CHAPTER V
SUMMARY, CONCLUSION AND RECOMMENDATIONS

SUMMARY

Modern India owes a great deal to the postulates of our ancient educationists for the development of rich traditions in the training of the intellect and the disciplining of the human spirit. It can be confidently asserted that the world famous Universities of Taksasila and Nalanda of ancient India owe their establishment to the tradition of learning fostered in the “parishads” of Brahmans well-versed in the Vedas and the Dharma Sutras. It should be pointed out that education in ancient India aimed at the attainment of an integrated view of life and offered a diversified curriculum comprising not only the scriptures but also such subjects as Agriculture and Accountancy, Astronomy and Astrology, Medicine and Surgery and Archery, as at Taksasils, which flourished till about the fifth century A.D. The Buddhist University of Nalanda, which ceased to function by about the twelfth century A.D., resembled the Hindu centres of learning in its set-up and emphasized on a close relationship of the teacher and pupil, with provision for individual instruction and public discussion of problems. Contemporaneous with Nalanda were the great centres of learning at Vallabhi in Kathiawar, Kanchi in the South, Vikramasila in Bihar and Nadia in Bengal, noted for its specialization in logic. With the advent of Muslim rule in North India and the Deccan, many “Madrasahs” were established with curricula comprising Grammar, Rhetoric, Logic and Law, Geometry and Astronomy, Natural Philosophy and Metaphysics and Theology, and with provision for specialization at Lahore, Kanpur, Allahabad, Lucknow, Jaunpur, Ajmer and Bidar. (Reddy 1996)

Compared with the venerable seats of European learning our Indian Universities are but things of mushroom growth. The three oldest of the Indian
Universities – those of Bombay, Madras and Calcutta all three having been founded in the year of Mutiny, The Allahabad University was founded in 1887. The creation of all these Universities may be seen as creation of the urgent need of the higher education was felt under the changed condition in the pacification of India, to the recognition in this country of the practical value of western knowledge as means of livelihood, and especially here in the Punjab, to a rekindled interest in Oriental studies, of which the torch had shouldered low amid the dust and smoke of many battlefields. In the reveal of letters, in the renaissance of Europe, there was an ardent enthusiasm for learning of its own sake. No university would be worthy of the name if it ignored the theoretical and scientific aspects of a subject learnt as a means of entering in a profession. It is the function of a university to preside over education not merely such as it will enable the students to earn their bread, but such as to elevate their minds and enlarge their mental horizon. (Tupper, 1900)

CONCLUSION

1. The Panjab University, Lahore was the first University that introduced Inter-College Sports Tournaments in British India. First Inter-College tournament were started in December 1896.

2. Pandit Hari Kishen Kaul Chief Inspector Education was the architect of the first Panjab University Sports Tournament.

3. In the beginning, the Inter-College Competitions of Panjab University, Lahore were supervised by the Ad-Hoc Organizing Committees formed from time to time by the University authorities.

4. During 1904-05, first time in the country Central Training College, Lahore started awarding Senior or junior Gymnastic teacher’s Certificate

5. Panjab University Sports Tournament Committee was formed in the year 1924.
6. In 1929, Under the Rules and Regulations PUSTC were constituted every year to conduct Sports Competitions in its jurisdiction with elected member and Ex-Officio members.

7. The Syndicate of Panjab University decided to engage a University Director of Physical Training in order to improve the physique of the students in Lahore in 1927.

8. Mr. Henry Lall was appointed first Director of Physical Culture on one year probation for a period of three years in the first instance with grade 400-25-600. A conveyance allowance of Rs 50/- per month was granted.

9. The system of University Extension Lectures, which were started by the experts of different areas. In 1929, Mr. Henry Lall and Mr. G.D.Sondhi delivered Physical Education Extension Lectures.

10. Department of Physical Training was started in the year 1926.

11. Department of Physical Training for Women was started in the year 1941, with the appointment of a Directress from America. Later, a Scottish lady Mrs. J.M.Wheeler was appointed as Directress.

12. Panjab University Cricket Club was formed in the year 1927.

13. Central Training College Lahore was the first college of Panjab University to appoint full time Drill and Gymnastic Instructor in the year 1904.

14. Standard Physical Efficiency Test was introduced by Panjab University in the year 1942 for the evaluation of health standard of the students.

15. Sufficient Financial Assistance to the Panjab University for Implementing Physical Training.

16. Physical Training was made compulsory subject by Panjab University in June 1932. The objective of Department of Physical Training was to promote the health and physical efficiency by means of “a play for all” programme.
17. The University made periodical inspections of the Colleges to verify the infrastructure required to match the student’s strength for training students in physical activities.

RECOMMENDATIONS

Although many efforts have been exercised in the History of Panjab University Sports, but still lots of work has to be done for which the following recommendations has made:-

- Similar study can be conducted in the history of other Universities.
- Similar study can be conducted in the history of other Indian Associations, Federations of different games.
- Similar study can be conducted on the comparative study of development of Sports before and after independence.
- Similar study can be conducted on the history of Colleges which has played great inning and produced eminent educationists.
- Lots of efforts should be made to preserve the history of the old Universities and Colleges.