>3.</td>
<td>Students</td>
<td>21(48.83%)</td>
<td>22(51.16%)</td>
</tr>
<tr>
<td>4.</td>
<td>Heads of Institute/ Administrators, Physical Education Teachers and Students</td>
<td>263(81.93%)</td>
<td>58(18.05%)</td>
</tr>
</tbody>
</table>

As per the above table the heads of the institutions/administrators had shown there views in favour of 91(92.85%) response 'yes' about the inclusion of socialization process and its various concepts whereas only 7(7.14%) response were in 'no' physical education teachers were also of the view that concepts of socialization should be included in the curriculum of physical education as 151 (83.88%) responses were in favour of 'yes' and 29 (16.11%) responses were in 'no'. Students expressed their view by showing 2(48.83%) responses in favour of 'yes' and 22(51.16%) responses against no. As for as heads of the institutions, physical education, teachers and students were concerned altogether total 263 (81.93%) responses were in favour of 'yes' and 58(18.05%) responses were against 'no'. The graphical presentation of above table is shown in figure-23.
Fig-24 Responses about the statement of the Contents of curriculum.
Table-24

Responses in relation to the statement ‘Contents of curriculum’ are as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th></th>
<th>responses in ‘Yes’ and percentage</th>
<th>responses in ‘No’ and percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Do you agree that various physiological concepts like cardio-respiratory system should be incorporated in physical education?”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S. No.</td>
<td>Respondents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Heads of Institute/ Administrators</td>
<td>74(75.51%)</td>
<td>24(24.48%)</td>
</tr>
<tr>
<td>2.</td>
<td>Physical Education Teachers</td>
<td>140(77.77%)</td>
<td>40(22.22%)</td>
</tr>
<tr>
<td>3.</td>
<td>Students</td>
<td>28(65.11%)</td>
<td>15(34.88%)</td>
</tr>
<tr>
<td>4.</td>
<td>Heads of Institute/ Administrators, Physical Education Teachers and Students</td>
<td>242(75.38%)</td>
<td>79(24.61%)</td>
</tr>
</tbody>
</table>

Table 24 shown above reveals that heads of the institutions/administrators responded 74 (75.51%) in favour of ‘yes’ about incorporation of physiological concepts in curriculum of physical education and 24(24.48%) response were against ‘no’. Physical education teachers showed 140 (77.77%) responses in favour of ‘yes’ and 40(22.22%) against ‘no’ about inclusion of physiological concept. Student were also favoured the statement by giving 28 (65.11%) responses in favour ‘yes’ and 15 (34.88%) response against ‘no’. As for as heads of the institutions/administrators, physical education teachers and students is concerned altogether 242 (75.38%) responses were in favour of ‘yes’ and 79(24.61%) responses were in ‘no’. The graphical presentation of above table is shown in figure-24.
Fig-25 Responses about the statement of the Contents of curriculum.
Fig-16 Responses about the statement of the Contents of curriculum.
### Table-25

Responses in relation to the statement ‘Contents of curriculum’ are as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>Respondents</th>
<th>responses in 'Yes' and percentage</th>
<th>responses in 'No' and percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Do you agree that various psychological concepts like sports ethics, attitude, and motivation should be assimilated in physical education?&quot;</td>
<td>1. Heads of Institute/Administrators</td>
<td>78(79.59%)</td>
<td>20(20.40%)</td>
</tr>
<tr>
<td></td>
<td>2. Physical Education Teachers</td>
<td>161(89.44%)</td>
<td>19(10.55%)</td>
</tr>
<tr>
<td></td>
<td>3. Students</td>
<td>30(62.76%)</td>
<td>13(30.23%)</td>
</tr>
<tr>
<td></td>
<td>4. Heads of Institute/Administrators, Physical Education Teachers and Students</td>
<td>269(93.80%)</td>
<td>52(16.19%)</td>
</tr>
</tbody>
</table>

Table 25 shown above displays that heads of institutions/administrators expressed opinion about the assimilation of psychological concepts like attitude, ethics and motivation etc. in physical education curriculum as 78 (79.59%) responses were in favour of 'yes' and 20 (20.40%) were in 'no'. Physical education teachers were of the opinion about the inclusion of psychological concepts as 161 (89.44%) responses were in favour of 'yes' and 19 (10.55%) responded to 'no'. Student given the views by 30(62.76%) responses in favour 'yes' and 13 (20.23%) responses were against 'no'. As for as heads of the institutions/administrators physical education teachers and students were concerned altogether 269 (83.80%) responses were in favour of 'yes' and 52 (16.19%) responses against 'no'. The graphical presentation of above table is shown in figure-25.
Fig-26 Responses about the statement of the Contents of curriculum.
Table-26

Responses in relation to the statement 'Contents of curriculum' are as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>&quot;Do you agree that different theoretical aspect of health education should be included in physical education?&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. No.</td>
<td>Respondents</td>
</tr>
<tr>
<td>1.</td>
<td>Heads of Institute/Administrators</td>
</tr>
<tr>
<td>2.</td>
<td>Physical Education Teachers</td>
</tr>
<tr>
<td>3.</td>
<td>Students</td>
</tr>
<tr>
<td>4.</td>
<td>Heads of Institute/Administrators, Physical Education Teachers and Students</td>
</tr>
</tbody>
</table>

As per the table 26 displays above the heads of the institutions/administrators given their opinion 80 (81.63%) in favour of 'yes' and 18 (18.36%) against 'no' with reference to the inclusion of different theoretical aspect of health education. Physical education teachers were also of the view as they gave their response 171 (95.00%) in favour 'yes' and only 9 (5.00%) opinion were against 'no' about inclusion of health education concepts in physical education curriculum. Students also showed their views by 38 (88.37%) responses in favour of 'yes' and 5 (11.62%) responses were against 'no'. Altogether heads of the institutions/administrators, physical education teachers and students were of the view that physical education curriculum should include health education concepts as total 289 (90.03%) responses were in favour of 'yes' and only 32 (9.96%) response were against 'no'. The graphical presentation of above table is shown in figure-26.
Fig-27 Responses about the statement of the Contents of curriculum.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heads of the Institutions' administrators</td>
<td>59</td>
</tr>
<tr>
<td>Physical education teachers</td>
<td>143</td>
</tr>
<tr>
<td>School students</td>
<td>31</td>
</tr>
<tr>
<td>Heads of the department, physical education teachers and students</td>
<td>233, 88</td>
</tr>
</tbody>
</table>
Table-27

Responses in relation to the statement ‘Contents of curriculum’ are as follows:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Respondents</th>
<th>responses in 'Yes' and percentage</th>
<th>responses in 'No' and percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Heads of Institute/ Administrators</td>
<td>59(60.20%)</td>
<td>39(39.79%)</td>
</tr>
<tr>
<td>2.</td>
<td>Physical Education Teachers</td>
<td>143(79.44%)</td>
<td>37(20.55%)</td>
</tr>
<tr>
<td>3.</td>
<td>Students</td>
<td>31(72.09%)</td>
<td>12(27.90%)</td>
</tr>
<tr>
<td>4.</td>
<td>Heads of Institute/ Administrators,</td>
<td>233(72.58%)</td>
<td>88(27.41%)</td>
</tr>
<tr>
<td></td>
<td>Physical Education Teachers and Students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 27 given above expresses the opinion given by different respondents about the statement of family education should be incorporated in physical education curriculum as heads of the institutions/administrators expressed their views by 59(60.20%) response favour of 'yes' and 39(39.79%) responses were is 'no'. Physical education teachers were also of the opinion as 143(79.44%) response in 'yes' and 37(20.55%) responses were against no'. Students also were of the opinion by responding 31(71.09%) in favour of 'yes' and 12(27.90%) responses were against 'no'. As for as heads of the institutions, physical education teachers and students is concerned total 233(72.58%) responses were in favour of 'yes' and 88 (27.04%) response were against 'no'. The graphical presentation of above table is shown in figure-27.
Fig-28 Responses about the statement of the Contents of curriculum.
Table-28

Responses in relation to the statement 'Contents of curriculum' are as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>&quot;Do you agree that marks should be allotted for the physical education subject on par with other classroom subjects?&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. No.</td>
<td>Respondents</td>
</tr>
<tr>
<td>1.</td>
<td>Heads of Institute/Administrators</td>
</tr>
<tr>
<td>2.</td>
<td>Physical Education Teachers</td>
</tr>
<tr>
<td>3.</td>
<td>Students</td>
</tr>
<tr>
<td>4.</td>
<td>Heads of Institute/Administrators, Physical Education Teachers and Students</td>
</tr>
</tbody>
</table>

Table 28 shown above displays the opinion given by heads of the institutions/administrators is concerned total 61 (62.24%) responses were in favour of 'yes' and 37 (37.75%) responses were against 'no' about the allotment of marks on per with other subject for physical education. Physical education teachers were also of the opinion that marks should be allotted on per with other subject as 174 (96.88%) with majority responses were in favour of 'yes' and only 6 (3.33%) responses were to 'no'. Students were not shown similar response as they responded 20 (46.51%) response in favour of 'yes' and 23 (53.48%) response against 'no'. Altogether heads of the institutions/administrators, physical education teachers and students were concerned total 255 (79.43%) responses were in favour of 'yes' and 66 (20.56%) responses were against 'no'. The graphical presentation of above table is shown in figure-28.
Fig-29 Responses about the statement of the Contents of curriculum.
Responses in relation to the statement 'Contents of curriculum' are as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>“Do you agree that ratio of marks for physical education subject should be based on 60:40 respectively for theory and practical?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. No.</td>
<td>Respondents</td>
</tr>
<tr>
<td>1.</td>
<td>Heads of Institute/Administrators</td>
</tr>
<tr>
<td>2.</td>
<td>Physical Education Teachers</td>
</tr>
<tr>
<td>3.</td>
<td>Students</td>
</tr>
<tr>
<td>4.</td>
<td>Heads of Institute/Administrators, Physical Education Teachers and Students</td>
</tr>
</tbody>
</table>

As per table 29 mentioned above the heads of the institutions/administrators were of the opinion that ratio of the marks should be based on 60:40 respectively for theory as well as for practical as they responded 58 (59.18%) in favour of ‘yes’ and 40 (40.18%) responded against ‘no’. Physical education teachers were also of the view that marks should be based on 60:40 resprrly as they responded 157 (87.22%) in favour of ‘yes’ and 23 (12.77%) given their response ‘no’. Students were not of the view as they favour only 21 (48.83%) response ‘yes’ and 22 (51.66%) given their response ‘no’. As for as heads of institutions/administrators physical education teachers and students were concerned altogether 236 (73.52%) responses were in favour of ‘yes’ and 85 (26.47%) responses were against ‘no’. The graphical presentation of above table is shown in figure-29.
Fig-30 Responses about the statement of the Contents of curriculum.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of the institution administrators</td>
<td>259</td>
</tr>
<tr>
<td>Physical education teachers</td>
<td>137</td>
</tr>
<tr>
<td>School students</td>
<td>43</td>
</tr>
<tr>
<td>Head of the institution administrators</td>
<td>233</td>
</tr>
</tbody>
</table>

Note: The diagram presents the number of responses from different categories regarding the content of the curriculum.
Table-30

Responses in relation to the statement 'Contents of curriculum' are as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>Respondents</th>
<th>responses in 'Yes' and percentage</th>
<th>responses in 'No' and percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Heads of Institute/Administrators</td>
<td>59(60.20%)</td>
<td>39(39.79%)</td>
</tr>
<tr>
<td>2.</td>
<td>Physical Education Teachers</td>
<td>137(70.11%)</td>
<td>43(23.88%)</td>
</tr>
<tr>
<td>3.</td>
<td>Students</td>
<td>43(100.00%)</td>
<td>00(00.00%)</td>
</tr>
<tr>
<td>4.</td>
<td>Heads of Institute/Administrators, Physical Education Teachers and Students</td>
<td>239(74.45%)</td>
<td>82(25.54%)</td>
</tr>
</tbody>
</table>

Table 30 shown above reveals that heads of institutions/administrators were of the opinion that camping and outdoor activities should be included in the physical education curriculum as they had expressed their opinion 59 (60.20%) in favour of 'yes' and 39 (39.79%) opinion against 'no'. Physical education teachers were also of the view that camping and outdoor pursuits should be included in the curriculum of physical education as they responded 137 (70.11%) in favour of 'yes' and response against 'no'. Students showed their view by 43 (100.00%) response in favour of 'yes' and non responded against 'no'. Altogether total 239 (74.45%) response were in favour of yes and 82(25.54%) responses were against 'no' as for as heads of institutions/administrators, physical education teachers and students were concerned. The graphical presentation of above table is shown in figure-30.
Fig-31 Responses about the statement of the Contents of curriculum.

Respondents

- Head of the institutional activities
- Physical education teachers
- School students
- Head of the institutional administration, physical education teachers and students
Table-31

Responses in relation to the statement 'Contents of curriculum' are as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses in 'Yes' and percentage</th>
<th>Responses in 'No' and percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. No. 1: Heads of Institute/ Administrators</td>
<td>80(81.63%)</td>
<td>18(18.36%)</td>
</tr>
<tr>
<td>S. No. 2: Physical Education Teachers</td>
<td>158(87.77%)</td>
<td>22(12.22%)</td>
</tr>
<tr>
<td>S. No. 3: Students</td>
<td>29(67.44%)</td>
<td>14(32.55%)</td>
</tr>
<tr>
<td>S. No. 4: Heads of Institute/ Administrators, Physical Education Teachers</td>
<td>267(83.17%)</td>
<td>54(16.82%)</td>
</tr>
</tbody>
</table>

Above table 31 displays the opinion given by various respondents as heads of the institutions/ administrators express of their views by 80 (81.63%) response in favour of 'yes' and 18 (18.36%) responses were against 'no' about the inclusion of concept related to national integrator and international understanding through the means of games and sports in physical education curriculum. Physical education teachers expressed their opinion by 158 (87.77%) responses were in favour of yes and 22 (12.22%) response against 'no'. Students showed their views by 29(67.44%) response in favour of 'yes' and 14 (32.55%) response against 'no'. Altogether heads of the institutions/ administrators, physical education teachers and students were concerned total 267 (83.17%) response were in favour of 'yes' and 54 (16.82%) responses were against 'no'. The graphical presentation of above table is shown in figure-31.
Fig. 3.2 Responses about the statement of the games & sports for boys for the purpose of practical aspects of physical education.
Table-32

Responses under the selection of games & sports for boys for the purpose of practical aspects of physical education curriculum are as follows:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Games</th>
<th>Preference given by respondent in order to percentages and no.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Athletic</td>
<td>296 (92.21%)</td>
</tr>
<tr>
<td>2</td>
<td>Badminton</td>
<td>283(88.16%)</td>
</tr>
<tr>
<td>3</td>
<td>Basketball</td>
<td>268(83.48%)</td>
</tr>
<tr>
<td>4</td>
<td>Swimming/Diving</td>
<td>236(73.52%)</td>
</tr>
<tr>
<td>5</td>
<td>Cricket</td>
<td>269 (85.80%)</td>
</tr>
<tr>
<td>6</td>
<td>Football</td>
<td>267(83.17%)</td>
</tr>
<tr>
<td>7</td>
<td>Gymnastics</td>
<td>236(73.52%)</td>
</tr>
<tr>
<td>8</td>
<td>Hockey</td>
<td>263(81.93%)</td>
</tr>
<tr>
<td>9</td>
<td>Kabbadi</td>
<td>263(81.93%)</td>
</tr>
<tr>
<td>10</td>
<td>Tenis</td>
<td>242(75.38%)</td>
</tr>
<tr>
<td>11</td>
<td>Yoga</td>
<td>296(92.21%)</td>
</tr>
<tr>
<td>12</td>
<td>Volleyball</td>
<td>266 (82.86%)</td>
</tr>
<tr>
<td>13</td>
<td>Table Tenis</td>
<td>253 (78.81%)</td>
</tr>
<tr>
<td>14</td>
<td>Kho-Kho</td>
<td>224 (69.78%)</td>
</tr>
</tbody>
</table>

Above shown table 32 contain the responses about the various games and sports for the purpose of the inclusion in practical curriculum of physical education for boys. Altogether heads of institutions/administrators physical education teachers and students who had chosen various games as per the table mentioned above: Athletic 283(88.16%), Badminton 296 (92.21%) Basketball (268(83.48%), Swimming/Diving 236(73.52f%), Cricket (269 (85.80%) Football 267(83.17%), Gymnastics 236(73.52%), Hockey 263(81.93%), Kabbadi 296(92.21%), Tennis 242(75.38%), Yoga 263(81.93%), Volleyball 266 (82.86%), Table Tennis 253 (78.81%), Kho-Kho224 (69.78%). The graphical presentation of above table is shown in figure-32.
Fig 33 Responses about the statement of the games & sports for girls for the purpose of practical aspects of physical education

- Response given by Respondents:
  - Yoga
  - Basketball
  - Hockey
  - Tennis
  - Badminton
  - Squash
  - Cricket
  - Games
  - Activities

Responses:
- 256
- 250
- 240
- 220
- 200
- 180
- 160
- 140
- 120
- 100
- 80
- 60
- 0
Table – 33

Responses under the selection of games & sports for girls for the purpose of practical aspects of physical education curriculum are as follows:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Games</th>
<th>Preference given by respondents in order to percentages and no.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Athletics</td>
<td>236 (73.52%)</td>
</tr>
<tr>
<td>2</td>
<td>Badminton</td>
<td>296 (92.21%)</td>
</tr>
<tr>
<td>3</td>
<td>Basketball</td>
<td>236 (73.52%)</td>
</tr>
<tr>
<td>4</td>
<td>Swimming/Diving</td>
<td>236 (73.52%)</td>
</tr>
<tr>
<td>5</td>
<td>Cricket</td>
<td>253 (78.81%)</td>
</tr>
<tr>
<td>6</td>
<td>Football</td>
<td>268 (83.48%)</td>
</tr>
<tr>
<td>7</td>
<td>Gymnastics</td>
<td>296 (92.21%)</td>
</tr>
<tr>
<td>8</td>
<td>Tennis</td>
<td>253 (78.81%)</td>
</tr>
<tr>
<td>9</td>
<td>Hockey</td>
<td>257 (80.06%)</td>
</tr>
<tr>
<td>10</td>
<td>Kho-Kho</td>
<td>269 (83.80%)</td>
</tr>
<tr>
<td>11</td>
<td>Kabbadi</td>
<td>263 (81.93%)</td>
</tr>
<tr>
<td>12</td>
<td>Volleyball</td>
<td>269 (83.80%)</td>
</tr>
<tr>
<td>13</td>
<td>Yoga</td>
<td>276 (85.98%)</td>
</tr>
<tr>
<td>14</td>
<td>Table Tennis</td>
<td>266 (82.86%)</td>
</tr>
</tbody>
</table>

Table 33 mentioned above displays the responses about various games and sports for the purpose of inclusion in practical curriculum of physical education for girls are as follows: Athletics 236 (73.52%), Badminton 296 (92.21%), Basketball 236 (73.52%), Swimming/Diving 236 (73.52%), Cricket 253 (78.81%), Football 268 (83.48%), Gymnastics 296 (92.21%), Tennis 253 (78.81%), Hockey 257 (80.06%), Kho-Kho 269 (83.80%), Kabbadi 263 (81.93%), Volleyball 269 (83.80%), Yoga 276 (85.98%) and Table Tennis 266 (82.86%). The graphical presentation of above table is shown in figure-33.
Techniques Involved In Curriculum Development

The development of the physical education program involved the director or supervisor of physical education. This individual was presumed to be the expert on curriculum building, and he or she planned the course of study, which the various instructors were expected to follow. In many cases, particularly in large cities, the course of study was worked out in great detail with each day’s lesson prescribed, even to the sequence in which the activities were to be presented and the number of minutes that were to be spent on each.

Curriculum construction and revision today should be done on an entirely different basis. All staff members must be provided ample opportunity to express their views. Modern curriculum development programs are postulated upon the assumption that only as the teacher plays an active and intelligent role in the development of the course of study materials can the curriculum be effectively revised. The same postulate should be applied to students. When students and teachers are involved in planning, selecting, implementing, evaluating and revising the curriculum, the physical education program is more likely to achieve the needs and interests of the participants.
The citizens of the community can often help solve these problems, but they are less likely to be interested in trying to help if they are not represented in the development of the curriculum. On the other hand, when they are involved they can be the moving force to implement the seemingly impossible. In spite of that, overall achievement in sports of U.P. state was not satisfactory. Therefore, the Research Scholars hopes that, his efforts to develop a curriculum of physical education for the school children of U.P. state will be very effective and helpful in the future.

Many techniques should be utilized to implement curriculum construction and revision procedures. One, which is very effective and widely used, is the curriculum committee involving all the populations who have a stake in the education of the consumer. The curriculum committee should be on-going and meet on a regular basis, not only for handling emergencies, but to plan for future needs.

The different populations (parents, students, community) should be surveyed periodically to evaluate interest and needs. Evaluation of the present program by students, faculty and parents provides important feedback in program construction. Hence the curriculum of physical education, which was planned for students of class 10th or 12th, was on the basis of the responses to the
questionnaire, which was sent and received. The C.B.S.C. Syllabus was used as a guide and necessary modification were made keeping in mind the infrastructure, facilities, amenities and socio-economic status of the student population of Uttar Pradesh State. The following presented curriculum, developed by the research scholar, in the prevailing socio-economics context of Uttar Pradesh State, would prove useful for development of Physical education and Sport.
CURRICULUM OF PHYSICAL EDUCATION

THEORY PAPER

CLASS X

1. INTRODUCTION OF PHYSICAL EDUCATION
   a. Meaning and Definition of Physical Education
   b. Scope of Physical Education
   c. Need and importance of Physical Education
   d. Misconceptions about Physical Education
   e. Role of Physical Education in Education.

2. PHYSIOLOGICAL ASPECTS OF PHYSICAL EDUCATION
   (A) Effects of exercise on:
   a. Muscular System
   b. Respiratory System
   c. Circulatory System
   d. Nervous System
   e. Digestive System

3. PSYCHOLOGICAL ASPECTS OF PHYSICAL EDUCATION
   a. Definition of Psychology and Sports Psychology
   b. Psychological benefits of Exercises.
   c. Interest and Motivation.
4. **HEALTH EDUCATION**
   a. Meaning and concept of Health and Positive Health
   b. Definition and Importance of Health Education
   c. Health hazards in society-Alcohol, Smoking and Drug Addiction, effect on individual, family and society.
   d. Environmental Sanitation and Personal Hygiene.
   e. Communicable Diseases- meaning and their prevention
      i. AIDS
      ii. Cholera
      iii. Polio
      iv. Malaria
      v. Tuberculosis
      vi. Hepatitis-B

5. **POSTURE**
   a. Good Posture and its importance in development of the personality
   b. Factors causing postural deformities.
   c. Postural deformities and their remedial measures-Flat Foot, Knock Knees and Bow Legs.
THEORY PAPER
CLASS XII

1. PHYSICAL FITNESS AND WELLNESS
   a. Meaning and Importance of Physical Fitness & Wellness.
   b. Components of Physical Fitness and Wellness.
   c. Factors Affecting Physical Fitness and Wellness.
   d. Principles of Physical Fitness Development.
   e. Means of Fitness Development
      i. Aerobic Activities-Jogging, Cycling, Calisthenics and Rhythmic exercises.
      ii. Participation in Games and Sports
      iii. Weight Training
      iv. Circuit Training

2. TRAINING METHODS
   a. Meaning and Concept of Training
   b. Warming-up, Limbering down and their importance
   c. Methods of Training
      i. Methods of Strength Development – Isometric, Isotonic and Isokinetic Exercises.
      ii. Methods of Endurance Development – Continuous Method, Interval Training and Fartlek
iii. Methods of Speed Development-Acceleration Runs and Pace Races.

3. SOCIOLOGICAL ASPECTS OF PHYSICAL EDUCATION
   a. Meaning of Sociology and its importance in Physical Education and Sports
   b. Games and Sports as man's cultural heritage
   c. Role of Physical Education in promoting national integration.
   d. Importance of Physical Education in promoting social values. Sympathetic Attitude, Helpfulness, Tolerance, Patience, Group Cohesion and Harmony
   e. Social Institutions and their influence on individual and group behaviour
   f. Development of leadership qualities and group dynamics.

4. HEALTH EDUCATION AND ATHLETIC CARE
   (A) Health Education
   a. Meaning and concept of school health programme
   b. Importance of School health programme
   c. Components of school health programme and their inter relationship
   d. Role of students in promoting healthful living in school.
(B) Athletic Care
   a. Meaning and concept of athletic care
   b. Prevention and management of sports injuries.

5. FAMILY EDUCATION
   a. Meaning and functions of family and its importance as a social institution.
   b. Problems of adolescence and their management
   c. Preparation for marriage and parenthood
   d. Role of parents in child care
   e. Role of individual as a citizen

6. YOGA, OLYMPIC MOVEMENT AND SPORTS AWARDS
   a. Yoga
   b. Definition of Yoga and Pranayam
   c. Importance of Yoga and Pranayama and their relevance in the present day life.
   d. Preventive and curative effects of Yoga.
   e. Olympic Movement
   f. Modern Olympic Games – Objectives, Motto and Olympic Flag
   g. Sports Awards
   h. Important National Sports Awards
Arjuna Award, Dronacharya Award and Rajeev Khel Ratna Award.

PRACTICAL

PHYSICAL EDUCATION CURRICULUM

TRACK AND FIELD

(ANY TWO FROM THE FOLLOWING IN EACH YEAR)

The events to be selected each year must be different

1. SPRINTS AND RELAYS
   
   I) Practice of starts with blocks using proper command
   
   II) Time action period- Reaction time, block clearance time, acceleration time, velocity maintenance time, finish time.

   c. 100 m. Run  (b) 200 m Run  (c) 400 m Run

2. Middle and Long Distance Races

   d. Practice of standing start using proper command

   e. Technique of endurance running

   (d) 800m Run  (e) 1500m Run (Boys only)  (f) 3000m Run

   (For Boys only)

   BROAD JUMP

   Approach run, Take off, Flying phase (running in the air style), Landing.
TRIPLE JUMP

(BOYS ONLY)

Approach run, Take off, Performance of hop, step and jump, Landing.

HIGH JUMP

Approach run, Take off, Flying phase (Straddle roll), Landing.

SHOT PUT

Stance, Glide, Release, Reverse

DISCUS THROW

Stance, Preliminary Swings, Throws with one, and one and a half turn, Reverse

JAVELINE THROW

Grips, Javelin carry, Transition from approach to five stride rhythm, Release, Reverse

HOCKEY

Skills

I. Hitting and Stopping
   a. Straight Hitting and Stopping
   b. Reverse hitting and stopping
   c. Hitting on the wrong foot

II. Pushing and Stopping
   a. Straight Push and Stopping
b. Reverse push and stopping

c. Pushing on the wrong foot

III. Scooping

a. Push scoop

b. Shoveling

IV. Flick

a. Straight Flick

b. Reverse Flick

c. Flick on the wrong foot

V. Dribbling and Carrying the Ball

VI. Passing

a. Through pass

b. Return pass

c. Deflection pass

d. Interchanging position

VII. Dodging

a. Dodging to the opponent's left

b. Dodging to the opponent's right

c. Doubles dodging

VIII. Different Techniques of

a. Penalty Corner

b. Corner
c. Penalty Stock

d. Push in

e. Goal Keeping

IX. Tackling

a. Lunger

b. Feinting

X. Positional Play in Attack

XI. Positional play in Defence

XII. Simple strategies and tactics in attack and defence

XIII. Lead up games, drills, minor games and relays for the
improvements of techniques of all the fundamental skills.

TABLE TENNIS

Skills

1. Service

   a. Chopped service

   b. Side spin service

2. Strokes

   (A) Defensive strokes

   a. Block return

   b. Balloon return

   c. Chopping the top spin drives (forehand and backhand)

   d. Flat return
(B) Attacking strokes
   a. Stop ball
   b. Loop top spin ball
   c. Side spin ball
   d. Flat hit (forehand and backhand)
   e. Chop attack (forehand and backhand)

3. Receiving
   (A) Receiving side spin service
      a. Forehand side spine service
      b. Forehand shoulder level, side spin service
      c. Backhand side pull service
   (B) Receiving different types of strokes
      a. From all the attacking strokes taught so far
      b. From all the defensive strokes taught so far

4. Tactics
   a. Mid-distance (All rounder’s) tactics
   b. Variation tactics
   c. Anticipation
   d. Playing Position
   e. Foot Work
KABADDI

Skills

1. Offensive skills – Aero kick, Curve kick, Role Rick, Mule kick.

2. Defensive Skills – Trunk catch, Shoulder catch, Chain formation,
   No crossplay

3. Escapes – Escaping from chain formation and various other holds

5. Lead up games – Langdi Kabaddi, Release the prisoner, Circle Kabaddi

Patterns of Play

I) Offensive

II) Defensive

III) Chain

IV) Playing in small court

V) Playing with less number of players

KHO-KHO

Skills

1. Chasing skills- Trapping, Diving-stationary dive and running dive. Touching at the foot with either hand Dragging along the cross line and along the post.
2. Skills in running-Escape from trapping Avoiding Trap Tempting the chasers to exhaustion.


4. Lead Up games
   i. Atya Patya
   ii. Three Deep
   iii. Sanjeevani (Giving life or Vish Amrit)

**FOOTBALL**

Skills

1. Kicking
   a. Kicking fundamentals
      a. Instep kick
      b. Kicking with inside of the foot
      c. Kicking with outside of the foot
   b. Lofted kicks with either foot
   c. Practice of in-swing and out-swing
   d. Practice of Corner kicks-Labbing-Chip shots, and penalty kicks with special emphasis according to new amendments.

2. Passing and Inter-passing
a  Inter Passing between two players
b  Inter-passing among three players
c  Three man weave
d  Inter-passing among 4 players in different zones
e  Related practices

3. Tackling
   a  Interception and hastily tackles
   b  Sliding tackles
   c  Relating practices

4. Heading
   a  Related practices of heading
   b  Lead up drills

5. Dribbling
   Practice of dribbling skills suited to functional training

6. Goal keeping
   a  Collecting balls from basic positions, challenged position
      advancing and coming out and anticipation of free ball situation
      and challenged situation.
   b  Punching and fistling high balls
   c  Defending and saving penalty kicks

7. Lead up and minor games
   a  Heading volleyball
b Two-ball Soccer

c Five a side football

8. Game situation and practice for positional play.

9. Tactics and coaching in the Game.

General orientation about the importance of strategies in game:

a Positional play and elementary tactics of play

b Conditioned games and group practice

c Starts and restarts

d Elements of defence and attack

e Two back system and three back system

f Principle of zonal defence and man to man defence

g W and M Formations of attack

h Defence and attack from free-kicks, penalty-kickes and corner kicks

i Tactics of defence ana attack for adverse conditions

**CRICKET**

Skills

1. Batting

   Forward Defence, Backward Defence, Forward Stroke.

Backward Stroke, Cover Drive, Pull, Cut, Hook, Glance Stepping out to drive the flighted ball.
2. Bowling
Out-swing, In-swing, Off break, Leg break and Googly.

3. Fielding
Catching-high and slip catches. throwing at the stumps from
different angles.

4. Wicket keeping

5. Lead up Games
   a. Bucket Cricket
   b. Soft ball game
   c. Target hitting for fielding practice

6. Tactics
   a. Field placing to different types of bowling and batting
   b. Captaincy-Duties of the captain, responsibilities under
different situations.
   c. Wicket keeping

**BADMINTON**

Skills

1. Strokes
   a. Forehand and Backhand overhead strokes
      i) Lob
      ii) Toss
iii) Clear (offensive and defensive)
iv) Drop
v) Smash

2. Forehand and Backhand side arm strokes-Drive
3. Forehand and backhand under arms strokes-Net Strokes
4. Forehand and Backhand cross court strokes
5. Tractics and Strategy
   a. Systems of play
      i) Singles play
      ii) Doubles pattern of play
          - Front and Back
          - Side by side
          - Rotation
   III) Mixed Doubles Games

VOLLEYBALL

Skills

1. The Serve
   a. Overhead service (Tennis)
   b. Roundarm service
   c. Floating service (overhead and side arm)

2. The Pass
   a. Over-head pass : Two handed pass with back rolling
b. Two handed pass with side rolling

c. Jump and pass

d. Under arm pass

e. Forward dive and pass

f. One arm pass with side rolling

3. The Set-up
   a. Setting up for quick smash
   b. Move and set-up (from back zones)
   c. Setting up in different zones at varying trajectories

4. The Net Recovery
   a. Two handed overhead pass with and without rolling
   b. One hand underarm pass with and without rolling

5. The Attack
   a. Smash with turn of body
   b. Smash with twist
   c. Round arm smash
   d. Smash on short pass (ascending balls)
   e. Simple attack combinations

6. The Block
   a. Double block against different types of attack
   b. Double block in assigned zones
   c. Double block against quick attack
d. Double block against attack combinations

e. Triple block against attack from zone 3

7. Lead up Games
    a. Bounce Volleyball
    b. Shover ball
    c. Double (two against two)
    d. Three against three

8. Patterns of Play
    4-2 system
    5-1 system

**BASKETBALL**

Skills

1. Ball handling

   Holding position of fingers, body position, stance of player with ball.

2. Catching the ball

   (Receiving) skills involved

3. Passing skills-(Drills in pairs)
    a. Two handed chest pass
    b. Two handed bounce pass
    c. Two handed underhand pass (right/left side)
d  Two handed overhead pass

4.  Dribbling
    Dribbling high with speed, using alternate hands, Low dribble.

5.  Shooting
    a  Two handed set shot
    b  Two handed free throw
    c  Lay up shot following dribble using right hand (over the shoulder)

6.  Footwork
    Player stance, position of feet, position of hand, elementary shuffling and sliding movements (drills)

7.  Pivoting-Stationary pivot

8.  Individual Defence
    Player stance, position of hands, position of feet, defender’s position in between opponent and basket.

9.  Team Defence
    Man to man defence

10. Team Offence
    Fast break offence

11. Lead up games relays
    a) Captain ball
    b) Pin basketball
c) 5 passes (front court)
d) Dribbling relay
e) Dribbling and passing relay
f) Lay up shooting relay

12. Full court and half court game situations using simple defence-offence taught.

**LAWN TENNIS**

1. Variation in service
   a. Chop or slice service (side spin)
   b. Top Spin Service

2. Variations in strokes
   a. Cross Court Drives-forehand and back hand
   b. Down the line-forehand and backhand
   c. Full Volley forehand/backhand from mid court
   d. Half Volley forehand/backhand
   e. Drop shots-Drop Volley
   f. Lob Strokes
   g. Running approach shots.

Understanding of Following:

1. Defence
2. Attack
3. Foot work
4. Team work
5. Anticipation
6. Positioning
7. Tactics and Strategy

SWIMMING & DIVING

Skills

1. Back Stroke
   a. The stationary leg action with the support of the ball or a partner.
   b. Leg action with the move, hands by the side of thighs or at a later stage stretch.
   c. Arm action with the support of the partner or the ladder, alternate movement of arms.
   d. Combinations of leg and arm action. Since the face is above the water level there is not much problem of breathing.
   e. Once the movements are co-ordinated then the attempt should be for speed improvement.

2. Butterfly Stroke
   a. Arm action in standing position over the shallow water.
   b. Arm action on the move in the horizontal position.
c. Preliminary hop movement in standing as well as horizontal position with the support of the wall. The hips have to be pushed up and down alternatively.
d. Dolphin kick with the arms on the side or in front.
e. Dolphin kick with the body on the side as well.
f. Full stroke with a slow attempt to coordinate arm leg movements and breathing.

3. Individual medley and medley relay and free style relays.

4. Starts and Turns

Starts

a. Grab

b. Conventional circular arm swing

c. Bunch start

d. Track start

Turns

a. Lateral (Pivot) turn

b. Throw away turn

c. Flip turn

5. Diving

a. Back dive

b. Inward dive
YOGIC PHYSICAL EXERCISE

Vrikshasana: (Balance on one leg with the other flexed sideward)
Uthitha Trikonasana: (Feet apart stand, and side bending)
Parivrtta Trikonasana: (Feet apart stand, side bend with the trunk rotated backward)
Uthitha Trikonasana: (Feet apart stand, lunging on one side).
Virabhadrasana: (Balancing on one leg with stretched hands, trunk and legs in a horizontal position).
Uthitha Hastapadangusthasana: (Balancing on one leg and trunkbending over the other stretched horizontally).
Parsvottanasan: (Feet apart stand and turning to one side and bend the trunk over the knee on that side).
Ushtrasana: Kneel sit and flex the trunk back.
Padahastasan: (Attention position, flex the trunk back.)
Garudasan: (Balancing one leg with the other turned over the former).
Navasana: (Balancing on buttocks with the legs and trunk flexed over each other).
Vajrasana: (Sitting with flexed legs for on the side of buttock).
Supta Vajrasana: (Supine lying in the position of Vajrasana).
Kukkutasana: (Balancing on hands inserted through the thighs and legs in Padmasana).
Janusirasana: (Paschimottanasana on one leg with the other leg flexed sidewards)

Ardha Baddha Padma Paschimottanasana: (Paschimottanasana on one leg with the other in Padmasana position).

Triang Makhaikapada Paschimottanasan: (Paschimottanasana on one leg with the other in Vajrasana position).

Marichiasana: (Long sit with one knee flexed and kept up and trunk turned over the stretched leg).

Akanrana Dhanurasana: (Long sit and pull one foot to the corresponding ear).

Upairshhta Konasana: (Long sit with feet spread and bring the head to the ground).

Padmasana in Shirasana Niralambha Sarvangsana: (Shoulder stand with hands on thighs).

Bakasana: (Balancing on hands with thighs over the arms above elbows).

Chakrasana: (Cart wheel position)

Nowli: (Contracting rectii abdominal in Uddiyana position alternate relaxation and contraction of left and right muscles in quick succession).

Kapalabati: (Quick succession of abdominal strokes in Padmasana position).
Bhastrika: (Pranayam following ten strokes of Kapalabati).

GYMNASTICS
(For Boys)

1. Floor Exercises
   a. Forward roll to hand stand.
   b. Backward roll to hand stand.
   c. Forward roll to head spring.
   d. Hand spring to dive roll.
   e. Round off of back roll to hand stand.
   f. Round off to Flick Flack.
   g. One leg hand spring.
   h. One leg head spring
   i. Forward roll hand turns.
   j. Hand stand to forward roll with straight legs

2. Vaulting Horse
   a. Split vault
   b. Through vault
   c. Hand stand with cart wheel
   d. Cart Wheel
   e. Hand spring

3. Parallel Bars
   a. Up Start
b  Front uprise

c  Shoulder stand

d  Hand stand

e  Hand stand with 180 degree turn

f  Hand stand to front turn on the shoulder

g  Backward roll

h  Hand stand to cart wheel (dismount)

4. Horizontal Bar

a. Up start with over grip

b. Up start with under grip

 c. Short circle.

d. One leg circle with wheel foot

e. Heel foot

f. Front giant circle

g. Swing with through vault (dismount).

GYMNASTICS
(For Girls)

1. Floor Exercises

a  Forward roll to hand stand.

b  Backward roll to hand stand.

c  Round off

d  Slow back hand spring
e  Round off with back roll to hand stand.
f  Split Sitting
g  Slow hand spring.
h  Head spring
i  Hand spring.

2.  Vaulting Horse
   a  Astride vault or split vault
   b  Through vault
   c  Hand spring

3.  Beam
   a  Gallop step with balance
   b  Scissor jump
   c  Forward roll
   d  Backward roll
   e  Cart wheel
   f  Bridge
   g  Balance
   h  Jumping with split legs.
Discussion of Findings

The curriculum of physical education requires different facilities in order to achieve its objectives to the fullest extent. With regard to facilities, which were available in Uttar Pradesh, 80.06% of the respondents were of the opinion that the facilities were not adequate. The respondents (85.98%) were also of the opinion that heads of the schools should give adequate importance to physical education as it has been seen that the proper implementation of physical education curriculum largely depends upon the support provided by them.

Physical education as a compulsory subject facilitates the development of student's personality. Hence, 61.99% respondents were of the opinion that physical education, as a compulsory subject would enhance the development of student's personality. Management and adequacy of time for physical education classes plays a crucial role in curriculum as 78.50% respondents felt that sufficient time should be allotted to physical education classes on par with other subjects.

Playground and indoor halls play a significant role in organizing the practical classes. Implementation of physical education curriculum can only be possible in a practical sense when
schools posses minimum one play area and indoor hall. The respondents (91.21%) were of the view that schools should possess the minimum requirement of one play field. The respondents (96.57%) were of the opinion that physical development as an objective should be assimilated in the physical education curriculum's since physical development is important at all ages, of development.

While setting up the objectives of physical education, the emotional development objectives become very much essential as it constitute one of the integral parts of the objectives of physical education. The respondents (85.98%) were of the opinion that the emotional development objective should be incorporated in the physical education curriculum. Intellectual development of the students by participating in a physical education programme plays an important role as 75.07% respondents were of the view that the intellectual development objective facilitates the personality development of the students.

By participating in physical education classes the socializations process develops among the students. The respondents (80.06%) were of the view that assimilation of social development objectives in physical education curriculum should be
facilitated. The classes based on gender characteristic creates conducive environment in teaching learning process especially in physical education. Therefore, 91.90% respondents were of the opinion that physical education curriculum should be based on the requirements of the gender characteristics.

In Uttar Pradesh State where no separate theory and practical curriculum of physical education exists at the higher secondary level of schools 81.93% respondents favoured that separate theory as well as practical curriculum should be developed. The concepts of wellness are playing a major role in the contemporary physical education profession. With regard to assimilation of wellness concept in physical education curriculum 83.17% respondents were of the opinion that the concept of wellness should be adopted in the physical education curriculum. In practical aspect of the physical education curriculum learning of training methods plays an important role in determining and achieving the set goals of physical education. The respondents (80.06%) were of the view that the inclusion of different training methods in physical education curriculum is very essential.

Incorporation of Olympic movement in the curriculum of physical education becomes necessary, hence 82.86% respondents
were of the opinion that the Olympic movement should be incorporated in the physical education curriculum. A knowledge about the injuries and its rehabilitation is very valuable therefore, the respondents (95.32%) were of the opinion that a knowledge of sports injuries should be included into the curriculum of physical education.

The respondents (95.32%) felt that inclusion of Indian traditional system of sports like yoga, Kabaddi etc. in the curriculum of physical education is very important. Sociological concepts like ethics in sports and its inclusion into the curriculum of physical education enhances the process of socialization of the students. The respondents (81.93%) felt that components of sociological concepts should be incorporated in the physical education curriculum. Understanding of physiological concepts i.e. cardio respiratory system places long terms effects on student’s mental and physical development. The respondents (75.38%) were of the view that physiological concepts in physical education should be included curriculum should be made. With the understanding of psychological concepts in the physical education curriculum the development of student’s personality can be optimally realized, hence as 93.88% respondents supported the view.
The community health plays a significant role in human resources development and objectives of physical education also concentrate on development of human resources. The respondents (90.03%) were of the opinion that the health education and its various components should be included in the physical education curriculum. In contemporary period, family life education along with imparting the concepts of sex education play a better and harmonious development of students as 72.58% favoured the assimilation of family life education components in physical education. Implementation of physical education curriculum cannot be practically realized, unless until, the provision of equal marks allotment is to be made, hence the respondents (79.43%) were supported the view.

Similarly distribution of marks regarding the theory, as well as practical purposes in physical education curriculum should be based on 60:40 respectively, for theory and practical purposes, as it facilitate the proper justification of each aspect in physical education curriculum, hence 73.62% respondents were of the opinion that the distribution of marks should be based on 60:40 respectively for the theory and practical aspect of physical education curriculum. Outdoor activities are the integral component of physical education
curriculum and its inclusion were suggested by 74.45% respondent. In contemporary period of globalization it becomes necessary for every academic discipline to develop the qualities of national integration and international understanding, hence 83.17% respondents supported that inculcation of national integration and international understanding through the means of physical education and sports.