CHAPTER I
INTRODUCTION

When the scaffolding of a building was removed from a completed Roman arch, the Roman engineer stood beneath it. If the arch came crashing down, he was the first to know. His concern for the quality of the arch was intensely personal, and it is not strange at all that so many Roman arches have survived. Perhaps if teachers had to stand behind the educational diet set forth for their pupils, many would not survive the tremble factor.

-Willgoose

Physical education has been accepted as an essential part of education, and no state or educational authority in the country questions the need for it. Nevertheless the academically loaded curriculum in reality pays little attention to an effective programme of physical education. The National Policy on Education-1986 declares, "Sports and physical education are an integral part of the learning process, and will be included in the evaluation of performance." Even before this policy, from the academic year 1975-76, the Government of Tamil Nadu had made physical education a compulsory subject for

---


instruction, examination and promotion in all high schools. Effectiveness of this programme which is still being implemented is the central concern of the present study.

Compulsory Physical Education Programme (CPEP)

Physical education was made a compulsory subject for examination and promotion in standards VI to XI in all high schools (VI to X in all high schools and higher secondary schools since the introduction of the 10 + 2 pattern) by the Government of Tamil Nadu through G.O. Ms. No. 793, Education, dated 19th May 1975.

The broad objectives of this revised and integrated scheme of physical education are:

"a) To make the youth physically strong and resilient by developing in them physical fitness, endurance, courage and character.

b) To develop among students a sense of appreciation for the democratic values of life and love for the fellow being."

The syllabus was suitably revised to make it workable with the facilities available in schools. The syllabus so framed consisted of eight major heads of activities.

---

Physical Education (Revised Syllabus & Fitness Evaluation Scheme) For Stds. VI to XI. Madras: Tamil Nadu Textbook Society on behalf of the Directorate of School Education, Government of Tamil Nadu, 1975, p. XIV.

Activities like swimming, cycling, canoeing, silambam, malkamb, skating, horse riding, mountaineering and individual defensive arts may also be taught as optional activities wherever facilities are available.

Two instructional classes are provided per week and they may be held during the first two periods in the forenoon session and the last two periods in the afternoon session. Participation classes should be arranged twice a week for each class when pupils participate in major games and practise track and field events. Intramural activities also are to be held during the week days after school hours and holidays. Inter-institutional competitions are to be provided.

Two tests, one at the end of the first term and the other at the beginning of the third, are conducted and the better of the two performances is credited to the student. The tests are conducted both in theory and in practice. The marks for theory is 30% and for practicals 70%.
The Headmasters are to take into consideration the marks obtained in physical education by pupils in standards VI to IX for the purpose of formulating the principles of promotion to the next higher class. There is no requirement as to the minimum marks in physical education for purpose of a pass in the Secondary School Leaving Certificate Examination (X Standard).

The programme requires a 'Physical Education and Internal Assessment Committee' comprising Headmaster-Chairman, Senior most Physical Education Teacher-Member Secretary, all the Physical Education Teachers-Members, and Teachers of other subjects-Three Members.

All the schools in the State (1931 high schools and 1058 Higher Secondary Schools as in 1985) are under the aegis of this programme. Nearly fifty lakhs of students are involved in the programme every year. These figures reveal the immensity of the scheme.

The decision of the Government of Tamil Nadu to make physical education a compulsory and, what is more, an examination subject for promotion purposes was a bold and imaginative venture. It was a bold step in the sense that nowhere in India had physical education been made a compulsory and examination subject till then. The planners
did not have the experience of others to draw from in chalking out this scheme.

The programme has been implemented for the past fifteen years. Any programme, though it may operate satisfactorily over a certain period of time, needs proper follow up work in revising, improving and developing further to maintain quality control at appropriate levels.

There is a widespread feeling among the physical education personnel involved in the implementation that the programme has gradually weakened. A formal and an informal search revealed that there exists no study on the working of this programme. In this context, there was an urgent need to have a disciplined inquiry into the programme.

Statement of the Problem

The purpose of the study was to evaluate critically the Compulsory Physical Education Programme in the Tamil Nadu school curriculum.

In particular, the study had the following objectives:

1) To assess and evaluate the effects of the programme on the 'products' in selected objectives from the three domains of learning (Product Evaluation).
2) To assess and evaluate selected aspects of the 'process' (Process Evaluation).

3) To identify the physical education 'curriculum model' underlying the existing programme (Curriculum Model Identification).

The specific research questions taken up were:

1) Does the mean performance of the programme group (Villupuram Educational District - which has CPEP) in the selected objectives (components of motor and health-related physical fitness, attitude towards physical education, and physical education and sports knowledge) considered separately as well as simultaneously differ from the comparison group (Pondicherry Region - which does not have CPEP)?

2) What is the State profile of the programme and do the selected aspects of the programme (aim and objectives, budget, equipment and facilities, public relations, organization and administration, personnel, evaluation, curriculum, intramural sports, and inter-school sports) considered separately as well as simultaneously differ (a) in government and aided management schools, and (b) among the revenue districts?
3) What generic category of curriculum model does the existing programme resemble most?

Delimitations

1) Government as well as aided high schools and higher secondary schools affiliated to the Secondary Board of Education, Tamil Nadu alone were covered. Other types such as Anglo-Indian schools and Matriculation schools were not covered.

2) Boys' programme alone has been taken into consideration.

3) With feasibility as the main consideration 'product evaluation' has been delimited to the Villupuram Educational District (VED) of South Arcot Revenue District in Tamil Nadu. The 'product evaluation' results are not generalisable to the State of Tamil Nadu.

4) The products selected were from the age groups 10, 12, and 14 years, while the general age of the students in high school standards ranged between 10 and 15 years. Further, the boys from both boys' schools and co-educational schools were covered.

5) The products were evaluated for the following objectives alone. In the psychomotor domain, the
following components of motor and health related physical fitness were selected: arm and shoulder strength, abdominal strength, agility, explosive power, speed, cardio-respiratory function, flexibility, and body composition. In the affective domain, attitude towards physical education was selected. In the cognitive domain, physical education and sports knowledge was selected.

6) 'Process evaluation' included high schools and higher secondary schools recognised by the Government of Tamil Nadu. Schools exclusively for girls were left out.

7) 'Process evaluation' was done on the following aspects of the programme: aim and objectives, budget, equipment and facilities, public relations, organization and administration, personnel, evaluation, curriculum, intramural sports, and inter-school sports.

8) Curriculum model identification was delimited to the seven generic category of physical education curriculum models discussed by Jewett and Bain. Further, the identification was limited to published materials of CPEP, rather than observation of the actual practice in schools.

Limitations

1) Owing to the non-availability of National/State norms or standards for the selected test items chosen for the evaluation of the products, a comparative model was adopted. It compares the products of Villupuram Educational District (VED) with Pondicherry Region (PR). Though the schools in Pondicherry Region do not have compulsory physical education programme (as subject for examination), they do have physical education programme which introduces some element of extraneous variance that could not be controlled. Other factors that influence performance such as life style, socio-economic status, motivational level and so on were all assumed to be equal. The nature of both the territories and the educational system strengthens this assumption.

2) The degree of implementation of the Compulsory Physical Education Programme could not be ascertained because of the absence of strict accountability. Subjective measurement based on the ratings by the Headmasters of high schools and higher secondary schools alone formed the basis for 'process evaluation'. The responses were mostly dependent on their personal judgement and integrity. The researcher had no control over the
factors of understanding and experiences of the respondents in the field of physical education.

3. Unfamiliarity of Physical Education Curriculum Models on the part of the planners of CPEP was assumed.

Explanation of the Terms

Most of the concepts and terms involved in this study such as 'curriculum', 'product', 'process', 'programme evaluation', and 'physical education curriculum models' have been adequately defined or explained in the course of the review of related literature. Few more concepts and terms have been effectively explained while describing the methods. Only a brief general profiles of the States of Tamil Nadu and Pondicherry are presented hereunder.

Tamil Nadu

Tamil Nadu is one of the 25 States in the Union of India. It is situated on the south-eastern side of the Indian peninsula (North Latitude, between 8° 5' and 13° 35', East Longitude: between 76° 15' and 80° 20'). It is bounded in the east by the Bay of Bengal, in the west by the Arabian Sea and the States of Kerala and Karnataka, in the north by Karnataka and Andhra Pradesh. It is the eleventh largest state in India and occupies 4% of the country's total area. The State is divided into 22 revenue districts
and it has 51 educational districts. Agriculture is the mainstay of its economy. Area: 130,058 sq. km. (95.5% rural and 4.5% urban). Capital: Madras. Population: 48,408,077 (67% rural and 33% urban). Language: Tamil. Literacy: 46.76%.

Pondicherry

The Union Territory of Pondicherry comprises four enclaves in three South Indian States. The Pondicherry Region is scattered in the South Arcot District of Tamil Nadu along the east coast (Figure 1). This former French colony merged with the rest of independent India in 1954. Area: 179.2 sq. km. Capital: Pondicherry. Population: 6,04,471 (48% rural and 52% urban). Languages: Tamil, Malayalam, Telugu, French and English. Agriculture contributes to 50% of the State income and the state has made considerable industrial progress.

Significance of the Study

Evaluation is the key component of any programme. Without it, there can hardly be any basis for making decisions about the continuation or modification of the programme.
South Arcot District (Programme Area)

Pondicherry Region (Comparison Area)

FIGURE 1

Scattered Nature of Pondicherry Region (Comparison Group) in the South Arcot District (Programme Group)
The National Policy on Education (1986) states that "The country has placed boundless trust in the educational system. The people have a right to expect concrete results. .... The strategy in this behalf will consist of ... greater accountability." Agreeing with the above view makes good sense. The key words to be noted are 'concrete results' and 'accountability'.

In a developing country like India which is under severe economic strain and with its competing educational values, a rational and meaningful expenditure of scarce financial resources is imperative. In fact, physical education and sports receive a reasonable share of the available meagre resources, when compared with many other areas of education. The physical education profession has a moral responsibility to prove its worth to the country. Hence the primary contribution of this study in this respect is to stimulate a critical self-examination or soul-searching by the physical education profession.

The study has the following specific significant contributions:

1) The assessment and evaluation of the products will determine the extent to which the objectives of the programme are being accomplished. This in turn would provide evidence demonstrating the worth and
contributions of the programme. The data obtained can serve as the base line for subsequent evaluations.

2) The assessment and evaluation of the process would lead to the development of State and other subclassification profiles of programme. With a profile, obvious strengths and weaknesses can be identified, and any point on the profile can be compared with subsequent evaluations. The profile analysis gives a quick graphic picture of the total status and, in addition, each aspect can be examined.

3) Identification of curriculum model would throw light on the appropriateness of the programme for achieving the stated aim and objectives. Further, the value orientation of the programme would be made explicit.