A policy takes concrete shape only in the process of implementation. If those involved with programme planning, resource allocation and the actual operation of the teaching-learning process do not understand their tasks or take these causally, no worthwhile results can accrue.

- Pant

Discussion on findings on the specific research questions taken up in this study are presented below in the order of the questions answered.

Product Evaluation

Discussion on findings on the product evaluation research question is organized first around the combined criteria of age and standard, and then around each test. A comparison of the Median and Mean performances of the programme group (VED) with AAHPERD Youth Fitness Test and Health Related Physical Fitness Test Norms is also attempted.

This age group represents the entry of students in high school system (VI std.), where the students are for the first time exposed to organized physical education programme, in this case the CPEP. The testing programme for this study was conducted just after 7 to 8 months of exposure to the programme (2 periods of instruction and 2 periods of participation classes per week). Since the exposure is minimum not much improvement in the performance of the students can be expected. Moreover, in sixth standard most of the instructional classes are spent in orienting the students to physical education classes and the activity is mostly Marching, Exercises (free arm), and Asanas. Opportunity to participate in vigorous big muscle activities is lacking due to constraints of time and facilities.

The mean performance of programme group was better than the comparison group in Pull-ups, One Mile Run, Skinfold Fat, and Attitude Towards Physical Education. The mean performance of the comparison group was better than programme group in Sit-ups, Shuttle Run, Standing Long Jump, 50-yd Dash, Sit and Reach, and Physical Education and Sports Knowledge. However the differences were significant only in
the case of Pull-ups, and Skinfold Fat in favour of the programme group.

Since significant difference was found in two tests, to know if both the groups differ in toto the multivariate significance test was applied. This technique showed that the differences were insignificant. It is concluded that both the groups don't differ, and as such the CPEP has insignificant effect on 10-years-old.

12-years-old

This age group represent the middle stage in high school system (VIII std.). The students have been exposed to nearly three academic years of the programme. Apart from the regular class some of the students might have had the opportunity to participate in intramural and inter-school sports competitions. Whatever the effect of the programme it must reflect in the performance of this age group.

The mean performance of programme and comparison groups were equal in Shuttle Run, Skinfold Fat, and Attitude Towards Physical Education. The mean performance of programme group was better than the comparison group in Pull-ups, Sit-ups, One Mile Run, and Sit and Reach. However the mean differences were significant only in Sit-ups, One
Mile Run, and Sit and Reach. The comparison group was significantly better than the programme group in Standing Long Jump and Physical Education and Sports Knowledge. This series of univariate significance test presents the picture of individual test items within the age group.

To know if both the groups differ in toto the multivariate significance test was applied. This technique yielded a significant difference between programme and comparison groups. It is concluded that both the groups do differ and as such the CPEP has significant influence on 12-years-old.

14-years-old

This age group represents the final stage in high school system (X Std.). The students have been exposed to nearly five years of the programme. Most of the students might have had intramural sports experience and some of them might have had Inter-school sports experience also. But this age group includes a sizable section of students who have entered the high school system in IX standard from middle schools where, there is no organized physical education programme. Naturally their exposure is limited to high school experience alone. Further, while physical education is compulsory for promotion in standards VI to IX,
it is not required for promotion in X standard. The total attention of the students is guided towards Secondary School Leaving Certificate (SSLC) Examination which is conducted by the Government of Tamil Nadu. This examination does not include physical education, and as a consequence the students and the system pays little attention to physical education.

The mean performance of programme and comparison group were equal in Shuttle Run, 50-yd Dash. The mean performance of programme group was better in Pull-ups, Sit-ups, One Mile Run, Skinfold Fat, and Sit and Reach. However the mean differences were significant only in Pull-ups, Sit-ups, and One Mile Run. The mean performance of comparison group was better in Standing Long Jump, Attitude Towards Physical Education, and Physical Education and Sports Knowledge. However the difference was significant only in Physical Education and Sports Knowledge. This series of univariate significance test presents the picture of individual test items within the age group.

To know if both the groups differ in toto the multivariate significance test was applied. This technique showed that the difference is insignificant. It is concluded that both the groups don't differ and as such the CPEP has insignificant effect on 14-years-old.
Irrespective of Age and Standard

The series of univariate tests in each age group and their respective multivariate tests present different picture for different age groups. To know if both the groups differ in toto (irrespective of age and all test performance considered simultaneously) the multivariate significance test was applied. This technique showed that the difference between both the groups was significant. It is concluded that both the groups do differ and as such the CPEP has significant effect on the students in toto. To know along what direction the stable differences occur, the more refined technique of discriminant analysis may be needed.2

The mean scores of the programme group were better than the comparison group in all the age groups (Figure 5). However the differences were found to be significant in 10 and 14-years-old in favour of programme groups. This leads to the conclusion that in general the CPEP favorably influences the physical fitness component of arm and shoulder girdle strength.

**Figure 5**
Comparison of Mean Scores in Pull-ups
Sit-ups

The mean scores of the programme group were better than the comparison groups in 12 and 14-years-old. The mean score of the comparison group was better in 10-years-old (Figure 6). However the differences were found to be significant in 12 and 14-years-old in favour of programme groups. This leads to the conclusion that as the years of exposure increase the CPEP favorably influences the physical fitness component of abdominal muscular strength and endurance.

FIGURE 6
Comparison of Mean Scores in Sit-ups
Shuttle Run

The mean scores of the programme groups were equal to the comparison groups in all age groups (Figure 7). This leads to the conclusion that CPEP at no stage influences the physical fitness component of speed and change of direction.

**Figure 7**

Comparison of Mean Scores in Shuttle Run
Standing Long Jump

The mean scores of comparison group were better than the programme groups in all the age groups (Figure 8). However the difference was found to significant in 12-years-old only. This leads to the conclusion that CPEP at no stage influences the physical fitness component of explosive muscle power of the leg extensors.

![Diagram showing mean scores in Standing Long Jump](image)

**FIGURE 8**

Comparison of Mean Scores in Standing Long Jump
The mean scores of comparison groups were better than the programme groups in 10 and 12-years-old. The mean score of the programme was equal to the comparison group in 14-years-old (Figure 9). However none of the differences were found to be significant. This leads to the conclusion that CPEP at no stage influences the physical fitness component of speed.

**FIGURE 9**
Comparison of Mean Scores in 50-yd Dash
The mean scores of the programme groups were better than the comparison groups in all the age groups (Figure 10). However, the differences were found to be significant in 12 and 14-years-old only. This leads to the conclusion that as the years of exposure increase the CPEP favorably influences the physical fitness component of maximal functional capacity and endurance of the cardio-respiratory system.
The mean score of the programme group was better than the comparison group in 10-years-old and it was equal to comparison group in 12 and 14-years-old (Figure 11). The difference in 10-years-old was found to be significant. This leads to the conclusion that CPEP exerts minimum influence on the level of fatness.

**FIGURE 11**

Comparison of Mean Scores in Skinfold Fat
Sit and Reach

The mean score of the programme group was equal to comparison group in 10-years-old and it was better in 12 and 14-years-old (Figure 12). However the difference was found to be significant in 12-years-old only. This leads to the conclusion that CPEP exerts moderate influence on the physical fitness component of flexibility (extensibility) of the low back and posterior thighs.

FIGURE 12
Comparison of Mean scores in Sit and Reach
The mean score of the programme group was better than the comparison group in 10-years-old and it was equal in 12 and 14-years-old. (Figure 13). However none of the differences were found to be significant. This leads to the conclusion that the CPEP at no stage influences the Attitude Towards Physical Education.

**FIGURE 13**

Comparison of Mean Scores in Attitude Towards Physical Education
Physical Education and Sports Knowledge

The mean scores of the comparison group were better than the programme group in all the age groups (Figure 14). However, the mean differences were found to be significant in 12 and 14-years-old only. This leads to the conclusion that CPEP at no stage influences the Physical Education and Sports Knowledge.

**FIGURE 14**

Comparison of Mean Scores in Physical Education and Sports Knowledge
Failure to achieve objectives in physical fitness components such as speed (50-yd Dash and Shuttle Run) and strength (Pull-ups and Sit-ups) may be attributed to the inadequate participation opportunity. But failure in knowledge and attitude indicates limited or weak implementation of the programme. Even after two periods of instruction per week and after two compulsory test in theory (knowledge component) the programme group seems to be unaffected. On the other hand even without CPEP the comparison group has better scores in knowledge component. A rather serious indication of weak implementation of the programme.

Comparison with AAHPERD Norms

Comparisons between scores of youngsters in other countries and those of the programme group (VED) will show the levels of achievement with reference to external standards. AAHPERD Youth Fitness Test Norms were utilised to compare the performances in Pull-ups, Standing Long Jump, Shuttle Run, and 50-yd Dash. AAHPERD Health Related Physical Fitness Norms were utilised to compare the performances in Sit-ups, One Mile Run, Skinfold Fat, and Sit and Reach.

Table 20 presents the Median and Mean scores of the programme groups with their respective AAHPERD
Percentile Score. Since not much difference is found between mean and median scores, it was decided to consider the mean scores alone for discussion.

TABLE 20

Median and Mean Score of the Programme Group and Their AAHPERD Percentiles

<table>
<thead>
<tr>
<th>Test</th>
<th>Age Group</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>10 years</td>
<td>12 years</td>
<td>14 years</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Median</td>
<td>Mean</td>
<td>Median</td>
<td>Mean</td>
<td>Median</td>
</tr>
<tr>
<td>Pull-ups</td>
<td>1 55</td>
<td>1.8 60</td>
<td>1 45</td>
<td>1.9 50</td>
<td>2 30 2.6 35</td>
</tr>
<tr>
<td>Sit-ups</td>
<td>16 5 16</td>
<td>23 10 22</td>
<td>26 5 25</td>
<td>5 5 5 20</td>
<td></td>
</tr>
<tr>
<td>S Long Jump</td>
<td>4'5&quot; 20</td>
<td>4'10&quot; 20</td>
<td>4'10&quot; 20</td>
<td>5'5&quot; 20</td>
<td>5'5&quot; 20</td>
</tr>
<tr>
<td>Shuttle Run</td>
<td>12.0 25</td>
<td>11.5 25</td>
<td>11.6 20</td>
<td>11.2 10</td>
<td>11.7 5</td>
</tr>
<tr>
<td>50-yd Dash</td>
<td>9.0 20 9.1</td>
<td>8.5 20 8.6</td>
<td>8.2 10 8.2</td>
<td>8.2 10 8.2</td>
<td></td>
</tr>
<tr>
<td>One Mile Run</td>
<td>8:39 65</td>
<td>8:17 50</td>
<td>8:25 50</td>
<td>8:02 25</td>
<td>8:11 20</td>
</tr>
<tr>
<td>Skinfold Fat</td>
<td>10 90 10</td>
<td>10 90 11</td>
<td>12 70 12</td>
<td>12 70 12</td>
<td></td>
</tr>
<tr>
<td>Sit &amp; Reach</td>
<td>28 75 27</td>
<td>29 75 29</td>
<td>31 70 30</td>
<td>30 65 30</td>
<td></td>
</tr>
</tbody>
</table>

S - Score
P - Percentile
AAHPERD percentile equivalents of the mean scores of the programme group are presented in graphical form in Figure 15. This Figure reveals the following general pattern.

Comparison of percentile scores in respective age groups shows a decline in the levels of achievement as the age advances. 10-years-old level of achievement is better than 12-years-old. 12-years-old level of achievement is better than 14-years-old.

Another pattern that emerges relates to various fitness components. The programme group has low levels of achievement in tests that include components of Strength (Pull-ups, Sit-ups, and Standing Long Jump), and Speed (Shuttle Run, and 50-yd Dash). At same time it has higher levels of achievement (well above 65th percentile) in the Health Related Physical Fitness components such as Flexibility and Fatness.

However the percentile score of 90 for Skinfold Fat in 10-years-old represents exceptional leanness. The trend changes as the age advances. In this context it is worth mentioning the validity of the efforts of the

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FIGURE 15

Comparison of Mean Performance of Villupuram Educational District Boys with AAHPERD Youth Fitness and Health Related Physical Fitness Test Item Norms
Government of Tamil Nadu to provide nutritious free noon meal to the school going population.

The most disturbing result relates to the physical fitness component of Maximal Functional Capacity and Endurance of the Cardiorespiratory System. While in 10-years-old the percentile score is around 80 the performance takes a nosedive and reaches 20th percentile in 14-years-old.

The decline in the levels of achievement, as the age advances, leads to the conclusion that exposure is not enough and more participation opportunity is needed. Further it indicates the weak implementation of the programme. Efforts to develop the physical fitness components of strength and speed should be made.

Participation opportunity should be increased as the age advances. Efforts should be made to maintain the high level of Cardio-respiratory function seen in earlier years.

Process Evaluation

Discussion on findings on the process evaluation research questions is organised first around the Profile of the CPEP, then around type of management, and then around revenue districts.
Profile of the CPEP

New curricular innovations such as CPEP are not born fully developed, nor are they ever perfected. The Profile chart (Figure 2) shows that some aspects of the programme are above average while some aspects are below average. But in general when the mean ratings of all the programme aspects were considered the programme reaches just above average (4.2). The rating was obtained from the responses of Headmasters who have vital role in the implementation of various educational programmes in the school. This leads to the conclusion that there is scope for improvement in the programme in total. An examination of individual aspects which follows shows the strong and weak points of the programme.

Aim and Objectives

The aim or objectives dictate everything to be done. They give direction to the efforts of the administration and the personnel and they provide the basis for evaluating the success of the programme. A mean rating of 3.9 was obtained for this aspect which falls short of the average position. This is one of the surprising revelations of this study. It means that the programme needs well defined and clear statements of objectives. But for the
statement of objectives in general way there is no clear
statement of specific behavioural objectives. As a result
it is not uncommon to observe difference of opinion among
the physical education personnel on the objectives of the
CPEP. For some it is physical fitness and for others it is
motor skill development. Some feel it is recreation for
others it is education. Some say it is character
development and others say it is personality development.
Even in physical fitness there is confusion whether to
stress motor aspect or health aspect. If every thing is
assumed as objective of the CPEP it ends up in achieving
nothing. Clear statements of objective in general way and
in specific behavioural terms should be prepared and it
should be effectively communicated to all concerned -
administration, physical education personnel, students, and
community. In this regard a short duration orientation
course to the physical education personnel on the specific
behavioural objectives of the CPEP would do a world of good
to improve the quality of the programme.

Budget

Most of the educational programmes never have
sufficient funds to provide all the desired services to
students. Consequently, available resources must be wisely
employed. A mean rating of 5.1 was obtained for this aspect
which is well above average position. In fact of the ten aspects considered Budget has received the highest rating. It means that the programme has strong budget support. In these days of resource crunch and high inflation rate this is a rather surprising situation. The Government of Tamil Nadu is committed to free education to all and no tuition fee is collected from students. However a nominal Special Fee for Library, Games, Amenity, Medical Checkup, Scouts, Audio Visual Aids is collected once in a year. This Games Fee forms the core of the physical education budget. While other fees were not revised for long time, the Games Fee had two favourable revisions and another one is expected shortly. As a consequence physical education programme has better funds when compared with other programmes in the school and this explains the satisfactory situation. Moreover the policies governing expenses of the funds are clearly stated in written form and there is clear itemized written budget in all the schools. Considering inflation the periodical revision of the Games Fee should be maintained.

Equipment and Facilities

Physical education activities, involving as they do vigorous activity, require considerable facilities. In addition certain activities such as Gymnastics or even
Tumbling require equipments which are extremely costly. A mean rating of 4.2 was obtained for this aspect which is just above average position. It means that in general the programme has moderate equipments and facilities. But there is scope for improvement. The importance of this aspect cannot be overemphasised. Again it is not uncommon to observe physical education personnel lamenting about the inadequate facilities in their schools. The Government while granting recognition to schools insists on certain minimum equipments and facilities for physical education too. Usually the local community takes some efforts in this direction at the time of recognition. But once when the recognition is obtained the school administration and the community loses interest and the available facilities deteriorates. The ongoing "Operation Black Board" of the New Education Policy is expected to strengthen this aspect in schools. In these days of resource crunch the Government alone may not be in a position to improve the facilities in schools in a mass scale. This is one area where the support of the local community should be enlisted.

Public Relations

Public relations in physical education seeks to create good will for the programme and the personnel. For too few physical educationists have concerned themselves with
interpreting physical education to the public. When public understand what physical education can contribute to students in terms of health, vitality, citizenship, sportsmanship, and happiness, adequate support will be forthcoming. A mean rating of 3.6 was obtained for this aspect which is below the average position. This means the programme lacks effective public relations. The programme operates in isolation of the school. Even within the school the programme is limited to physical education personnel and other subject teachers are not kept informed of what is happening in physical education. But physical education is one subject towards which the attention of organizations such as Parent Teacher Association and Old Students Association can be easily attracted. The Government Order on CPEP suggests Sports Advisory Committee for all schools which should consists of members of the local public who are sports minded. Obviously this suggestion needs re-emphasis. Both the school and the community can mutually benefit by better public relations.

Organization and Administration

The quality of any programme depends more upon the organization and administration than any other factor. It is true that what can be accomplished is dependent on the facilities, equipment, personnel, and time allotment
available; but in any given situation, a good organization and administration produces a substantially better programme than a poor one. A mean rating of 3.4 was obtained for this aspect which is markedly below the average position. It means that the organisation and administration of the programme is weak. The CPEP is subject to the same administrative control as other educational programmes of the school. Some meetings are scheduled once in a while to discuss about the programme. All students are required to take physical education but it is not required in SSLC examination which makes it unimportant in the minds of students and public. There is no clear job description for physical education staff. Teacher-pupil ratio is the most weakest point. Most of the classes are over crowded. There are no set procedures in case of accidents or disciplinary problems. In-service training opportunities are rare. There is so much variation in the students needs, interests, and former experience that it becomes very difficult to organise them into homogenous groups. The matter of time allotment is of great importance because no programme of activities can operate successfully unless a proper amount of time is allotted to it. Under the present circumstances the meager time allotment to physical education is best utilised by devoting it predominantly to instructional purposes, with the hope that there will be sufficient carry
over in out-of-school hours activity. Physical education experts believe that approximately an hour a day would be desirable allotment of time.

Personnel

Any programme must rely upon the personnel to put it into efficient operation. A mean rating of 4.9 was obtained for this aspect which is well above the average position. It means that the programme is supported by good personnel. It is worth remembering that this rating was given by Headmasters who are the immediate supervisors of physical education personnel in schools. All the physical education staff have valid teaching certificate. Most of the higher secondary schools and some of the high schools have Physical Directors with graduate and post-graduate qualifications in physical education. The government has fixed guidelines on the number of physical education personnel for each school based on their student strength. Of late there is decline in sanctioning of posts and this leads to imbalances in pupil-teacher ratio. In most of the high schools single teacher manages the programme which creates imbalances in workload. Maximum utilization of the available facilities and equipments by the physical education personnel must be stressed.
Evaluation

Evaluation indicates direction, and shows degrees of accomplishment or non-accomplishment of original purposes of the programme. A mean rating of 3.1 was obtained for this aspect which is well below the average position. In fact of the ten aspects considered this has received the lowest rating. This means that the evaluation aspect is weak. A rather surprising revelation. Actually the most prominent future of the CPEP is its scheme of evaluation of student achievement. The Government Order and subsequent Proceedings of the Director of School Education lays down in detail the evaluation scheme to be followed. Two tests, one at the end of the first term and the other at the beginning of the third should be conducted and the better of the two performances should be credited to the student. The tests are conducted both in theory and in practice. The marks for theory was 20% and that for practical 80%. Practicals consists of physical Fitness Tests, Yoga Asanas, Fundamental Skills of Games and so on. However some modification was done in this scheme recently after consistent complaints from physical education personnel that the evaluation scheme took too much of their instructional time. Non availability of State Norms is a great disadvantage. National / State norms will act as a powerful lever in the effort to correct deficiencies of the programme. Another complaint relates to
non consideration of students performance in physical education for the purpose of promotion in SSLC. Again it is not uncommon to observe the physical education teachers questioning the need and utility of this evaluation scheme. This shows the lack of understanding of the importance of this phase of CPEP by physical education personnel. A reorientation scheme to educate the physical education personnel on Evaluation is immediately needed.

Curriculum

Any curriculum should keep pace with the best thought in the field. A mean rating of 4.1 was obtained for this aspect which is just above average position. This means that there is scope for improvement in this aspect too. Again this is rather surprising considering the background of the CPEP. CPEP has written syllabus prepared by experts committee. It is well balanced and there is some flexibility to accommodate local variation. Due weightage for Indigenous activities can be found. In fact the curriculum of CPEP is considered as a model to be followed by other States. It went under minor revision in accordance with the New Education Policy. Low rating for this aspect may be due to the fact that Headmasters who gave the ratings are not so familiar with the actual physical education syllabus. Many Headmasters, other subject
teachers, the parents and even the students are not aware of the existence of the syllabus. CPEP has a multi activity programme. For better results will be secured from a physical education programme that provides a few activities to be learned well than from one that offers many activities that are learned only partially.

Intramural Sports

The intramural sports is concerned with the provision of recreational activities, and games competitions for all students within a school. This is important because it gives all students an opportunity to develop the skills they have been taught in the instructional programme. A mean rating of 4.6 was obtained for this aspect which is well above average position. It means that the schools have good intramural programme which is part of the total physical education programme. Students are divided into various Houses and Grades. Inter house competitions are held once in a year. Annual School Sports is a regular feature. But most of these activities are held on working hours at the cost of other programmes rather than on holidays and after school hours. There is separate provision for intramural sports in the total budget. Intramural committee composed of other teachers and students are not uncommon. Competitive value rather than educational value of sports
dominates. Participation opportunity is limited to interested students and a sizeable section of students remain uninvolved. Every student in the school should be encouraged to actively involve at least in some phase of the intramural games.

Inter-school Sports

The inter-school sports is that phase which is concerned with the provision of competition for the most highly proficient students in the various sports with teams from other schools. A mean rating of 4.6 was obtained for this aspect which is well above average position. It means that CPEP includes a good Inter-school Sports. Elaborate and progressive system of competitions are available: Zone, District, Division, Inter Division, and State. After this National competitions are also available. Inter-school competitions are limited to few skilled students and coaching for this competition is one of the major responsibility of physical education personnel. In some cases this coaching is considered as the entire purpose of the programme. There is separate provision in the budget for this aspect. The government subsidises a major chunk of the finance involved in organization and conduct of inter-school competitions. Emphasis on bad values and bad
practices in age classification and students status are some problems that mar these competitions.

**t versus Government Aided Schools**

There is a popular opinion that the standard of education is better in Aided schools than in Government schools. Both the type of schools are subject to same administrative control. But in Aided schools the management is free to choose its own personnel and their salary is paid by the government. The concerned management is responsible for providing the necessary infrastructure and facilities. Hence there is a possibility that the quality of CPEP may differ between both types of schools.

The mean ratings obtained for Aided schools were better than Government schools in all the aspects. However the differences were found to be significant only in the case of Aim and Objectives, Budget, and Equipment and Facilities. This leads to the conclusion that aided schools have better defined aim and objectives, better budget and more equipment and facilities than the Government schools. This series of univariate significance test presents the picture of individual aspects.

To know if both the types differ in toto the multivariate significance test was applied. This technique
yielded a significant difference between Government and Aided schools. It is concluded that the quality of CPEP in both the types of schools do differ and Aided schools have better quality. Efforts to raise the overall quality of the programme in Government schools should be made.

Revenue District

Revenue District is the most important unit in the Educational Administration in the State. In each district there is a Chief Educational Officer, who is responsible for the administration of various educational programmes in that district. Some districts such as Kanniyanur and Tirunelveli have been classified as educationally advanced while some like South Arcot and North Arcot have been classified as educationally backward. Hence there is a possibility that the quality of the CPEP may vary among various revenue districts.

The differences in mean ratings among the 19 revenue districts in all the programme aspects considered separately were not significant. This means that the quality of various aspects of CPEP do not differ among revenue districts. This series of univariate significance test present the picture of individual aspects.
To know if various aspects differ in toto among various revenue districts the multivariate significance test was applied. This technique showed insignificant variation. This leads to the conclusion that the quality of the CPEP in toto do not vary among various revenue districts. The nature of educational administration in the State which is highly centralised offers little chance for variation among the districts.

**Curriculum Model Identification**

In post-Independence India physical education curriculum documents have expressed commitment to education of the fully-integrated person through physical activity (education-through-the-physical and education-of-the-physical). However in practice, the physical education curricula have been structured with a subject matter orientation.

As this analysis indicates the CPEP fits into more than one physical education curriculum model. It has goals consistent with developmental education with increased emphasis on fitness and competitive sports skills. The programme has multi activities such as games, sports, exercises, rhythmics and indigenous activities to accomplish broad developmental goals but there is no provision for individual differences in instruction. No attention has
been given to designing educational experiences that will directly affect specific developmental goals. There appears to be an assumption that development will automatically occur as a result of participation in physical activities games and sports.

The foregone conclusions are based on published materials of the CPEP, that is what is on paper. On the other hand an observation of the actual practice in schools may provide entirely different picture namely preoccupation with competitive athletics and the mastery of sports skills which exemplify the characteristics of Play Education model.

The National Sports Policy¹ (1984) declares,

The importance of participation in sports and physical education activities for good health, a high degree of physical fitness, increase in individual productivity and also its value as a means of beneficial recreation promoting social harmony and recreational activities is, therefore hereby recognised. The necessity of raising the national standards in games and sports so that our sportsmen and women acquit themselves creditably in international sports competitions is equally recognised.

The National Policy on Education - 1986⁵ declares,

Sports and physical education are an integral part of the learning process, and will be included in the evaluation


of performance. A nation-wide infrastructure for physical education, sports and games will be built into the educational edifice. The infrastructure will consist of playfields, equipment, coaches and teachers of physical education as part of the School Improvement Programme.

A reading of the above two recent policies clearly establish the new trend and stress in physical education at National level. It shows that educational values of physical education are still stated, probably to justify its presence in the educational system. In reality competitive sports has completely eclipsed physical education and the whole system now has been geared to bring in sports consciousness among the masses, and to promote excellence in performance which it is hoped will lead to better performance by Indian sportsmen at international sports competitions.

If it is what the nation expects from physical education then there is definitely a need to revamp the physical education curricula in schools. Multi activity programmes such as CPTP do not provide sufficient instruction to develop real proficiency in sport. Probably the future curriculum at secondary level should limit itself to Play Education Model rather than having broadly defined developmental objectives, conceptual framework, and programme design.