CHAPTER - I

INTRODUCTION
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1.1 Introduction
1.2 Historical Development of Physical Education
1.3 Physical Education During British Period
1.4 Administration in Universities after Independence
1.5 Kothari Commission Report
1.6 Administrative Function
1.7 Physical Education in Universities
1.8 Need of the Problem
1.9 Statement of the Problem
1.10 Significance of the Study
1.11 Purpose of the Study
1.12 Hypothesis
1.13 Limitations
1.14 In Limitations
1.15 Definitions
1.1 Introduction

Efficient administration is most important in achieving the goals of the organisation. Administration actually is a very old term and in practice since mankind organisers in groups and living in a group. It came into existence "when a big log of wood was to be pushed by one small group of people; when they tried to push they could not push it because the force they were applying was not simultaneously, therefore one man of the group came out and he said, "I will give a signal for applying the force together at one time to push the log", and they found that they can push the log", and this combined effort was nothing but "Administration of combined effort of a group". This idea was very old and mankind has been following administration.

Administration includes number of activities to be performed by administrator. Organisations are created when a group of people come together to accomplish certain objectives that as individuals they could not do for themselves or could not do as well. It is immediately apparent that such organisations as schools, colleges, universities, hospitals, factories, governmental depart-
ments can render a quality of service that could never be offered by individuals working independently.

Organisations do not automatically function smoothly and efficiently; their success depends largely upon a specialized type of leadership which is known as administration.¹

In Physical Education the administrator is expected to accomplish the purpose of the organization with the human and material resources available; whether one is a chairperson of high school department or director of department of physical education in university or college of physical education, one's responsibility is to lead, guide, direct and control those individuals who are the members of the unit to achieve the objectives for which the organisations are created.²

The term 'Administration' meant only "Public Administration" in the old days. It is thought synonymous with management regulation,


²Ibid., pp 4.
execution of dispensation. In fact administration is much broader term and it covers all the functions of above mentioned terms. Administration in physical education involves the integration of activities which are concerned specially with provide educational experience for students. This includes the smooth handling of curriculum staff, equipment and facilities, budget, purchase of material, etc.

There are many persons involved in administration of some organisation. Administration is a performance of the administrative process by an individual or a group in the context of an enterprise functioning in its environment.

Administrative process is a cycle of actions which includes the following specific activities:
(a) Decision-making (b) programming (c) communicating (d) controlling; (e) reappraising. Administrative process functions in the areas of (a) policy (b) resources and execution carried on in the context of a larger action system, the dimensions of which are:

(a) the administrative process;
(b) the individual performing administrative process;
In administration, administrator "has to create Tomorrow". Thus administrator is largely concerned with guiding human behaviour towards some goal. Whatever the nature of organisation, it is through human behaviour that necessary tasks are accomplished.

In various universities in India the departments of physical education are functioning in two ways. One is organisation of tournaments and second is conducting courses of physical education for professional preparation of personnel for physical education.

The quality of physical education programme carried over in various universities largely depends upon the administration than any other factors. 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 administrator produces a substantially better

\[\text{Ibid., pg 3.}\]
programme than a poor one. An excellent administrator is much more successful in bringing out improvements in facilities, equipment, time allowance and personnel than a poor, mediocre one.

Number of researches have been conducted on various phases of administration in United States of America. These administrative researches in physical education and athletics have been concerned primarily with the programme of physical education in schools, colleges and universities, but same types of research in Indian conditions on physical education, still are very few.

The researches in the field of physical education had not tackled the problems related to administration of physical education in schools, colleges and universities; lot of studies had been conducted regarding the administrative problems in the field of education. Indian universities are having department of physical education as students' welfare activity for development of personality of the students studying in those universities. The administrators of these departments are facing lot of difficulties because of the programme, staff and
other inadequate facilities. Before handling the administrative problems of department of physical education of Indian universities, we must see the history of Indian universities and department of physical education in these universities.

1.2 Historical Development of Physical Education in India

The Muslim rulers of India in medieval period encouraged the establishment of "Madaris" (schools for traditional instruction), and set them up at places like Lahore, Delhi, Rampur, Jaunpur, Lucknow, Ajmer and Allahabad.¹

The organisational structure of these institutions is believed to have been simple and informal, with the head of the institutions being the most venerable and learned masters.

1.3 Physical Education During British Period

Then came British Raj, which slowly, replaced the Muslim rulers. Because of their bitter experience in America, the Britishers were initially

reluctant to provide educational facilities to the natives of India. In 1781 they established Calcutta Madarsa. In 1772, the question of providing higher education to the people of British India was debated in British Parliament. The House of Commons observed that "They had just lost America from their folly in having allowed the establishment of schools and colleges and it would not do for them to repeat the same act of folly in regard to India", though during the same year the Banaras Sanskrit College was established.

It was further argued that the Britishers felt the need for education of the "natives" to provide qualified subordinates to assist them in the governance of the country. To achieve this goal, the British Government, towards the end of the eighteenth century, began to take some interest in educating the "natives". Acting on this, Raja Ram Mohan Roy, the visionary scholar, formed an association of like-minded people to found the Hindu College in Calcutta in 1817. In 1818 the Bishop of Calcutta opened another institution.5

5 Ibid., p. 13.
The man who was primarily instrumental in the laying of the first milestone of higher education was the newly added Legal Member of the Governor General's Council, Lord Macaulay who wanted to raise a class of persons qualified for high employment in the civil administration of India who would be interpreters between the Ruler and the Ruled, who will be Indians in blood and colour, but English in taste, in opinion, in morale and in intellect. To achieve this goal, Elphinstone College in Bombay and Ferguson College in Poona were set up during the third decade of the nineteenth century.

In 1836 colleges were established at Hooghly, Dacca, Patna; and Calcutta Hind College was transferred to Government. Later it became the Presidency College. In 1840, two more colleges were established – the Wilson College, Bombay and Madras Christian College. In 1841, Robert Noble founded a college at Maduripattanam. In 1844, Stephen Hislop opened a college at Nagpur and St. John's College at Agra was established in 1853. Between the years 1845 to 1852, the medical colleges were established in Bombay, Calcutta and Madras. Engineering education also began at this time. In 1848, Earl of Dalhousie suggested the establishment of
an engineering college in each of the three presidencies, Calcutta, Madras and Bombay and Thomson Engineering College at Roorkee, which in 1949 developed into the Roorkee University.  

In 1853, the British Parliament, for the first time, instituted an enquiry into the state of Indian education. This resulted in a famous Wood's Despatch of July 19, 1854, proposing the establishment of universities in Calcutta, Bombay and if necessary, in Madras or any other part of India where a sufficient number of institutions existed from which properly qualified candidates for degree could be supplied. The proposal was accepted to set up "affiliating universities" on the model of London University. Calcutta University was established in 1854 followed by the university at Bombay and Madras.

The organisation and management of these universities consisted of "university authorities" which included a chancellor, a vice-chancellor, a senate, and a syndicate. The senate was empowered

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6 Ibid., p. 24.
7 Ibid.
to manage the affairs and property of university, to appoint and remove all examiners, officers and servants of the university and to frame bylaws and regulations. All bylaws and regulations framed by the senate had to receive the approval of Governor in council.

The principal administrative officer of the university was the Registrar who was the head of the university staff. He conducted university correspondence and was custodian of the records, the library, the common seal, and such other property of the university as syndicate would commit to his charge. All meetings of senate, syndicate and faculties were to be convened through the registrar, who was to keep the record of the proceedings of such meetings. He was appointed by Syndicate or Executive Council subject to confirmation by the Senate.

The primary function of the university at the outset were holding the examinations and conferring of degrees on the successful candidates. Each university began with a small grant partly to cover the salaries of the registrar and his staff and partly to organise examinations. Calcutta University, for example, was established in 1857 with an initial grant of Rs.12,000/-.9

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8 Itid. p. 12.
The authorities of the university then were to be as follows:

(1) The Visitor (The Governor General)
(2) The Chancellor (Generally a Provincial Governor)
(3) The Vice-Chancellor (A full-time officer)
(4) The Senate (Court)
(5) The Executive Council (Syndicate)
(6) The Academic Council
(7) The Faculties
(8) The Board of Studies
(9) The Finance Committee
(10) The Selection Committees.\(^\text{10}\)

These authorities of universities were authorities as suggested in the Wood's Despatch when the universities were established in the year 1854.

1.4 Administration in Universities

After Independence

The authorities of universities gradually changed and according to Act, these authorities and other bodies were created for universities. As there is no Governor General in India after independence, the

\(^{10}\text{Ibid., p.22.}\)
authorities also changed and they are according to the University Act of the concerned states.

In the year 1961, a committee was appointed on the "Model Act for Universities", headed by Shri D.S. Kothari, Chairman of University Grants Commission, to consider broadly the organizational structure of the universities and to prepare outline of "Model Act" suited to their role and functions, in the present context of the fast developing Indian society.

Another event of great importance and significance for the future of university education was the appointment on 16th July, 1964, of an Education Commission, headed by D.S. Kothari (known as Kothari Commission), to survey and examine the entire field of education in order to realise within the shortest possible time, a well balanced integrated and adequate system on national education capable of making a powerful contribution to national life. ..."11

Unlike the previous commission the Kothari Commission was asked to make a comprehensive survey of the entire educational system since its various

11 Ibid., pp. 22, 23.
parts strongly interact on and influence one another. The commission submitted a report (known as Kothari Report) on June 19, 1966. Among its many invaluable recommendations the commission emphasised the fact that without a suitable administrative structure no university could achieve its objectives. The report endorsed many of the proposals of the committee on the "Model Act" for universities.

Before discussing the administrative structure of universities the Kothari Commission discussed "University Autonomy" and "Academic Freedom". It is true that university autonomy proper lies in (a) the selection of students; (b) the appointment and promotion of teachers; (c) the determination of courses of study, methods of teaching, areas of study and problems of research. It is further said that the university autonomy functions between universities, (a) within the university, (b) interaction between the universities, (c) autonomy in relation to the university and the Association of Indian Universities and University Grants Commission, and (d) university autonomy in relation to the university and the central and state governments and other external agencies. 12

12 Ibid., p.23, 24.
The two joint Indo-American teams on the development of agricultural research and education in India (1954 and 1959) supported the recommendations of university education commission. They recommended the setting up of "agricultural universities" and the first agricultural university was established in 1960 at Pantnagar, U.P.\textsuperscript{13}

The setting up of universities throughout India and recommending a "Model Act", for uniform functioning of the universities all over the country was a great achievement of the Kothari Commission. The universities are functioning according to "Model Act" and achieving the objectives.

The Model Act for university provides the following organisational structure.

(1) University Authorities:
   (a) Board of Management
   (b) Academic Council
   (c) Board of Studies

(2) University Officers:
   (a) Chancellor
   (b) Vice-Chancellor

\textsuperscript{13} Ibid., p. 24.
1.5 Kothari Commission Report

Kothari Commission advocated the structure of university organisation and also emphasised on the implementation of physical education throughout the education system in India. In Kothari Commission report on the education the following paragraphs are written in the report.

"Physical education contributes not only to physical fitness, but also the physical efficiency, mental alertness, and the development of certain qualities like perseverance, team-spirit, leadership, obedience to rules, moderation in victory, and balance in defeat. A satisfactory programme of physical education can be developed only on the basis of the following principles."

"ibid., p.26."
(1) Physical education programme should be planned for desirable outcomes keeping in mind the interests and capacity of the participants.

(2) The traditional forms of play and physical activities that have developed in a country should receive due emphasis in the programme.

(3) The activities promoted should develop in each child a sense of personal worth and pride.

(4) A sense of sharing responsibility in a spirit of democratic competition should grow from experience on playground and also in gymnasium.

(5) The programme offered should supplement other programmes of education and not duplicate them.

(6) The programme should be within our financial means.

(7) The programme should reach all rather than selected few.

(8) Special instructions and coaching should be provided for students with talent and special aptitude.15

Main considerations of Kothari Commission report (1964-66) are:

(1) Introduction of work experience which includes manual work, production experience, etc. and social service as integral part of general education, more or less at all levels of education.

(2) Stress on moral education and inculcation of sense of social responsibility.

(3) Vocationalization of secondary education.

(4) Strengthening the centres of advance study and setting up of a small number of universities which would aim at achieving highest international standard.

(5) Special emphasis on the training and quality of teachers for schools.

(6) High priority to education for agriculture and research in agriculture and allied sciences.\(^{16}\)

In this main consideration the emphasis then was given on the strengthening the centres for advance study and setting up of small universities, which would achieve

\(^{16}\)Ibid., p. 137.
the highest international standard. Here Kothari Commission stressed on achieving the international standards in all the fields, may be it science, agriculture or physical education and sports. The Commission also advocated the establishment of teachers' training centres so that quality of teachers for schools can be raised. Universities are the best available academic and educational centres in India where youth of the country come for higher education. If the facilities for physical education and sports and training of teachers in physical education are provided, the objectives in the main consideration can be met out.

For achieving the goals and objectives of the organisation efficient administration is needed. For understanding the administration, one must get familiar with the term the "Functions of Administration".

1.6 Administrative Function

One way to define the function of administration is to state the objectives that administrative action is expected to attain. Thus, it is often said that the function of administration is to "carry out" or "execute" or "implement" policy
decisions, or to co-ordinate activity in order to accomplish some common purpose, or simply to achieve co-operation in the pursuit of a shared goal.

Another way is to describe what administrators do and to determine the consequences and the implications of their activities. This has the advantage of avoiding an unresolved argument about what they ought to do and what their purpose should be. It seeks to discover functions and not to prescribe it.17

Before the establishment of Kothari Commission, the colleges of physical education were working in the country and their functioning and course-content were different. Therefore a seminar of principals of physical education institutions was held at Madras in February, 1955. The main purpose of this seminar was to tackle the problems of physical education institutions regarding staff, curriculum, facilities, etc. which is nothing but administrative problem.

In the month of May, 1958, 'The All India Seminar' for state inspectors for physical education and university directors of physical education was organised from 16th to 30th May, 1958 at Mahabaleshwar.

under the directorship of Shri D.G. WakharKar, by
the Union Ministry of Education and was the second
of its kind; the first was of principals of physical
education institutions held in the month of February,
1958.

Such seminars were expected to bring
together the workers in physical education and share
their views and experiences at a stage and studying
their problems, and understand the modern ideas and
trends in physical education.

The major recommendations made by this seminar were:

(1) Physical education at school level,
(2) Physical education at university level,
(3) Supervision of health, physical education
    and recreation in school,
(4) Function of supervisory staff.

Out of these recommendations, here the
recommendations regarding physical education at
university level is most important for this study.
The major recommendations regarding university
physical education are as follows:
1.7 Physical Education in the Universities

(1) In order to plan and promote physical education, a department of health, physical education and recreation should be created in each university.

(2) The University Grants Commission be requested to make adequate grants to the universities for the establishment of the Department of Health, Physical Education and Recreation.

(3) Adequate provision for medical inspection and follow-up work of college students should be made by appointing a special medical officer at each university.

(4) The university should include compulsory and optional physical education activities. The N.C.C. should not be substituted for the physical education programme.

(5) People should be educated in the worthy use of leisure. This should be achieved only through publicity of the right kind i.e., press, films, film-strips, exhibitions, demonstrations, conferences, lectures, publication, etc.13

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1.8 Need of the Problem

While going through the literature available in the libraries of Degree College of Physical Education, Amravati, Amravati University and library of INCPE, Gwalior, researcher could not find any study related to the Administration of Department of Physical Education in the universities. None of the scholars seems to have handled the physical education departments of universities regarding staff, facilities, equipment, infrastructure, university curriculum of physical education, work-load of physical education personnel and so on.

Therefore a need was felt to study the Administration of department of physical education of universities. In India, some of the universities are doing Administration of tournaments, that is organisation of inter-collegiate tournaments, selection of university teams, coaching of the teams, conducting inter-university tournaments, preparing budget for the department, sending teams for inter-university tournaments and asking the affiliated colleges to conduct the physical efficiency classes and conduct the test of physical efficiency. In some
universities, teaching department of physical education are also functioning with their programmes restricted to instruction in physical education for professional preparation of physical education personnel. These two different functions are carried over by the universities. No scholar appears to have thought to undertake the study of these two different different departments and suggest some combined set-up of Administration for smooth working and achieving the objectives of physical education in the universities. Hence a need for working on this type of problem was felt by the present researcher. Therefore the problem is stated as below.

1.9 **Statement of the Problem**

The major recommendation in the seminar held at Mahabaleshwar in the year 1958 regarding physical education at university level suggested number of functions of the department of physical education of the university; at the same time Kothari Commission also stressed on establishing the teaching post-graduate professional people at university. Therefore to achieve the goals of the department of physical education efficient administration is needed.
Hence researcher tried to go through the similar type of studies or old studies conducted in the field of administration of physical education department of the universities, but could not find such type of studies conducted by scholars in this field. He found some studies conducted in the field of Administration of Education, and also in the field of administrative set-ups of the colleges of physical education, but was unable to find any study conducted in the field of Administration of university physical education departments. So it was decided by the researcher to undertake the present study.

Researcher is working as director of physical education of Amravati University, and is also looking after the post-graduate teaching department of physical education of Amravati University. In India, number of universities are having department of physical education and also post-graduate teaching department of physical education. After reviewing the available literature from various libraries it was found that no study on administrative pattern in the field of physical education was conducted in India. Hence researcher decided to selected the present study. Hence the problem is stated as:
"A Study of Administration of Department of Physical Education in Indian Universities".

This study is related with the problems faced by the heads of the departments of physical education, of organisation as well as of teaching. After investigation in this area recommendations have been made for a model administrative pattern of physical education in the field of organisation and in the field of teaching and conducting courses of physical education in Indian universities.

1.10 Significance of the Study

The present study is related to the administrative patterns of the department of physical education in Indian universities. There are 180 universities all over India, out of which some are academic universities, some are deemed universities, some are technical universities, some are agricultural universities, where the nature of students and their interest also differ. This study is limited to particular type of university, that is affiliating type. The administrative patterns of all affiliating type of universities were studied. The questionnaires were sent to all the universities and Administration
of departments of physical education was studied. Hence this study is significant as follows:

(i) Administrative pattern of different types of universities would be known.

(ii) It would be observed as to which type of universities are having most effective and efficient patterns of administration of department of physical education.

(iii) Which universities would have achieved the aims and objectives of the department of physical education?

(iv) Hierarchy of the department of physical education of different universities would be known.

(v) Qualifications of the staff working in the department would be known.

(vi) Facilities existing in different types of universities would be known.

(vii) Nature of duties of staff of the department of physical education of the universities would be known.

(viii) Thus critical and analytical study would suggest the most effective and efficient administrative pattern of department of physical education in universities.
(ix) This model administrative pattern of departments of physical education would be suggested to U.G.C. and Association of Indian Universities for its implementation.

(x) Qualification for appointment of staff in the department of physical education of universities would be suggested to U.G.C. and A.I.U.

(xi) The workload of the department of physical education of universities would be known and would be suggested to U.G.C. and A.I.U.

This study would be significant on the above mentioned points and in Indian conditions nobody worked on this type of problem.

In Indian universities the departments of physical education are working but their nature of work is limited to organizing various inter-collegiate tournaments, organisation of inter-university tournaments, conducting coaching camps, sending the teams to participate in inter-university tournaments, preparing budgets for their department, conducting meeting of the physical education board, purchasing equipment for various teams and tournaments.

There are some universities where there are
separate teaching departments of physical education. These universities are conducting courses in physical education to prepare professional personnel in the field of physical education. It is observed that the administrative department and teaching department are functioning separately.

It is also observed that number of studies had been done on the various administrative functions in the field of education and physical education, like administrative strategies, workload of administrators and many others. These studies are limited to administration in education. In the field of physical education a number of studies had been conducted on physical education colleges, like administration of intramural, administration and conduct of tournaments, organizational climate in physical education, leadership in physical education and others. Hence this study would be significant on the above mentioned points.

1.11 Purpose of the Study

The researcher himself is working as Director of Physical Education in Amravati University. This university was established in the year 1983, and
completed eight years. It is a very young university, still in its infancy. For looking after the sports and physical education of the students of colleges affiliated to this university, a department of physical education was also established in the year 1983, with the appointment of one director of physical education, one clerk and one peon, and still the same number of staff is working in the department which is purely doing all the functions which are mentioned in the duties of director. The director is doing all the duties since last eight years and facing number of problems and difficulties in carrying out his duties; therefore he takes help from various affiliated colleges and their staff members in conducting tournaments.

In the beginning, upto 1985-1986, the director had to face a number of problems, as the affiliated colleges because of their busy schedule, were not in position of helping the department in conducting various tournaments. Therefore with the consent of Honourable Vice-chancellor, Dr. K.G.Deshmukh, a post-graduate teaching department of physical education was established in the year 1985-1986 and with the help of the students of teaching department of physical education a number of problems were solved, and
administrative department with the help of teaching department is now able to conduct the tournaments and other programmes smoothly.

In the beginning the difficulties faced by the researcher in carrying out the duties motivated him to undertake this study. Researcher tried to find out if such type of study in the Indian conditions was conducted by anyone earlier, but he could not find any such type of study. Therefore he had undertaken this problem for study. It was thought that after observing the various patterns of department of physical education in Indian Universities, a 'model administrative structure' could be evolved for the department in Indian conditions.

Hence the main purposes of this study were:

(1) To know administrative structures of departments of physical education of Indian universities.

(2) Outdoor and indoor facilities for the department of physical education in Indian universities.

(3) Achievement of the department of physical education in universities.
(1) **Administrative Structure of**

**Department of Physical Education**

The administrative structure included the following:

(i) Office administration
(ii) The staff working in the department
(iii) Qualifications of the staff members in the department
(iv) Distributions of duties as per positions and workload
(v) Procedure of recruiting new staff members
(vi) Office management
(vii) Office building
(viii) Coaches of different games attached to universities and their workload
(ix) Work environment.

(2) **Outdoor and Indoor Facilities**

(i) Play fields available, their number and sizes
(ii) Gymnasium and its size
(iii) Swimming pool and its size
(iv) Other facilities available.

Indoor facilities included Gymnasium, Badminton Court, Judo Hall, Wrestling Hall and equipments in Gymnasium.
(3) **Achievement**

In this study achievement of the various universities have been studied. The achievement of the players of universities mostly depend upon the facilities of sports and games available for them and their administration in a proper way. Therefore the study would be significant for studying the achievements of the various universities in different games and at the same time to see the relation of this achievement with the management of physical education plant, its proper administration, the relation between achievement and the administration of plant would be seen.

The main purpose of this study was to throw light on the various patterns of administrative set-up in departments of physical education in Indian universities, to study the staffing patterns, facilities and to study the achievement of universities, and to study which university at present is having a best administrative pattern of department of physical education.
1.12 Hypothesis

Researchers had collected the scores about the departments of physical education of the various universities, and it was hypothesised that:

(i) A model administrative pattern for department of physical education for organisation and administration of tournaments and physical education activities in the universities would be evolved.

(ii) A model administrative pattern of teaching department of physical education in the universities for conduct of courses of physical education would be evolved.

(iii) A combined model of department of physical education and teaching department of physical education with the nature of duties of the physical education staff would be evolved.

The above three hypotheses are framed on the basis of the observation of the administration of physical education departments in the Indian universities.
1.13 Limitations

The study was limited on the following points, as researcher could not control these factors.

(i) The questionnaires were sent to 101 universities but there was no control on getting these questionnaires back, duly filled in from the directors.

(ii) The answers of questionnaire filled in by Directors were dependent on the perception of the directors with regard to the subject and their thought.

(iii) There was possibility of not getting all the information which were mentioned in the questionnaire.

(iv) The possibility of false or fabricated answers to the questions in the questionnaire could not be ruled out.

(v) To get the questionnaire back duly filled-in by the directors and heads of departments of physical education was a tough job, as it is observed that in India, university directors do not seem to be very particular in giving response, which was beyond the limits of researcher.
Although the researcher had sent 101 questionnaires to different universities with a self-addressed stamped envelope to get back the questionnaires but the response was very poor. Some universities responded after sending four reminders.

1.14 Delimitations

In India there are 190 universities out of which some are agricultural, some are academic, some are technical universities and some are institutions of technology, social sciences and languages. Therefore this study was restricted only to those universities where the department of physical education and teaching department of physical education are functioning. The questionnaires were sent to all the 101 universities, to get them duly filled-in. The questionnaire was delimited to the following aspects:

For Department of Physical Education (Organisation of Tournament):

(i) Administrative pattern.
(ii) Office management and office staff.
(iii) Facilities available in the department.
(iv) Achievement made by the students of the university.
For Teaching Department of Physical Education, the questionnaire was delimited to following aspects:

(i) Staffing pattern.
(ii) Office managing and non-teaching staff.
(iii) Facilities available in the department.
(iv) Achievement of teaching department.

Other delimitation of the study was that only the pattern of Administration of department of physical education was studied.

1.15 Definitions

Universities :-

Universities are the organisations engaged in the advancement of knowledge; they teach, train, and examine students in a variety of scholarly, scientific and professional fields. Intellectual pursuit in universities define the highest prevailing levels of competence in these fields. The universities confer degrees and provide opportunities both for members of their teaching staff and for some of their students to do original research. 19

Administration:

Administration is the management of executive affairs. In its broadest sense, as synonymous with management, Administration conveys the idea of group co-operation under executive direction seeking fulfillment of goals through planning and organisation. It is both an art and a developing science, and knowledge of it now is required in most occupation. Developing nations often suffer from lack of management skills than from a scarcity of raw materials.\(^{20}\)

Administration means providing the necessary constructive leadership to direct the programme, and the establishment of such policies and procedures that enable the programme to function effectively. In a much narrower and more technical sense, Administration means organized authority.\(^{21}\)

Administration of Physical Education
Administration Defined:

A review and an analysis of current definitions of administration reveal the following:


elements:

1. Establishment and achievement of goals
2. Instructing and supervising people.
3. Acquisition and utilization of resources.
4. Facilitating group solidarity and commitment.
5. Clarifying responsibilities and accountability.
7. Facilitating personal advancement of employee.
8. Encouraging efficiency of operation.

Administration then consists of the leadership and motivation of individuals, the procuring and management of resources, and the coordinating of diverse efforts, so effective progress can be made towards the achievement of purposes of the organisation.22

**Functions of Administration** :-

Management is the term often used in profit seeking organisations, whereas administration is the term usually used in education and other non-profit programmes.

In broad sense, the administrator is responsible for providing effective and consistent

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leadership for those activities needed to reach the organisation's goals. The functions the administrator performs to accomplish this can be grouped into the following categories: (1) planning (2) organizing (3) staffing (4) directing and (5) controlling.\textsuperscript{23}

**Physical education** :-

Physical education is the sum of man's physical activities, selected as to kind, and conducted as to outcomes. Since physical education is to be considered as a means of education through physical activities rather than an education of the physical.\textsuperscript{24}

Physical education is instruction about the physical structure and development of body, its physiology and mechanical functions, and its most effective use. This process begins when the young child learns basic movement patterns that provide stimulation to physical development. It continues in later childhood with the development of more complex movement patterns that lead to the acquisition of...
of athletic skills. The final phase of this process involves instruction in positive habits that will help to maintain an optimum level of activity that is conducive to good health and fitness throughout life.

To achieve this goal, it is necessary to maintain the level of physical activity appropriate to the individual. To find this level, it is important to understand one's physical self, to be informed about the relationship of physical activity to health, and then to apply this knowledge in creating a life-style that will provide an opportunity of life.\textsuperscript{25}

\textbf{Department :-}

Department is a branch of government or of any organized system.\textsuperscript{26}

\textbf{University Department :-}

"University Department" means, department maintained by the university, or a department in a

\textsuperscript{25}Library of Congress Cataloguing Data, 
Encyclopedia America GROUPE International Inc., 1984, p.44.

college or post-graduate or research institution recognised to be so by the university, and includes a centre of studies established by the university and designated to be so by the statutes.\textsuperscript{27}

After going through the above definitions, the aims and objective of physical education department are clear and the administration of these departments are also clear. Hence, researcher thought to study the patterns of department of physical education in the Indian universities.

For the guideline to work on the problem, researcher decided to review the other similar types of studies conducted by other researchers in the field of physical education as well as in education. These reviews are given in the chapter no. 2; as to have the clear understanding of the problem to be studied, it is essential to study reviews of the past researches in the same or similar field. For this researcher consulted the libraries of Degree College of Physical Education, Amravati, LMEPE Gwalior and Amravati University Library.

\textsuperscript{27}Maharashtra State Government Gazette, "Maharashtra Act No. XXXVII of 1983, First published after having received the assent of Governor, 9th Aug. 1983, p. 4(36).