Chapter I

Introduction

Universally speaking, studies of all areas of education are essential if we are to move forward. These forward steps are recorded and proved in the history of education. This proves that education, partially or as a whole is not static, but is ever changing. While change may be achieved by a variety of means, formal studies, effectively carried and, provide valuable information regarding development and growth in specific areas of education. Guess work and biased judgment related to changes and development are not sufficient Evidences, duly recorded, is the only framework in which valid judgments can be made.

Historical research in the field of Physical Education and Sports has been very limited. History plays an important role in moulding the future. Events of present make the history of tomorrow. Experience of today makes for understandings in the future.

Physical Education in Bombay Province had a fine tradition behind it. The Province was up to the beginning of this century a nursery where some of the finest system of Physical Education had their birth and growth. Changing political, economic and social conditions have had a profound influence on its growth as well as on its decline. Sometimes its very existence had been threatened but nevertheless it survived. In remote villages, where these changing influences were least felt, one can still see people participating in their traditional activities which were striking for their rhythm, vigour and daring. In urban areas and among the educated classes the emphasis was
limited to Western games. Indigenous activities were relegated to obscurity, or dubbed as fit only for villagers.

Even though individual Head Masters and teachers had from time to time, tried to popularize sports, games and scouting, no systematic attempt was made to promote Physical Education in school till after 1910.

A new life began to manifest itself in the Province with the acceptance of office by the Congress Ministry in 1937. Soon after assuming office in 1937, the then Prime Minister, and Education Minister Hon. Mr. D.G. Kher, who was also the Minister for Education, appointed a Committee to advise Government on the question of Physical Education in the province. This committee elected Swami Kuvalayananda as Chairman of the committee and after a thorough study of the problems submitted a report with progressive, practical recommendations. The development of Physical Education in the Province since then was guided by the recommendations of the committee. The Educational Department, schools and public sector became more aware of Physical Education and its importance than before. The declaration of war in 1939 affected education, social condition and the progress of Physical Education most adversely. However credit for keeping up the few things started in 1938 must go to Government and a few enthusiastic workers, who without flare or publicity carried on the work with faith, tenacity and sincerity. The Board of Physical Education was reorganized and the journey of developmental history of Physical Education in the Province of Bombay since 1938 began and after formation of Maharashtra State in 1960 it claimed higher level and reached to the tower when
Government of Maharashtra created the Directorate of Sports and Youth Services.

Thus it can be seen that Maharashtra had a very rich tradition in Physical Education and its curriculum, professional courses, yoga and various befitting schemes for developing infrastructure, facilities for sports and games, grant in aid system, scholarships to sportsmen and coaching facilities and honouring the sportsmen and sports workers by presenting award, for their excellent performance and the sports and games.

While studying the history of Physical Education and Sports in Maharashtra it was found that Prof. D.G. Wakharkar was as the Personal Assistant of Swami Kuvalayananda, the Chairman of Board of Physical Education in 1939. In this capacity he worked for 8 years and from time to time he was promoted to various posts till the creation of Directorate of Sports and Youth Services on 15th July 1970 and he happened to be the first Director of Sports and Youth Services of Maharashtra Government. Later appointed as the head of the Department in August 1972.

Thus, he had the benefit of being closely associated with the development of Physical Education and Sports in the State prior to Independence of India and also during the Post-Independence period and therefore he had undoubtedly a share in shaping many of the plans, ideas and schemes for the development of Physical Education and Sports.

With regard to Prof. D.G. Wakharkar’s immense efforts, the researcher desired to study his long term contribution towards Development of Physical Education and Sports in India. His greatness and achievements were never brought before the
public in their totality and proper perspective. His contribution needs to be highlighted. It is here the scholar wanted to pen them down before they are buried irretrievably under the sand of time.

1. **Changing Time**

1.1. **A Picture of Physical Education and Sports during the Pre-Independence Period**

During the 19th century, and the first half of the 20th century, (Wakharkar, 2005: P31-32) India was under British rule. It is generally conceded that in this period the educational system was mainly based on Western science and culture, and the object of education was to train persons for service under the Foreign Government. Education was primarily academic in content. It ignored our actual need and was dominated by examination and so it failed to ensure effectively wholesome development of our children, and little or no interest was shown to benefit the large number of school going boys and girls particularly those from rural areas. Education was hence totally inadequate both in quantity as well as in quality. For the first time, education became a responsibility of the Government of India (at the center) as early as in 1835. In 1870 it was passed on to Provinces reserving supervisory powers with the Centre. Therefore reforms were gradually introduced by the Provinces in different sectors of education, supported to some extent by grant from the Centre and it was shifted to and far between the Centre and the States during the early pre-independence period, while during its latter period it was shifted to the Provincial Government, who in their turn entrusted it to local authorities.

In brief it can be said that prior to independence, education in India was mainly the responsibility of the Provinces,
while the Centre retained the responsibility of policy-making and of giving limited financial help under certain schemes only.

Physical Education did not find a place in the pattern of education for a long time during this period. For the first time it was the Indian Education Commission, which in 1882, (Wakharkar, 2005: P32) recommended that “Physical training be promoted for the interest of youth through encouragement of native games, Gymnastics, drill and other exercises suitable to each class of school”. Thereafter, schools and colleges began to take interest in Physical Education on voluntary basis. In 1894 the question of compulsory Physical Education was again considered at Government level but no definite policy was found being formulated in this regard. Activities such as Western gymnastics, indigenous exercise, and western games especially cricket, found a place in the educational institutions on voluntary basis. Private organizations for Physical Education like gymnasias, Vyayamshalas, akhadas and kreeda mandals contributed appreciably for the spread of traditional interest in developmental and conditioning activities like dands, baithakas, namaskars, yogic exercises Lezim, mallakhamb, wrestling, lathi fight, rhythmic activities and other exercises with light apparatus and also Indian games such as langadi, kho-kho, Kabaddi and atyapatya. It must be conceded that wherever Englishmen stayed and worked in office or business, there they gave a fillip to the establishment of sports clubs, and on their initiative, Rulers of Princely States in the country patronized English games like cricket, tennis, foot ball and badminton and supported club life devoted to these. These and similar efforts helped to some extent in promoting private organizations for physical fitness and out door sports, and these in their turn
helped to create a national outlook amongst the youth of the country impelled by the common bounds of sportsmanship.

Physical Education under the British rule was mainly the result of private initiative, (Wakharkar, 2005: P33) institutions such as Hanuman Vyayam Prasaral Mandal, Amravati and the then Gujarat Vyayam Prasaral Mandal, Ahmedabad, Varanasi, Laxmi Vyayam Mandir, Jhansi and other similar institutions in Punjab, Bihar, U.P. Madras, West Bengal, Assam and M.P. They took, great lead in developing consciousness and patriotic fever among the youth of the country for physical fitness, patriotism and service to the country. The Y.M.C.A College of Physical Education Madras was established under the leadership of Late S. C. Buck in 1923. This step marked the beginning of developing leadership in the field by providing one year training courses in Physical Education.

Early in the 20th century, people developed a consciousness regarding need for fitness. With growing interest in indigenous Physical Education, games, sports, and youth development programmes became popular to such an extent that the alien Government came to look upon some of them with suspicion. Whenever schemes of modification in education were adopted, organized Physical Education began to find place in many State since then efforts were made periodically by educationists and experts to device and introduce programmes of Physical Education which would not be mere replicas of foreign practices but to something in harmony with the ideal of our own country and consistent with our past traditions and cultural. But no real and worth while progress in this direction could be made because of the dying influence of the alien rule. However the states were regarded as survival from an age
native independence and their ruler as the guardians of tradition so the minds of patriotic Indian turned to the state and their rulers with feeling of affection and pride. (Gharote, 1999: P6)

These ruler (Gharote, 1999: P6) of the States were responsible for keeping the ancient activities of Physical Education alive by patronizing many Western and artists in their state. In the last century Khanderao Maharaj and Sayajiroa Maharaj of Baroda, Shivajiroa Maharaj of Indore, Chhatrapati Shahu Maharaj of Kolhapur, Sir Gangadharrao Patwardhan of Miraj and Raji Raghuji Bhosle of Nagpur were especially responsible for giving assistance to the renowned wrestlers and encouraging the art of wrestling by organizing wrestling competition. The institution of akhada survived in the villages during this period. However it seems to have lost this great heritage during the later half of the eighteenth and nineteenth century. The foreign rule suppressed and thwarted the organized efforts of reviving the traditional activities of Akhadas and also the rekindling of the spirit of nationalism in overthrowing foreign domination. On the other hand the country indirectly benefited during the colonial period by introducing games and sports of Western origin in India. These sports did not reach the masses and in turn served to create a wider gulf between the few livings in town and the vast majority of our people living in village. We can take pride in the fact that we have developed a complete system of Physical Education that has conditional exercises with and without apparatus. Individual and team games, rhythmic, combative, etc. which have roots in our soil. Yogic practices which were designed by our ancient Rishi’s to develop the individual personality in an integral manner is our contribution to the world. (Gharote, 1999)
However it must be said to the credit of private initiative that Vyayamshalas, Akhadas and Krida Mandals provided facilities to youth to develop physical fitness and patriotism amongst themselves.

As far as professional leadership is concerned there was a general agreement amongst educationists and experts that Physical Education and Sports should have an integral place in education. It was therefore incumbent that adequate and right type of leadership in this field be developed in the country, to ensure pupil improvement through an increasing stress on methods that will involve participation of all and at the same time provide individual attention to them. Efforts to promote professional leadership in Physical Education and Sports were made in two ways. Firstly to train young men and women as general leaders of Physical Education and secondly to impart technical knowledge and skills to the persons in different games and sports so that they may be able to coach the youngsters in improving their performance. Thus, professional leadership in Physical Education and Sports was available in the country prior to Independence.

In 1914, when the Great-war broke out it was found that the American troops preserved their morale and maintained their fitness. (Wakharkar, 2005: P127) During the same period Mr. Buchaman a Scotsman had started a training course on a British model at Calcutta, Mr. P.C.Wren, (Wakharkar, 2005: P128) Mr. F.Weber and Dr. A.G.Nohren conducted special courses in Physical Education for teachers in the State of Bombay State (Now Maharashtra), Mr. F.Weber conducted courses also in the erstwhile Hyderabad State. (Wakharkar, 2005: P128) The professional course offered at the Y.M.C.A college of Physical
Education, Madras then became Model for other parts of the country. In states such as Bombay State, Uttar Pradesh, Madhya Pradesh, West Bengal and the like, one year courses in Physical Education for graduates as well as for S.S.C passed candidates were started; known as the Diploma and the Certificate courses in Physical Education. Simultaneously during this period amongst many voluntary efforts were made to develop leadership in indigenous programme of Physical Education. Prof. Manikrao’s Vyayamshala of Baroda and the Hanuman Vyayam Mandal Amravati conducted short term courses to train leaders in the Indian system of Physical Education. (Wakharkar, 2005: P126)

It will, however, be seen that efforts to provide leadership in Physical Education during pre-independence period were voluntary and did not meet the requirements of the country.

1.2. Way - Faring of Physical - Education and Sports-Post-Independence Period

With the attainment of political independence in 1947, a spirit of national resurgence emerged and while the country was facing numerous pressing problems, education and programme of Physical Education in our educational institutes came to receive the attention of our educators and leaders.

As a result of independence, educational reconstruction became a prime necessity. We gained autonomy over our affairs, and though education was transferred to the States and they had more or less the final say in the matter, many measures were initiated to provide free and compulsory education to all children up to the age of 14 and to expand the scope of Secondary and University education. The Centre shouldered considerable responsibilities for supporting these
efforts, and generally for implementing five year plan under education, so that education may prove to be a worthy instrument of social and economical reconstruction.

Physical Education was taken up for consideration as part of the national programme of education and the serious attention of Government of India as well as state Government and educationists was given immediately after independence. (Wakharkar, 2005: P34)

Efforts have since then been made to improve the quantity and quality of education of every level elementary, secondary and university and to introduce and strengthen the scientific education and technical education and it was as a part of those efforts that special consideration was given to the problems of Physical Education youth welfare, audio visual education, Hindi, research, vocational education social welfare training of teachers and a number of other aspects of work related to the development of literacy and culture. The national task of educational reconstruction thus came to be undertaken as the responsibility of the Central and State Government as partners in the National effort. Restricting ourselves to Physical Education it may be said that soon after independence a separate division for Physical Education and recreation was created under the Union Ministry of Education. (Wakharkar, 2005: P35)

The Government of India appointed various important commissions to reform education to meet the changing needs of the country.
This shows there was great awakening among the Central and State Governments as well as educationist in the country to include Physical Education for the young students to develop health, strength, physical fitness and leadership to the country in all walks of life. A step by step development is given in brief as under.

i. Historical perspective of Physical Education and Highlights of development in the country.
ii. Health Education with new concept of health education and fitness.
iii. Curriculum Development.
iv. Evaluation in Physical Education.
v. Professional Leadership.
vi. Organization of Physical Education in school.
vii. Administration and Supervision.
viii. Promotion of game and sports in the country.

I. Historical Perspective of Physical Education and Highlights of development in the country.

Dr. Tarachand Committee (1948).

Immediately after Independence, the Central Government appointed a Committee in 1948 under the Chairmanship of Dr. Tarachand to examine the problems of secondary education and Physical Education also. The committee recommended the following. (Wakharkar, 2005: P35)

- To train teachers in the field of Physical Education in respect of organization, administration and recreation.
- To institute post graduate course of one year duration.
- To establish training colleges in Physical Education in different states to increase the supply of trained teachers.
- To establish sports clubs, gymnasium and akhadas in different parts of the country.

This report recommended a right place for Physical Education in the education institutions.
Subsequently another Committee under the Chairmanship of Sir Ramaswamy Mudilar was appointed to recommend measures for improvement of secondary education in schools, which made recommendations on Physical Education.

**Dr. Radhakrishnan Commission (1948)**

The Governor of India, Ministry of Education appointed in 1948 a commission with Dr. Radha Krishnan as Chairman to consider the problem of University education in India and make recommendations. The following were some of the main recommendation of the commission. (Wakharkar, 2005: P36)

- All students be required to take a thorough physical examination at the time of admission and thereafter once a year.
- Similarly the staff members and employees of the colleges and universities should go through medical examination.
- A post graduate’s course leading to the doctorate should be set up at each university.
- College students should undergo a programme of Physical Education for the first two years.
- Corrective exercises should be provided for those who need.

**Central Advisory Board of Physical Education and Recreation (1950)**

Government constituted the central advisory Board of Physical Education and Recreation in 1950. The important contribution of this board was the preparation of the National plan of Physical Education and Recreation which contained guidelines for State Government for starting teacher training programme in Physical Education, syllabus in Physical
Education for boys and girls in schools, developing recreation for youth etc. (Wakharkar, 2005: P136)

**National Plan of Physical Education and Recreation 1956**

The Central Advisory Board’s National Plan of Physical Education and Recreation was prepared in 1956. The aim and objectives of Physical Education were laid down in the National Plan. (Wakharkar, 2005: P51-53)

The specific recommendations as given in the National Plan 1956 were as under.

i. The steps to be taken for the improvement of the status of Physical Education.

ii. A syllabus of Physical Education for boys.

iii. A syllabus of Physical Education for girls.

iv. The steps to be taken in relation to the training of teachers of Physical Education.

v. Training of teachers for primary stage of education

vi. Training of teachers for secondary as well as directors of Physical Education in colleges and universities.

vii. The norms for physical efficiency tests for boys and girls.

viii. The organization and administration of Physical Education in educational institutions.

ix. The improvement of opportunities for community recreation and

x. The improvement of supervision of Physical Education.

xi. The National Plan offered accordingly comprehensive guidelines to the states for improving the position of Physical Education in their respective areas.
All India Council of Sports (1954)

The council was for the first time constituted by the Union Ministry for Education in 1954. Its duties included items indicated below: (Wakharkar, 2005: P37)

- To advise Government on all matters concerning sports and games, including financial assistance to sports organization.
- To act as liaison between various sports bodies and the Government.
- To advise sports organizations and prevail on them to co-ordinate their work.
- To suggest step for all the development of playgrounds, stadium swimming pools, indoor gymnasia etc.
- To adopt suitable measures to improve sports standards.
- To ensure proper use of funds allotted by the Government for sports
- To facilitate national teams to depute abroad for participation.

The council has further taken action to encourage the development of sports in rural areas stressing in particular the acquisition or improvement of play grounds in these areas. Along with the Central Government the State Government also established state sports councils to advise them on matters relating to the promotion of sports and games in their respective areas.

The step marked the beginning of broad-basing sports in the country, establishing sports bodies and clubs on a massive scale and promoting competitions for the large number of youth in the country. Suitable provisions had been made in the five year plans for educational development to facilitate
implementations of the policies thereby adopted relating to Physical Education.

**National Discipline Scheme (1954)**

Late Gen J.K. Bhosle started a youth scheme known as National Discipline Scheme in 1954. The object of the scheme was to build a strong and disciplined youth through its programmes under the scheme young and suitable persons both men and women were recruited under the Central Government as were put through a training programme after which they were qualified to work as National Discipline Scheme instructors in schools. (Wakharkar, 2005: P38)

According to the scheme it was expected that the centre would provide these instructors to the states on a matching basis. However, during the course of time State Governments instead of appointing instructors under the scheme offered the in services Physical Education teachers to Government through orientation Programmes and then implemented the programme of the scheme. It was observed that the students enrolled under the scheme made mark in the mass demonstration organized under it. The scheme also helped in promoting national integration as the syllabus covered songs and dances from different states which the children had to master. Further patriotism and National unity were greatly emphasized. Hence National Flag and National Anthem became a required part of the Programme. Later on National Discipline Scheme was reorganized and was merged into National Fitness Programme evolved by the central directorate of National Discipline Scheme.

**The National Fitness Corps (N.F.C) (1965)**

In response to one of the recommendations of the Kunzru Committee, the National Discipline Scheme Directorate
prepared a programme for secondary schools known as National Fitness Corps. The National Fitness Corps programme has since been a compulsory curricular subject for secondary school pupil between the age group of 9 to 16 i.e. form class V to XI from the academic year 1965-66. (Wakharkar, 2005: P56-58)

The National Discipline Scheme Directorate was renamed as the National Fitness Corps Directorate, and it promoted and controlled the above programme by training teachers for the corps at its two Central Training Institutes one at Sariska, Alwar (Rajasthan) and the other at Barwha (Madhya Pradesh) following the revised D.P.Ed/C.P.Ed syllabi for these courses. The National Fitness Corps Directorate also conducted reorientation of courses for in-service teachers and generally assisted the State through its Regional offices in matters pertaining to the National Fitness Corps.

For the first time in the History of Education in our country a unified programme of Physical Education was made compulsory under the title of the National Fitness Corps since the year 1965-1966. The National Fitness Corps scheme was merged under regular Physical Education in schools in 1972.

Professional Leadership

The Lakshmibai National College of Physical Education was established at Gwalior by the Government of India in 1957 in order to develop leadership in Physical Education. Similarly the Netaji Subhash National Institute of Sports was established at Patiala in 1961 to train candidates in systems of scientific coaching. For training, the following institutions were started by
the Central Government which are now under the sports authority of India.

a) Lakshmibai National college Physical Education Gwalior, Madhya Pradesh (1957)
b) Lakshmibai National College Physical Education Triuvananthapuram, Kerala.

So far as the institutions for coaching in sports and games are concerned the following centers have been started under the Sports Authority of India in addition to the one started at Patiala.

i. Netaji Subhash Southern Centre- Bangalore- Karnataka.
ii. Netaji Subhash Eastern Centre – Calcutta (west Bengal )
iii. Netaji Subhash Western centre, Gandhinagar (Gujarat)
iv. Netaji Subhash Northern Centre- New Delhi
v. Netaji Subhash North East Centre- Manipur.

Adhoc Inquiry Committee 1958

Among other steps taken by the Central Government was the appointment of special committee such as the Adhoc Inquiry Committee for games and sports in 1958 under the Chairmanship of His Highness Maharaja of Patiala. The main object was to investigate the persistent low standards in sports and games, in Olympics and other international competitions. The committee’s recommendations were as under. (Wakharkar, 2005: P39)

- More facilities and better opportunities for training and competitions be provided.
- In schools also play-grounds and equipment should be made available.
- Credit may be given to students for achievement in sports.
- Talented players should be provided with nutrition.
• The term of office bearers in National Federations should be limited to three years permission for re-election for one more term.

**Kunzru Committee (1959)**

During the decade 1950-60, a number of schemes for youth development such as Physical Education, scouting and guiding, National Discipline Schemes National Corps and A.C.C were in operation under Government orders. As a result of the multiplicity of schemes, schools, managements and Head Masters had to face the problems of their proper organization and it became necessary for the union education ministry to appoint a special co-ordination Committee in 1959, under Pandit Hridayanath Kunzru to examine and report on the schemes of Physical Education sports and games and of character – building programmes in educational institutions. The Kunzru Committee recommended measures for effective co-ordination of different schemes to avoid misdirection and wastage of resources. (Wakharkar, 2005: P40,53,54)

In the light of the recommendation of the Kunzru Committees the Union Ministry of Education approved a class wise programme of Physical Education and sports for STD V to XI known as “National Fitness Corps syllabus. A detailed and illustrated handbook was also printed by the Central Government and made available to all secondary schools in the country free of cost.

**Kaul and Kapur Committee (1960)**

This Committee was constituted in 1960 to examine and suggest measures for the development of sports and games.
All India Sports Congress (1962)

The first All India Sports Congress was organized in 1962 by the Union Ministry of Education. This congress made recommendation on the pattern of sports administration in the country, for All India Council of Sports and the State Sports Councils. Recommendations were also made for promotion of games and sports at school and college level. Finally the congress suggested that survey of the facilities by way of play fields, stadium, equipment and the like be undertaken in the country. (Wakharkar, 2005: P41)

Dr. C.D.Deshmukh Committee (1963)

A Committee on Physical Education was appointed under the chairmanship of Dr.C.D.Deshmukh by the University Grants Commission in 1963 to examine the facilities of Physical Education and standards of games and sports in India in Universities and colleges, and the level of performance in this important field of student activity. The Committee recommended that Physical Education should be given the highest priority in Universities and Colleges and should be regarded as an integral part of education and human development. It emphasized provision for basic facilities and amenities in the field of games and sports on the basis of grant-in-aid to Universities and colleges. The need for coaching talented students in games and sports was also pointed out by it. The committee made various recommendations to Government. (Wakharkar, 2005: P41-53)

Kothari Commission (1964)

In 1964 the education commission known as Kothari Commission, appointed by the central Government, gave guidelines for the improvement of Physical Education and sports in all educational institutions along with many other
recommendations. As a result of the recommendations of the education commission, educational reconstructions were undertaken, and the pattern of 10+2+3 was recommended for adaptation in different states. The recommendations of the Committee relating to Physical Education and sports were as under. (Wakharkar, 2005: P41-42)

- Physical Education programme should be planned for desirable outcomes by keeping in mind the needs and capacity of children.
- The traditional games and sports should be included for desirable outcomes by keeping in mind the needs and capacity of children.
- The programme of Physical Education should supplement the programme of education.
- Physical Education should be within our financial means and should be for all and not for selected few.
- Special coaching should be provided for talented pupils.

**The Society for the National Institute of Physical Education and Sports (SNIPES) (1966)**

The Ministry of Education and Culture in 1966 set up the Society for National Institutes of Physical Education and Sports (SNIPES) as an autonomous body for the maintenance and administration of two National Institutes of Physical Education and sports already established viz. the Lakshmibai National College of Physical Education at Gwalior in 1957 and the Netaji Subhash National Institute of Sports at Patiala in 1961. (Wakharkar, 2005: P58) It had to initiate steps for raising standard of sports and games through the National Coaching Scheme and the Regional Coaching Centers functioning under National Institute of Sports Patiala. The Director, Netaji Subhash
National Institute of Sports, Patiala was the member secretary of the society for the National Institutes of Physical Education and sports (SNIPES). The society for the National Institute of Physical Education and Sports has also established a standing Committee for Physical Education with the Dean of the Lakshmibai National College of Physical Education Gwalior as its Member Secretary. This standing Committee advised the central Government through the society for the National Institute of Physical Education and Sports on all matters related to Physical Education, teacher training programmes, courses in Physical Education and the like. The standing Committee also recommended to the union Ministry of Education in the country for developing and improving their facilities. It recommend the name of selected books to the Society for the National Institute of Physical Education and Sports Board, under the scheme of the National Prize Competition on Physical Education and allied subjects.

The duties of National Institute of Physical Education and Sports were merged into sports Authority on India in 1985.

**National Policy on Education (1968)**

The earliest authentic official statement of policy on games and sports and Physical Education in India was incorporated in the National policy on education announced by the Government of India in 1968. It reads as follows: (Wakharkar, 2005: P42)

“Games and sports should be developed on a large scale with the object of improving the physical fitness and sportsmanship of the average student as well as other who excel in this department. Where playing fields and other facilities
for developing the nationwide programme in this discipline do not exist, they should be provided on a priority basis”.

**National Sports Organization (1969)**

In 1969 the Union Education Ministry started a scheme known as National Sports Organization. Under the scheme assistance began to be given through the University Grants Commission, for construction of gymnasium, development of play grounds, etc. in Universities and colleges. Assistance was also given through the Association of Indian Universities to award scholarships to outstanding sportsmen and women in colleges and Universities and also for holding coaching service scheme. (Wakharkar, 2005: P43)

**National Service Scheme.**

Late Prime Minister Pandit Jawaharlal Nehru initiated the idea of National Service by students. A Committee was appointed for the purpose. It recommended that National or Social Service should be introduced on a voluntary basis for college students and should be extended as widely as possible. The main emphasis was on the involvement of students in the community work. The National Service Scheme was introduced with the object of providing constructive work to college students. It was also intended that the student should gain skill of work through hands. (Wakharkar, 2005: P43)

**Guide lines of the Central Government – (1975)**

The Government of India further issued guidelines to state Government on Physical Education and sports culture in 1975 which are briefly reviewed below: (Wakharkar, 2005: P43-44)

i. With a view to building a mass movement in sports, games and physical culture with the object of creating
well disciplined, healthy and dedicated youth corps to share the task of national reconstruction there is urgent need to create facilities conductive to the fulfillment of the object in view.

ii. Programme of sports, games and physical culture already in existence should be vigorously implemented.

iii. The state agencies should ensure provision of physical facilities like the stadium play grounds, play fields gymnasia etc. in areas where such facilities do not exist.

iv. Sports and games should be broad – based by covering a vast number of youth in rural and tribal sectors. Talented youth should be encouraged to participate in tournament.

v. Sports games and physical culture should be have precedence over competitive aspects of sports.

vi. The National and state sports bodies should prepare a plan for promotion of games within their Jurisdiction with the object of spotting talent at a young age and encouraging them to acquire better proficiency. These voluntary bodies should act in close co-operation with the All India Council of sports and the state sports Council.

vii. The Panchayat Samities, Zilla Parishads and Municipalities should provide founds for promotion of indigenous and popular sports and games.

**National Sports Policy (1980)**

In 1980 the All India council of sports framed the National sports policy in which Physical Education and sports have been recommended for inclusion as a compulsory programme in educational institutions, with the object of achieving coverage of all students in the country. Physical Education has thus been
viewed as truly national programme. Hence arises the need for reconstructing it and for making an effective agency for the service of youth of the country to ensure their all-round development. In response to this policy, suitable provisions were recommended for instruction in Physical Education and sports in our primary, secondary and higher secondary schools and even in the universities and colleges. The teacher education programme in Physical Education has been revised. In some states, to provide the right type of leadership requires for implementation of the compulsory programme of Physical Education and sports. Efforts have also been made to develop essential facilities such as open play-places indoor halls, sports and gymnastic equipment, coaching facilities to improve qualities in the field and to achieve the maximum coverage of the students under the programme. Some of its recommendations were as under: (Wakharkar, 2005: P59)

**Aims and Objectives.**

The aim and objectives of the new sports policy are three fold. i The first is to inculcate sports and health consciousness amongst the masses for regular participation in games and sports and to make the national healthy and strong. ii The second objective is to rise the standard of games and sports in the process earn a place of pride in international sports competitions. iii Thirdly, the policy recognizes the need to provide all the necessary facilities and infrastructures which are essential creating sports consciousness and sports promotion of the standards of performance in games and sports.
Other Relevant Recommendations in the National Sports Policy (1980)

Our primary goal is to make all Indian citizens alive the need for regular physical exercise from early childhood to an advanced age and to make the younger generation healthy and cheerful, through sports, games and physical culture. To achieve this, sports and Physical Education must be made compulsory a subject in all schools and colleges. To give all central schools and schools under Defense P and T and other departments of central Government should introduce sports and Physical Education as a compulsory subject. At least two disciplines in sports must be the essential subjects in the institutions.

Syllabus in Physical Education and Sports (1980)

The Union Ministry of Education prepared a Policy paper known as “Approach Paper”. Physical Education was linked up with health education “Health and Physical Education “was recommended as one of the seven compulsory subjects for the school pattern. A Committee known as the Ishwarbhai Patel Committee was appointed to suggest re-organisation in the curriculum of the different discipline for classes I to XI. The National Council of Education Research and Training prepared an outline of the syllabus in Physical Education and sports for class I to X based on the recommendations of the Patel committee. (Wakharkar, 2005: P44)

Establishment of Rural Sports Centres

The District sports councils and the Panchayati Raj Department should set up under the Central and State Government schemes a network of Rural Sports Centers by making use of the physical facilities which may be available in
the schools or by developing play fields and utility stadium. (Wakharkar, 2005: P60)

**Establishment of Sports Clubs.**

For the urban youth, the formation of a large number of clubs may be encouraged and in this the National Sports Federations and the state level units should have a definite role. Regular competitions should be arranged between different clubs in the same city and incentives should be provided by Municipal corporations and Zilla Parishads. (Wakharkar, 2005: P60)

**Indigenous and Traditional Sports**

Due emphasis should be given to indigenous traditional and rural sports like Kho-Kho, Kabaddi, wrestling and the like. Yogic exercises should also be propagated and widely practiced and included in schools syllabus as a part of Physical Education. (Wakharkar, 2005: P61)

**The National physical Efficiency Drive (1959-60)**

The National physical Efficiency Drive was first lunched by the union Ministry of Education and social welfare in 1959. The object of the Drive was to give incentive to the growing interest and enthusiasm for Physical Fitness in the country. (Wakharkar, 2005: P54)

**National Physical Fitness Programme**

To arouse enthusiasm among the people a higher standard of physical fitness and achievement, the National physical efficiency Drive was launched by the ministry of education in 1959-60 and was being implemented through the Laxmibai National college of Physical Education, Gwalior. This national programme which was renamed as the National physical Fitness programme and which had a annual
participation of about twenty five lakhs of persons, it was felt that it needed to be oriented and implemented more effectively and meaningfully over the country so as to make it a continuous programme all the year round. (Wakharkar, 2005: P62)

**Spotting Sports Talent:**

For spotting sports Talent, it is necessary that the state sports councils, districts the schools games Federation of India and state and district level units of the National sports Federations to be active and co-ordinate and collaborate with each other. The responsibility for this should rest with the state sports councils who may make use of Regional coaching centers of the National institute of sports, the state unit of the schools games federation of India as well as the affiliated unite of the Association of Indian universities and the state sports Associations for this purpose. The National Institute of sports may in collaboration with the National Federations co-ordinate and develop this programme. (Wakharkar, 2005: P62)

**Separate Ministry of Sports and Youth Affairs (1982)**

Realizing the importance of Physical Education and sports as a nation building activity, the Government of India created a separate Ministry of sports and Youth Affairs in 1982 (Wakharkar, 2005: P45) The work under Physical Education and Sports and Youth Programme had developed with such a great magnitude that the central Government were required to establish a separate department of sports and youth affairs under the state Ministry of sports in 1982. This department is attached to the Ministry of Human Resource Development.

**National Sports Policy (1984)**

The resolution on the National Sports Policy of the Government department of youth affairs and sports laid down in both houses
of Parliament in August 1984, (Wakharkar, 2005: P45) highlighted the mechanics of developing sports, games, and physical culture in the country. Some of the important features as recommended in this Resolution in brief are as under:

- It is the duty of the Central and State Government to accord to sports and Physical Education a very high priority in the process of all-round development.
- Sports and Physical Education should be made an integral part of the curriculum of schools and other similar educational Institutions.
- Reservation of play field and open space, nutrition, infrastructure in villages and town, incentives and identification of talent etc. are other points stressed in the Resolution.

**Sports Authority of India.**

In 1984, the Government of India established the Ministry of Human Resources Development and sports Authority of India with a view to achieving the best possible utilize the available resources and expertise for the promotion of sports in the country. (Wakharkar, 2005: P46) Such a step was the need of the hour taking into consideration the expansion of Physical Education and Sports being undertaken by the Central Government in a big way. The search for identification of talented children in sports has gained importance in the country particularly after the Asiatic games held in Delhi 1982.

Details of Sports Authority of India are:

It was established in 1984 to foster a new sports consciousness among the youth of the country. The late Prime Minister, Smt. Indira Gandhi was its first president.
The Sports Authority of India aims to promote consciousness in the country by involving young boys and girls by increasing sports facilities in order to ensure greater participation. Besides, schemes have been drawn up later to the rural and urban population which aims at developing potential talent. In order to involve, an integrated approach towards Development and promotion of sports, the Sports Authority of India and the Society for National Institutes of Physical Education and Sports (SNIPES) were amalgamated in May 1987, thereby making the Sports Authority of India a Nodal agency in the country for broad basing sports. Late Shri Rajiv Gandhi was the first President of the amalgamated Sports Authority of India. The Prime Minister of India heads the Sports Authority of India as its president.

The Sports Authority of India has four administrative wings with specific area of action.

i. **Academic Wing.** (SAI/NIS).

ii. **Academic Wing.** LNCPEGwaliorandTriruvananthapuram

iii. **Operational wing:** Promotion of Sports and Spotting Talent

iv. **Team wing:** National teams in specific discipline for targeted International competition.

In order to ensure effective implementation of the sports Development Programmes in different regions of the country, the Regional centers of erstwhile Netaji Subhas National Institute of sports were restricted after the amalgamation, and six Regional centers were setup.
Regional Centers Sports Authority of India (SAI)

NETAJI SUBHASH: Central centre, Southern Centre, Western Centre, Northern Centre, Eastern Centre, North east Centre.

The Sports Authority of India has a number of schemes/Programmes, viz spotting and Nurturing of young talent and adoption of schools, popularly known as National sports Talent contest (NSTC) scheme, special Area games (SAG) scheme, sports Hostel scheme, National coaching scheme, sports project Development Area (SPDA) etc. Besides this, the Sports Authority of India is responsible for implementation of various central schemes, namely All India Rural Sports Tournament, Promotion of sports among women, North East Sports and Festival and scholarship scheme.

In conclusion, the scheme broad based sports as well as provided training to sports persons to bring excellence in them. The Sports Authority of India (SAI) has also prepared a battery of tests for evaluating persons to provide training under its various schemes.


The parliament during the Budget session in 1986 discussed and adopted the Policy on Education “A promise was made at that time by the Minister of Human Resource Development that, the Ministry will undertake intensive exercises to prepare the promised programme. (Wakharkar, 2005: P47)

The recommendations on youth and sports which were given in the National policy on education 1986 being a very important document which are:
Observation on Health Education in the National Plan of Physical Education and Recreation (1956)

The National Plan of Physical Education and Recreation (1956) has pointed out that: (Wakharkar, 2005: P65)

“The physical health of school children today is deplorable and yet health measures are paid negligible attention in schools. Medical inspection is carried out more frequently in urban schools than in rural and semi urban schools, where the system of medical inspection exists, very little is done to correct defects which are noted, except perhaps informing the parents:


The National council of Education Research and Training (NCERT) has prepared a draft syllabus in Physical Education for class I to X. This Draft syllabus recommends the inclusion of health education along with the Physical Education in the curriculum. It is Universally accepted that only a sound body can have a sound mind Physical Education aims at the all round Development of the child with a special emphasis on physical health. The Physical Education Teacher comes in close contact with the child through Physical Education activities, which provide enough and appropriate opportunities for him to understand the health problems of the child and educate him to solve the problems.

II. Health Education for Fitness

Changing of the Title of Subject from “Physical Education to Health and Physical Education.”

The Union Education Ministry constituted an expert group in 1973 to develop the curriculum for the 10+2 pattern. The approach paper drafted by this Committee recommended that
the title of the subject “Physical Education” should be changed to “Health and Physical Education. (Wakharkar, 2005: P68) It is therefore necessary to study various aspects of Health Education along with Physical Education so that teachers of Physical Education may be in a position to render effective service to the student youth in the revised pattern of education.

In 1980 the National Policy on Education recommended under chapter “youth and sports” that health education should be a part of Physical Education. Hence the NCERT, New Delhi changed the name of the subject for school children from “Physical Education” to “health and Physical Education”. In the syllabus framed by the NCERT a class wise curriculum on health is included under Physical Education.

III. Curriculum Development

Curriculum is the prescribed course of subjects for study. The academic and other activities of an educational institution are generally classified as curricular and extra-curricular. (Wakharkar, 2005: P97) However activities which promote the objectives of the schools Educational Programme are now termed curricular. In Physical Education the curriculum covers experience organized by the Physical Education staff for the benefit of pupils both within and outside the time table.

Efforts made in the country for developing a curriculum in Physical Education at the National level.

A review of the efforts made in India to develop a curriculum in Physical Education and Sports at National level is as under.

The National Plan of Physical Education and Recreation

For the first time in the history of the country the Union Education Ministry on the recommendation of central Advisory
Board of Physical Education and Recreation framed a syllabus in Physical Education for classes I to XI. This syllabus included free hand exercises, mimetic, story-plays, minor games, singing games, rhythmic for lower classes and developmental exercises, gymnastics, major games, combative activities, rhythmic, Lezim, drill and marching, yogic exercises for higher classes. The Ministry of Education published the National test in Physical Education and Recreation in a book with a graded syllabus tests in Physical Education teacher rearmentams and such other relevant detail. (Wakharkar, 2005: P107) The Plan was sent to the State Government and Union Territories. The National Plan facilitated the introduction of modern Physical Education in schools.

**The National Fitness Corps Programme (NFC)**

The NFC Programme framed by the Union Education Ministry in 1965, in response to the recommendation of the Kunzru Committee (1959) to adopt measures for proper co-ordination of various youth Development schemes such as Physical Education, scouting and guiding NDS (National Discipline Scheme) A.C.C (Auxiliary Cadet Corps) N.C.C (National Cadet Corps). This integrated Programme of the National Fitness corps consisted of eight items below. (Wakharkar, 2005: P38-56-107)

Exercise tables, Drill and Marching, Lezim, Gymnastic for men and folk dance for women, Major games, Minor Games and relays, Track and field sports, Combatives and National integration items and good citizenship practical projects and community singing of the National Anthem and emotional and national integration songs.
The original scheme of National Discipline which was started by Late shri J.K.Bhonsale in 1954 was modified and designated as National Fitness Corps Programme on the recommendation of Kunzru Committee. This Programme was made available to all secondary schools in the country, in a Handbook.

**National Council of Education Research and Training (NCERT) Syllabus**

Thereafter in 1965 the Kothari Education Commission made a number of recommendations on the reconstruction of education from the primary level to the University level by introducing 10+2+3 pattern of education. Physical Education became one of the seven compulsory subjects in the school curriculum. (Wakharkar, 2005: P108) A review Committee on curriculum for ten year school course headed by Shri Ishwarbhai Patel was appointed to suggest measures for reorganization of School Education.

In this context, the National Council of Educational Research and Training (NCERT) undertook a project for preparing curriculum in Physical Education for class I to X (1980). (Wakharkar, 2005: P109) The Programme aims to the development of good health and physique, neuro-muscular-coordination, skill in sports and games and integrated personality capable of serving the nation in all walks of life. The NCERT Programme is also intended to develop better standards of sports and games and to catch and nurture talents from amongst the youth to meet the requirements of National as well as international participation in sport and games. It further clearly spells out the core programme for class I to X and points out the areas of the optional activities to be selected by the
students. It suggested to adopt the integrated approach to instruction viz. story plays, mimetics, dramatization and action songs which can be taught as a part of language and environment studies. Indigenous and traditional physical activities, track and field events have been included.

Activities like rhythmics and expression movements, drill, National Flag salutation and singing the National Anthem have been included in the curriculum. Health practice is included in the syllabus to develop habits of cleanliness and a healthy life. The curriculum has recreational approach to count balance the stress of academic studies. It stresses evaluation of students in Physical Education and sports to assess individual capacity, performance and progress. The assessment is intended to be continuous with the object of measuring the multidimensional progress of pupils.

In 1981 the Central Board of Secondary Education (CBSE) also framed a syllabus in Physical Education and Sports for class IX, X, and XI for the All India Secondary School Examination. This syllabus covers theory course and physical activities for each class with weightage in the international examination of 30:70 marks. The theory course includes the meaning and objectives of Physical Education, role of Physical Education in education, the need for Physical Education, the Olympic Movement and physical and physiological factors. The practical course includes physical fitness tests, track and field events, team games, swimming and diving, yogic physical exercises and health education. The syllabus of the CBSE helped to some extent in giving weightage to this discipline and thereby promoting Physical Education and sports in All India Secondary Schools falling under CBSE.
National Education Policy (NPE) 1986 and Programme of Action August 1992

National Sports Policy 1984 was formulated with objective of raising the standard of sports in the country. The National Education Policy of 1986 also incorporated the objectives of the National Sports Policy. So far as the school and education sector was concerned, it was recommended that Physical Education and yoga should be introduced at least for 45 minutes per day. Number of recommendations were made in the National Policy on Education 1986 (Wakharkar, 2005: P110)

Each State is expected to prescribe a curriculum in Physical Education for classes I to X in the light of the broad outline of such a curriculum framed by the NCERT, New Delhi. The syllabus covers health education also and the title is designated as ‘Health and Physical Education’. State Government also expected to prepare hand books for teachers in Health and Physical Education. (Wakharkar, 2005: P111)

IV. Evaluation in Physical Education

Physical Education gets neglected in school Programme because it is not a subject from the examination point of view. It is felt that the attitude of indifference to Physical Education by students and parents will change if Physical Education is made subject as a part of other academic subject. It was as early as in 1956 that some selected tests for Physical efficiency were recommended in the report of National Plan to be administered to boys and girls of primary and secondary schools. (Wakharkar, 2005: P113)

Though evaluation of boys and girls in Physical Education
was recommended in 1986-the scheme did not receive attention in many schools for want of facilities and qualified staff for the purpose.

**National Physical Fitness Tests:**

It was in 1960 onwards that suitable tests for different age group were prepared and recommended to state Government for implementation. These test were prepared not only for children but also for adults and suitable standards were recommended under three categories, three star, two star, one star. However Physical Education did not have any place in the scheme of examination for school children. In states like Maharashtra, Gujarat, West Bengal, and Punjab the achievement of student in Physical Education was recorded in the list of internal subject. (Wakharkar, 2005: P114)

In the Action Programme and Physical Education and Sports 1992, examination in Physical Education has also been recommended. The scheme of examination was prepared by NCERT in the Book “Physical Education – A Draft curriculum for Classes I to X”. It is hoped that the State Governments will frame scheme of examination suiting to the need and local conditions.

**V. Professional Leadership:**

**Efforts to Develop Professional Leadership after Independence**

In order to develop professional leadership, the Central Government evolved a plan soon after Independence under which two types of leadership were planned. (Wakharkar, 2005: P129)
a. Persons to be qualified in teaching Physical Education and sports in educational institutions with the object of achieving students coverage.

b. Socialized persons to be trained for offering coaching in sports and games to selected students for competitive purpose.

Details regarding the efforts made in our country for training two types of persons mentioned above are as under.

In order to train teachers in Physical Education and sports to cover students in educational institutions, the following courses have been instituted by various state Government.

- Diploma course in Physical Education for graduates.
- Upgrading the diploma in Physical Education to degree in Physical Education after graduation.
- Certificate course in Physical Education for S.S.C Passed candidates
- Master’s course in Physical Education after graduation in Physical Education.
- M.Phil course in Physical Education after Master’s Degree in Physical Education.
- Ph.D in Physical Education – Doctorate in Physical Education after MPE/M.Phil. In Physical Education.

**Upgrading the Diploma in Physical Education to Degree in Physical Education after graduates**

In some states the Diploma in Physical Education for graduates was upgraded to the Degree in Physical Education. (Wakharkar, 2005: P132) In Maharashtra and Gujarat this Degree in Physical Education covers two subjects under methodology. i One of the academic subjects such as English Mathematics, Science, languages and the like which are
provided in various B.Ed. colleges and ii Physical Education. The teachers completing this Bi-focal course are eligible to teach Physical Education and one additional academic subject in school.

**The Certificate Course in Physical Education for S.S.C Passed Candidates**

In order to provide assistance to the teachers holding the Diploma course in Physical Education some states have instituted the certificate course in Physical Education, admission to which was granted to S.S.C Passed candidates.

This course was quite popular and more than 175 institutions in the country started it. However one of the recommendations of the Kothari Commission was that persons with S.S.C qualification should not have place in high schools. Accordingly the certificate course with S.S.C qualification could not to be continued as these teachers were not eligible for appointment in the high schools.

**The Lakshmibai National College of Physical Education Gwalior**

The Lakshmibai National College of Physical Education was established in 1957 by the Government of India. Another college on the same pattern was established at Trivandrum. The Lakshmibai National College of Physical Education conducted the following courses: (Wakharkar, 2005: P135)

i. A three year course leading to the Bachelor's Degree in Physical Education (B.P.E). It is open to those who have passed the Higher Secondary School Examination.

ii. A two year course in Physical Education (M.P.E). It is open to those who have B.P.E. degree of B.A.B.Com,
B.Sc. degree with Post-graduate Diploma or Bachelor’s Degree in Physical Education.

iii. A three year summer course leading to the Master’s Degree in Physical Education has been introduced since 1973. It is open to those who have B.P.E. degree, B.A., B.Com, B.Sc. degree with Post-graduate Diploma in Physical Education or Bachelor’s Degree in Physical Education. The course is covered in three summers, each consisting of three and a half month’s duration.

iv. M.Phil. in Physical Education course begins from the middle of July every year. The duration of the course will be of two semesters for the regular and four semesters for the part-time students. The applicants must have a Master’s Degree in Physical Education with a minimum of 50% of the mark in aggregate.

v. The college also provide facilities for students preparing themselves for Doctorate in Physical Education.

In the course of time another National College of Physical Education had been started at Trivandrum. This institute conducts a three year course in Physical Education leading to B.P.E. degree. From 1992 the college has also started a Master’s degree in Physical Education.

Further the UGC has recently prepared B.Sc in Health and Sports for candidates after higher secondary school examination. This is not necessarily a teacher education course but it is meant for preparing science graduates in sports at par with disciplines. Hardly two or three Universities have recognized selected colleges for this course.
Coaching in Sports and Games

The Netaji Subhash National Institute of Sports (NSNIS) Patiala was established by the Government of India in 1961 to provide technical training to prospective coaches in Sports and Games. The institute is primarily intended for training first class coaches in all sports and games. (Wakharkar, 2005: P137)

There are more than fifteen games for which coaching courses are conducted at the Institute. They are:

- A one Year Regular Course:
- A 4 1/2 months Condensed Course:
- A 6 to 8 Week’s Orientation Course:
- Special Course:

Organizing coaching camps for national teams, Rural Sports Festivals and Women Sports Festival are special responsibilities of the N.S.N.I.S, Patiala.

The N.S.N.I.S Patiala has also started coaching institutes at Bangalore, Calcutta, New Delhi, Manipur and Gandhinagar (Gujarat) so as to provide opportunities to larger number of persons to be qualified as coaches.

Suggestions made on Professional Leadership in the National Policy on Education 1986

The National Policy on Education, 1986 has emphasized on steps which should be taken to provide qualified leadership at the primary stage of education. Recommendations in this regard were made in the National Policy on Education. (Wakharkar, 2005: P139)

Requirement of teacher has further been mentioned in the Programme of Action-August 1992. As a follow-up action of the recommendations, in some states Physical Education has been included as one of the subjects of methodology in the
primary teacher education colleges. It is, however observed that these colleges at many places do not have the necessary infrastructure facilities nor do they possess the required staff for Physical Education. The result is that teachers from primary schools are not in a position to do justice to this discipline. As a result the primary school children do not get adequate service in Physical Education and Sports. The second recommendations as given for orientation courses do not get adequate service in Physical Education and Sports. The second recommendation for orientation courses for in-service primary school teachers has not gathered momentum. As a result adequate leadership in the field is not available in primary schools.

So far as secondary schools and high schools are concerned, qualified teachers are appointed by school managements but not to the required extent.

It is observed that the duration of one year course which was followed by a majority of the colleges of Physical Education in the country falls short of requirement to develop proficiency of teachers to impart skills in sports and games to the students. The problems related to the professional leadership in the country may have to be tackled at the national level in order to see the professional workers in the field of Physical Education in the country. The question of providing leadership in Physical Education at the foundation stage of education viz. at the elementary stage also needs to be tackled at the National level.

VI. Organization of Physical Education in Schools

In order to establish satisfactory position of Physical Education and sports in the pattern of education, it is necessary to have a clear-cut-policy for its organization. After Independence various committees of the Government of India
have given suggestion in this respect. These suggestions are reviewed in brief: (Wakharkar, 2005: P143)

**The National Plan of Physical Education and Recreation 1956**

The programme of Physical Education and Sports, should be organized keeping in mind aims and objectives of Physical Education and Sports, with reference to the following requirements: (Wakharkar, 2005: P144)

- **Teachers:** - There should be one qualified teacher of Physical Education for every 250 pupils in high schools. In elementary schools class teachers should be the incharge of Physical Education.
- **Time:**- Hot hours of the day should be avoided for Physical Education class
- **Periods:** - school should provide a liberal amount of time in its timetable for the instruction and participation in Physical Education activities.
- **Intramurals:** - A good intramural Programme should be organized for school pupils.
- **Syllabus:** - A graded syllabus as recommended in the plan should be prescribed for school children.
- **Examination:**- Pupil should be examined in Physical Education and Sports
- **Health Education:** - Health practices should be encouraged in schools. A school medical service should be introduced.

**National Council of Education Research and Training (NCERT) 1980**

In this project of Draft Curriculum syllabus on Physical Education for Classes I to X, has been laid down and for
implementation recommendations were been made, on the points. (Wakharkar, 2005: P145)

Programme, Play Grounds, Gymnasia, Equipment, Funds, Time Allocation, Intramural

**Requirement for Effective Organization**

Effective organization of Physical Education and Sports will depend upon the facilities like. (Wakharkar, 2005: P146-150) Facilities, Period, Size of class, Syllabus, Climatic Conditions, Local Traditional activities, Testing for Desirable outcomes, Health Records, Adventure sports, Other Records.

**VII. Promotion of Games and Sports in the Country**

Prior to Independence, promotion of sports and games in the country was mainly a responsibility of individual educational institutions and private organizations such as vyayamshalas, sports club and Krida mandals. However after independence, a large number of sports organizations established in our country which helped to promote sports activities. Education Institutions also shouldered this responsibility on a much wider scale than before. The All India council of sports and state sports councils of sports have been playing an important role in developing Play fields, stadia, indoor halls swimming pools. In addition, to this financial assistance from Government is provided for organizing competitions, conducting coaching camp with the object of ensuring wider participations of youths and improving their standard. (Wakharkar, 2005: P199)

**The Schools Games Federation of India:-**

This is a voluntary organization. This Federation is registered and constituted duly framed by state representative in-charge of Physical Education and sports under the leadership of late Shri. A.C.Das, the then Chief Inspector of Physical
Education, Orissa and Prof. D.G. Wakharkar and to other member. The Federation made a humble beginning with five States affiliated to it and has now all States as well as Centrally Sponsored administration affiliated to it. The Kendriya Vidyalaya Sangathan is also affiliated as a separate unit. The Federation (SGFI) conducted competitions at National level initially for few games and senior boys and girls only. Thereafter year by year more games were included for different age group such as Sub-juniors, Juniors and Seniors below 19 years school boys and girls. (Wakharkar, 2005: P200)

The Schools Games Federation of India is affiliated to the International Schools Games Federation.

The Inter-University Board of Sports

The Inter University Sports competitions were held on a very modest scale, for the first time in 1929-30 in which Cricket, Football, Hockey, and Tennis were included. However in 1941, the Inter University Board of Sports was established under the Association of Indian Universities. Though this Board started its work before independence, its constitution was revived with expansion in its scope of work only after Independence. (Wakharkar, 2005: P201)

The constitution of this Board is as under:

- President, Association of Indian Universities
- Twelve Vice Chancellors, three from each of the four zones, from amongst Standing Committee Members
- Eight University Sports representatives, two from each of the four zones
- Secretary, Association of India Universities and
- Deputy Secretary.

Members at 2 and 3 are nominated by the President. The
Sports Committee is constituted every second year, but half the members out of eight university sports representatives that are nominated by the President, retire every year.

**University Grants Commission:**

Under the National Sports Organization Programme sponsored by the University Grants Commission, annual coaching camps are held by the Association of Indian Universities. The National Institute of Sports (NIS) at Patiala has also been making its contribution in the holding of these camps. (Wakharkar, 2005: P203)

**Sports Federation and their Working**

The national Federation / Associations for Games and Sports are affiliated to the respective International Federations. They have their constituents in the States and they control and guide State Organizations in their activities including tournaments and the promotion and development of games. The National Championships are also under their control and they select the National teams. (Wakharkar, 2005: P203) They also have a large voice & the control of competitions at the international level, no one being allowed to compete in any international competition without the permission of the National Federation concerned. These National Federations are responsible for spreading a network of their units in various parts of the country, and they affiliate units as under.

National Federation / Association affiliates State Sports Associations. Zonal / District Units get affiliated to the State Association. Clubs, Institutions, Mandals get affiliation to their respective district associations.

Concluding Remarks
Thus it will be seen that during the Post-Independence period efforts were made by the Central Government to review the position of Physical Education, Sports and Games in India through formation of various Commissions, Committees as explained above and promoted in the light of recommendation made by them. It was intended that Physical Education and Sports should be popularized on a massive scale and should reached the Rural areas in particular. It was in view the Physical Education and Sports should improve qualitatively and quantitatively in the country. At the same time Sports talent should be nurtured properly, so that they may achieve a place of honor in the international competitions.

1.3. History of Physical Education in Bombay Province Pre-Independence of India

Physical Education in Bombay Province has a fine tradition behind it. (Gharote, 1999: P103) The province was up to the beginning of the then century a nursery where the finest system of Physical Education culture had its birth and growth. Changing political, economic and social conditions had a profound influence on its growth as well as on its decline. Sometimes its very existence was threatened, but it has nevertheless survived. In urban areas and among educated classes the emphasis has limited to Western games. Indigenous activities have been relegated to obscurity, or dubbed as fit only for villagers.

Education Dept. was established in Maharashtra before independence of India by the British rulers in 1855. (Wakharkar, 1986: P21) However, for the first time a thought to frame a policy for Physical Education was recommended by the then Government officer M.S. Carpenter in the year 1866.
It is observed that during 1882 to 1911 the Indian Education Commission recommended that Indian activities, games and exercise be taught in secondary schools. Dr. R.G.Bhandarkar (Wakharkar, 1986: P22) in a convocation ceremony expressed his opinion to make arrangements to teach Physical Education activities to University Students. During the same period Sir Dinshwa Manekji established the Tata School. This institution started an important work of training Vyayam teachers, as a result, drill, gymnastics, malkham, wrestling, cricket and Indian games were introduced in schools and colleges. In 1894 (Wakharkar, 1986: P22) for the first time a proposal from Government to make Physical Education compulsory was sent to all the heads of schools and colleges.

Even though individual Head Masters and teachers from time to time tried to popularize games and sports and scouting, no systematic attempt was made to promote Physical Education in schools till after 1910. It is recorded that Education Department in 1913 placed Mr. P.C.Wren, who had special qualifications in Physical Culture, on special duty, for training in the methods of physical culture. Government also paid a grant for expenses under physical training but on the whole physical training in schools depended on the interest or fancy of a Head Master or an Inspecting officer. (Gharote, 1999: P103)

The appointment in Bombay, between 1924 and 1928, (Gharote, 1999: P103) of two American Physical Directors, Mr. F. Weber and Dr. A.G.Neohren, attached to the Bombay city Y.M.C.A and their work drew the attention of Government to the need for providing improved leadership and better programmes for Physical Education in schools. Mr. Weber was appointed Director of Physical–Education by Government in 1925; Dr.
Noehren succeeded him in 1927. However as a measure of retrenchment this post could not be continued.

In 1927 a Physical Education Committee (Gharote, 1999: P103) was appointed by Government with Mr. K.M. Munshi as its chairman. That committee made some very useful recommendation regarding the establishment of a Board of Physical Education the training of Physical Education teachers, organization of Physical Education in the Presidency. Unfortunately the recommendations of this committee could not be given effect, due to financial stringency and as described by 1937 committee the report remained buried in secretariat. However, through the efforts and enthusiasm of certain individuals and institutions and specially due to the growing wave of nationalism, Physical Education continued to make progress, though the progress was slow.

**Physical Education Between 1927-1937**

Owing to the financial stringency of Government, Physical Education continued to be dependent, as in the earlier period, upon efforts and enthusiasm of individual institutions and authorities. (Wakharkar, 1952: P2) It must be stated; however, that the concept of Physical Education, which generally prevailed in this period was rather narrow. It mostly meant physical drill and a large number of schools thought their responsibility for Physical Education would be over as soon as a certain number of drill periods were provided in the time table. The drills were generally made so mechanical that the subject aroused no interest of pupils. Games and sports were becoming more popular in society and naturally the pupils were then attracted very largely to outdoor and indoor game both Western and Indian. There was no trained personnel available and
Physical Education was mostly imparted by drill teachers who had some skill but hardly any educational background or by ex-Army men. On the whole it can be said that despite the report of the Munshi Committee, Physical Education did not obtain deserving status in the programme of schools or colleges until 1937.

The Physical Education Committee (1937)

A new life began to manifest itself in the province with the acceptance of office by Congress Ministry soon after assuming office in 1937. The then Prime Minister the Hon. Mr. B.G. Kher, who was also the Minister for Education appointed a committee to advise Government on the question of Physical Education in the Province, by Resolution Education Dept. No. 5310 dated 17th September 1937. (Gharote, 1999: P104) The Government of Bombay was pleased to appoint the following committee to advise them on the question of Physical Education in primary and secondary schools in the Presidency of Bombay. The committee elected Swami Kuvalayananda as its Chairman and after thorough study of the problems Swami Kuvalayananda submitted a report with progressive, practical recommendations. The development of Physical Education in the Province since then was guided by the recommendation of that committee.

Swami Kuvalayananda, Lonavala. Chairman
Mrs Faiz. B. Tyabji- MLA Bombay. Member
The Assistant Director of Public Instruction. Member
Capt Ganpatrao Modal, Thalakwadi, Belgaum. Member
Mr. M.R. Paranjpe Poona. Member
Dr. M.N.Natu Dist scout commissioner Poona. Member
C.B. Puranik MLA, Ahmedabad. Secretary
The above mentioned Resolution was partially modified on 6th October 1937 (Report, 1937) and Mr. S.S. Cameron, officer on special duty in the office of the Director of Public Instruction was appointed as a member of Physical Education committee in the place of Assistant Director of Public Instruction.

The noteworthy features adopted as a result of the 1937 committee’s report were (Gharote, 1999: P104)

i. The establishment of an institute at Kandivali for the training of teachers of Physical Education.

ii. The creation of Board of Physical Education.

iii. The introduction of Physical Education as a compulsory subject in all schools.

iv. The revival and inclusion of indigenous activities in schools.

v. The recognition of gymnasia for grant-in-aid.

vi. The appointment of an Inspectorate for inspecting Physical Education.

vii. The educative propaganda for Physical Education.

viii. Conducting short term courses in Physical Education for secondary teachers some of the recommendations of the above committee were immediately implemented by Government.

The following were some of the important features of the scheme of Physical Education that was introduced and expanded during this period (Wakharkar, 1952: P4)

i. The Board of Physical Education with a majority of non-official members was appointed in 1938 to advise Government on matters relating to Physical Education.

ii. Eight DivisionalInspecting officers for Physical Education were appointed and entrusted the duty of promotion and
supervising Physical Education in secondary schools and in primary schools wherever possible.

iii. The following facilities were created by Government for the training of teachers in Physical Education.

a. Establishment of a Training Institute for Physical Education in 1938 at Kandivali, offering a one year Diploma course in Physical Education to graduates trainees.

b. Short term course in Physical Education for secondary teachers lasting for about 10 weeks.

c. Drill Instructors courses for non-matric drill teachers (8 week) and.

d. Head Master’s courses (2 week).

iv. Physical Education was introduced as a compulsory subject in primary as well as secondary schools.

v. Schools were required to provide definite periods for Physical Education in the time tables and follow prescribed course of studies for Physical Education. It was also insisted that qualified teachers in Physical Education should be in the charge of spaces, suitable hours of work, adequate equipment etc were laid down by the Government.

vi. Medical inspection of school children with its follow-up work was made compulsory.

vii. Grants were paid to secondary schools, recurring as well as no-recurring, to the extent of 25% of the admissible expenditure on Physical Education and

viii. A few labor welfare centers were started in the state especially in cities with large labor class population in order to provide for the recreation and physical well-being of the working classes.
These achievements were considerable and it may be said that Physical Education in our primary and secondary schools began to be organized properly only after 1937. (Wakharkar, 1952: P5) Moreover the problem of providing Physical Education in colleges was also attended to by the Congress Ministry and better facilities were created for the medical inspection and Physical Education of college students.

From the quinquennial report of public instruction in Bombay for year 1942-1947. The working of main activities were i Physical Education in Educational Institutions. ii Organization of Physical Education Day. iii Training Institution for Physical Education Kandivali. iv conduct of short term courses v) Gymnasium activities. vi the work of board of Physical Education. vii Bombay scouts. viii Girl guide and medical Inspection. (Quinquennial Report, 1942-47: P47) Details were prescribed in this report.

All the activities were in progress as per the report. It may be pointed out here that these achievements would have considerably increased, had it not been for the outbreak of the Second World War in 1939. (Wakharkar, 1952: P5) This led to a potential deadlock in India and the Congress Ministry resigned in 1940; and came to power as late as in 1945. The caretaker Government which came in power, in the absence of the congress Ministry, did not undertake any new schemes nor did it developed the then existing ones. It’s official policy was that of maintaining a status quo. This certainly precluded all new schemes. In short all the achievements given above were due to the Congress Ministry, which was in office for a short period of three years only. Had this Ministry continued in power
throughout the period, there was no doubt that the cause of Physical Education in the state would have progressed still further.

The Physical Education Committee (1945-46)

After observing the progress of Physical Education for about seven years, Government again appointed a Committee to report on the general state of Physical Education in the state and submit recommendations for its improvement. (Wakharkar, 1952: P5) This committee undertook extensive tours, visited schools and other institutions, not only in our state but also outside, and collected information about Physical Education in the different parts of our country as well as in foreign countries through a questionnaire, conferences, meetings, collecting oral evidence from witnesses etc. and submitted a very valuable and detailed report giving concrete proposals for its expansion. Statements of the financial costs that would be involved in the implementation of these measures were also given in the Report. The Committee had made in all 104 recommendations. Placing before the pupils the ideal of world citizenship, reconstituted the Board of Physical Education expanding the supervising machinery for Physical Education improving the status of qualified Physical Education teachers, organizing a School Health Service, establishing a separate Department of Recreation etc. were some of the very important recommendations of the committee.

Physical Education 1946 onward till Independence

Physical Education had made a very rapid progress during those years. Government carefully studied the Report of Physical Education Committee (1945-46) and implemented in stages, quite a large number of its recommendations. The main
features of the expansion of Physical Education during this period can briefly be summarized as follows: (Wakharkar, 1952: P6)

- Placing before the pupils the ideal of world citizenship to be achieved through Physical Education.
- The appointment of the Board of Physical Education reconstituted according to the recommendations of the committee with a full time paid secretary.
- Creating a supervising staff for Physical Education consisting of a state Inspector for Physical Education with two assistants under him for each district.
- Improving the condition at the Training Institute for Physical Education and making the staff of the Institute permanent.
- Framing a scheme for the conduct of a one year Certificate Course in Physical Education for matriculates and recognizing private Institutions for the purpose.
- Recognition of private institutions for the conduct of short term courses in Physical Education for secondary teacher.
- Instituting Short Term Courses in Physical Education for primary teachers.
- Instituting an examination in Physical Education for secondary schools pupils.
- Appointment of a chief school Medical Officer to look after the medical inspection of the school children and
- Increasing the rate of grant-in-aid to Secondary Schools and Gymnasia from 25% to $33^{1/2}\%$.

Thus it was reviewed that – a great programme of reconstruction and expansion in Physical Education will have to
be undertaken in the future, in spite of this fact, a good deal had already been achieved during those twelve years.

**Organization of the Education Department for the supervision of Physical Education**

The Board of Physical Education was advising the State Government on all matters connected with Physical Education. But it had no executive authority and therefore the function of direction, inspection and control of educational instructions which carried out Physical Education was exclusively vested in the Educational Departmental & its officers. It is therefore necessary to see the organization of the Education Department in so far as the supervision of Physical Education was concerned.

**Historical Supervision of Physical Education upto 1945.**

Prior to 1937 there was no special agency within the Education Department to supervise Physical Education. The principle that specialized educational activities need a specialize supervising machinery had long been accepted and inspectors of drawing or of science or for visual, instruction had been appointed in the early years in this country. (Wakharkar, 1952: P18) But Physical Education was not yet regarded as a sufficiently specialized activity to need special, supervising machinery.

When the Congress Ministry accepted most of the recommendations of the Physical Education committee of 1937 & made Physical Education a compulsory curricular subject the position was entirely changed. (Wakharkar, 1952: P18) Every primary and secondary school was expected to provide a comprehensive programme of Physical Education to all its pupils in accordance with the prescribed curriculum. This expansion
made it obligatory on Government to create a specialized supervising machinery within the education department for each division. Specialized supervising machineries were appointed to inspect, organize and direct the Physical Education work in the schools of our State. These posts were created in subordinate cadre of Assistant Master and Assistant Deputy Educational Inspectors. They were touring officers whose duties included the inspection of Physical Education in secondary schools, the inspection of accounts of expenditure incurred on Physical Education and giving guidance and suggestions to Heads and assistant teachers on all the administrative and technical matters relating to Physical Education. They were also expected to supervise Physical Education of primary schools, but they were expected to do this work only if they could find time for it during their visits to the places in their jurisdiction for the inspection of secondary schools. They were also entrusted with the work of organizing short term courses for the primary teacher in their jurisdiction.

They worked directly under the Educational Inspectors of their Divisions concerned and upon their recommendations Physical Education grants were paid to schools. In 1941, two more Assistant Deputy Educational Inspectors of Physical Education were appointed for the new Educational Divisions created in the Year. (Wakharkar, 1952: P19)

**Historic supervision of Physical Education after 1945**

The Physical Education Committee 1945-46, recommended that “there should be at least 3 inspectors of Physical Education in each district, one of them being women”. The committee suggested that these officers should be in the Bombay Education Service (B.E.S) class II
& there should be a Provincial Officer in (BES) class I to direct and organize Physical Education in the State as a whole. With certain modification these recommendation were accepted by the Government and the inspecting staff for Physical Education was expanded as follows. (Wakharkar, 1952: P22)

a. An Inspector for Physical Education was appointed in 1948 (BES) under the Director of Public Instruction, Bombay State, His Jurisdiction covered the whole of the State. He had to assist the Director of public Instruction in all matters pertaining to Physical Education in the State. He has to supervise and co-ordinate the work of all the Assistant Deputy Educational Inspectors for Physical Education in the state. He was consulted by the Educational Inspectors of the Divisions with regard to the appointment, transfer, etc of the inspecting staff for Physical Education.

b. The number of ten Assistant Deputy Educational Inspectors for Physical Education was increased to Forty two, so that each Dist had two Inspecting officers for Physical Education 20 Dist of the Bombay State & in addition the Bombay City had independently 2 such officer. These posts had since then been added for the new districts created by merging the states on the same principles.

Thus it will be seen that a separate machinery on an extensive scale had been created by Government for supervision of Physical Education in schools.
Government deserves to be congratulated on the provision of such extensive machinery for the supervision of Physical Education in the schools.

Form of Inspection:

A detailed and elaborated form was designed by the Board and accepted by the Government for the purpose of inspection of Physical Education activities in schools. (Wakharkar, 1952: P25)

It will thus be seen that with the help of this special inspectorate for Physical Education, an attempt was made by the Education Dept. to give necessary guidance to schools in all matters pertaining to Physical Education and to take such measures as may be necessary in order to see that Departmental regulation in the matter of administration of Physical Education were well attended to by schools.

Training of Teachers in Physical Education

Physical Education in the secondary and Primary schools of our State was prior to 1938, in the charge of persons with poor educational qualification and with little Knowledge in the activities, but no systematic training facilities were provided formerly. They handed the subject in their own way without any planning or without any regard to the pupil and its needs. In order to improve the quality of the teaching of Physical Education and also to supply adequate trained personnel to take charge of the work, the following facilities were created by Government.

- Diploma in Physical Education at Training Institute for Physical Education Kandivali.
- Certificate course in Physical Education for matriculates.
- Short Term course in Physical Education for Secondary Teachers.
- Drill Instructor’s course, Head Master’s course and
- Short term course in Physical Education for Primary Teachers.

Some details in this regard are given below:

**Training Institute for Physical Education, Kandivali:**

Upon the recommendation of the Board of Physical Education Government started the Training Institute for Physical Education at Kandivali Bombay in Nov-1938. (Wakharkar, 1952: P26) The duration of the course was one academic year. The course started its session from the beginning of September and was concluded in the end of May. The institute was residential and provision was made for 100 candidates (men/women) to be trained in a year. Admission was given to those who were graduates of any recognized University. The Tuition was free and few stipends were awarded to deserving candidates who did not represent any institution. A majority of the trainees were school teachers either from Education Dept or from private schools.

The institute offered training in Theory and Practice of Physical Education as well as in the Method of Teaching Physical Education. Detail syllabus for the 6 Theory paper, Practical work and various activates to be taught was approved by Government. (Wakharkar, 1952: P27) This was a Diploma in Physical Education which was awarded after passing the standard. The candidate, of the Diploma course were not only to go through a crowded course both in theory and practice of Physical Education, but had also to go through a Skill test to qualify themselves for the Diploma.
Emoluments to Diploma in Physical Education

Government had directed that Diploma holders in Physical Education should be given one advance increment in their scale of salary permanently and a special pay of Rs10/- Per Month. For five years over and above this advance increment. (Wakharkar, 1952: P29)

These teachers have definitely given a new orientation to Physical Education in schools and had succeeded in introducing better education Methods for the teaching of subject Physical Education work was organized in a more systematic way with better facilities and with regular provision in the school time table for the teaching of this subject. (Wakharkar, 1952: P30)

Certificate Course in Physical Education

When it was remembered that candidates at the Diploma course were admitted at a fairly advanced age it was easily realized that it was not possible to achieve the high degree of skill in the various activities, during the period of their training. The Physical Education committee 1945-46 realized this situation & recommended the institution of a Certificate Course in Physical Education open to matriculates, so that candidates who were younger could be obtained. The duration of the course was of one year. (Wakharkar, 1952: P31) The course also emphasized the practical rather than the theoretical side of Physical Education. Government accepted this recommendation & with the help of the Board of Physical Education framed a scheme for recognizing private institutions for the conduct of such a Certificate Course. Details regarding the syllabus of the course, terms, vacations, method of conducting examination etc. were all worked out by the Board. Government in GRED NO 68/6 of
13.8.1947, declared that the private institutions satisfying the prescribed conditions, should be recognized for holding of Certificate Course in Physical Education for matriculates. Such institutions were given grant-in-aid at 50 percent of the actual expenditure incurred by them for conducting the course. In accordance with the Government Resolution the Samarth Vyayam Mandir Dadar was recognized for the conduct of the course & the first course was conducted by them in the year 1949-50. (Wakharkar, 1952: P31) The Institution had an enrolment of about 35 candidates during the year. At the end of the course they were put through the tests in theory, skills and practice teaching on the same lines as those described for the Diploma course. It was hoped that this certificate course would enable the educational institutions to secure the right-type of experts in Physical Education in order to assist efficiently the Diploma Holders in teaching and organizing Physical Education for school children. The Gujarat Vayayam Pracharak Mandal Ahemdabad and the Shikshan Prasarak Mandal Poona were granted Permission to start that course in the year 1951.

**Short Term Course in Physical Education for Secondary School Teachers**

Government felt that every class room teacher in secondary schools below the age of 35 years should be Physical Education minded. It was thought that unless the class room teacher co-operated with the Physical Education teacher on the playground, the real object of the integration and Physical Education with that of intellectual education would not be served. With this view, Government declared under G.R. Education Department No. 5310 OF 25.5.1938 (Wakharkar, 1952: P32) that a short Term course in Physical Education for
secondary Teacher would be conducted departmentally and accordingly facilities by way of residential accommodation, messing hall, play-grounds etc. for the conduct of such courses were provided on the premises of the training Institute for Physical Education Kandivali. The duration of the course was about 10 weeks and candidate had to go through a considerable simpler syllabus than that prescribed for the Diploma course. No test was prescribed at the end of the course and the trainee was awarded mere attendance certificates.

Drill Instructor’s Course

It was felt that Drill Instructors who were non-matriculates should receive scientific training based on the educational principles. Government therefore conducted from time to time, special courses lasting for about 8 weeks for such teachers so that they could be considered as qualified teachers in Physical Education and drill instructors that had not completed 10 years of service had been put through this course. The expenses in this connection were born by the trainees and Government awarded stipends to all of them. The tuition was free. (Wakharkar, 1952: P33) This course was helpful to the non-matric Drill Instruction in understanding the new orientation that had been given to Physical Education and in revising their method of teaching the subject accordingly.

Head Master’s Course

The Government conducted two Head Master’s Courses. These courses were mainly meant to give the Head of the secondary schools an idea of the recent development in Physical Education and to acquaint them with their share of responsibility in implementing the policy laid down by the Government in introducing the subject in schools. Participation
in activities was voluntary and that course mainly considered of lectures and observation of the play ground work that the students of the Diploma Course went through every day. The expenses in this connection were born by the Trainees themselves.

This is in brief a survey of the facilities that were provided by Government for training of teachers in our state during pre-independence period.

The Institution of a Degree Course in Physical Education

It was thought that there is still a great need to separate course being instituted along the lines of other professional courses like the Engineering, Medical etc where in young men and women about the age of 18 can be admitted to receive intensive training in the theory and practice for three to four years. This was possible only if a degree course in Physical Education was instituted. The 1945-46 Physical Education Committee had strongly stressed the need of instituting such a degree course. (Wakharkar, 1952: P35)

Training of Teachers in Physical Education for Primary School’s

Consequently upon the introduction of compulsory Physical Education in primary schools in 1938 this subject was included in the syllabus of the primary training colleges. Teachers under training at these colleges had to go through a prescribed course in Physical Education both in the theory and practice, along with the other subjects, Government authorized the Local Authorities to conduct courses in Physical Education for primary teachers. (Wakharkar, 1952: P37) Efforts made by those authorities were neither systematic nor regular. Government, therefore, in the light of recommendation of
Physical Education Committee 1945-46 took complete control of the conduct of those courses and decided to conduct training courses for primary teachers in stages. One of the Assistant Deputy Educational Inspector for Physical Education (A.D.E.I for P.E) of the dist concerned was in-charge of the training centre who was authorized to seek the help of local qualified Physical Education teachers. These courses were conducted for a period of two months. The detail regarding the cost involved, the syllabus to be followed etc were worked out by the Board of Physical Education. All the expenses in connection with the training were born by the Government. **An attempt was thus made by Government to see that adequate number of teachers working in primary schools, below the age of 35, receive the necessary training in Physical Education so as to qualify them to teach the subject properly in primary schools.**

**Programme of Physical Education for Secondary and Primary Schools**

The authorities responsible for planning the programme in our State had attempted to effect a happy combination of two views, the desire to preserve the old order on the one hand and the desire to create a new order on the other hand. The aims and objects of Physical Education had been the basis of planning the Physical Education curriculum while at the same time, care had also been taken to see that whatever had been traditional and consistent with the aim and objectives of Physical Education had been given due place in the curriculum.

The Physical Education programme was quite broad and varied. The activities included in the programme were graded to suit the needs capacities and interests of the pupils. Individual
differences had been taken into account. The nine fundamental principles were led down on which the programme of Physical Education was evolved. (Wakharkar, 1952: P39)

So far as the primary schools were concerned, Board of Physical Education prepared a detailed syllabus which had since been sanctioned and published by Government. (Wakharkar, 1952: P42)

So far as Secondary Schools were concerned the old students’ Association, Training Institute for Physical Education Kandivali had worked out a detail programme of Physical Education activities in a book entitled “Syllabus of Physical Education Activities for Secondary Schools”. This had been recognized by Government and served all the purposes of a Departmental Hand book on the subject.

In addition to the activities prescribed in the above mentioned activities, stress was also laid on the activities as scouting, camping, Military drill, hiking, and swimming throughout the school age wherever facilities were available. (Wakharkar, 1952: P45) Camping formed a very important part of the Physical Education programme. Government had selected a programme and reserved a few sites in the different localities of the Bombay province. School teacher and pupils were encouraged to organize those camps at these places. sheds, utensils, lighting, water supply, kitchen etc. were specially provided at Mahableshwar. A special camping officer for the State was also appointed to look after this work.

The Physical Education curriculum was thus comprehensive, progressive and attractive. It took into consideration the various psychological needs of the school children. There were also organized games and individual
activities rhythmic exercises and combative activities callisthenic with and without music. There were exercises with apparatus and without apparatus. There was free play and there were various kinds of drills. Also there were highly organized sports and strenuous combative activities.

It was felt necessary to ascertain whether the programme which was prepared at that time was achieving the necessary standards of health and physical fitness in our pupils. This was done with help of tests in Physical Education activities. **As a beginning in this direction, the Board of Physical Education worked out scheme for the conduct of examination in Physical Education for the Secondary School pupils.** A few tests in physical activities were laid down under “Examination in Physical Education for Secondary schools pupils”.

**Administration of Physical Education in Secondary and Primary Schools**

Physical Education in schools had since 1938 assumed a meaning entirely different from that implied in the old term “school Drill.” Prior to 1938 school drill was an extraneous activity in schools, entirely optional in character and not frequently looked down upon by the pupil. Physical Education then became a part of the general education Programme which was concerned with that growth, development and education of children. Physical Education then was regarded as an integral part of education and had therefore been made compulsory for all school children under Government Resolution, Education Department No. 5310 of 25-5-1938. (Wakharkar, 1952: P50)

Compulsory Physical Education implies that one and all school children (except the few who were handicapped on
physical or medical grounds) must participate in it. Formerly, only a few (with special ability in athletics and games) were privileged to participate in tournament and competitions in sports. The school children had to go through Physical Education work and every school was required to make adequate provision for it.

It was briefly reviewed in the ways in which it was at that time organized in schools along with suggestions for suitable reforms, wherever necessary.

Government had laid down that all students should have Physical Education for one period every day. The lower Secondary standard schools had provided about four periods a week, on an average, for Physical Education, while in the high schools, about two to three periods a week were provided. It had been laid dawn that due provision for instruction should be made in the school time tables and attendance at Physical Education classes should be given the same importance as was given to other class-room subjects. It was necessary that attendance of pupils at the Physical Education classes be checked properly and that pupils were not exempted from participation in Physical Education except on medical grounds. (Wakharkar, 1952: P51)

As a result of the compulsory introduction of Physical Education in the school it was noticed that schools combined two or three classes at a time during the Physical Education periods and entrusted these groups of 120 pupils to the care of one Physical Education teacher. Government therefore in the light of the recommendation contained in the Physical Education committee 1945-46, laid dawn that the size of the class for Physical Education should not exceed 40 pupils at a time. This had certainly helped in giving individual attention to the pupils
during the period of Physical Education and thereby in improving the quality of work. (Wakharkar, 1952: P52)

The provision of trained personnel in Physical Education had considerably improved the planning and teaching of Physical Education in schools. The detailed syllabus drawn by Government with the help of the Board of Physical Education also assisted the school in doing so. It was therefore found that the schools planned their Physical Education work more systematically than in the past.

Physical Education was then classified into two parts. i Instruction, ii Participation. During “Instruction” period emphasis was laid down in teaching activities of new activities while during participation periods achievement of skills through practice was emphasized. Many of the teachers kept regular weekly lesson notes of the activities to be covered from week to week.

Government had introduced medical inspection for schools pupils on a compulsory basis and schools were required to see that pupils in the Primary stage undergo medical examination at least once and twice in a Secondary school period.

Holding of Tournaments had been found to be an effective method of arousing pupil interest in Physical Education and securing larger participation by them in the Physical Education.

Every effort was made by the Department to encourage Scouting and Girl Guide movement, in the schools of the State. These movements lay a great stress on Physical Education and out-door life and help considerably the co-operative life. Special grants were also paid to the Association for the promotion of scouting and guiding.
National Cadet Corps (N.C.C) Junior Division.

A great impetus had been given by Government to Physical Education by bringing into existence a N.C.C. A special committee was appointed by the Government of India in 1946 to make recommendations comprising of schools and Universities. Hon, Shri, Pandit H. Kunzru was the chairman of the committee. The committee made a detailed report in the matter. One of the recommendation of the committee referred to the formation of Junior Division of the National Cadet Corps, Consisting of School boys. The committee also recommended the maximum number of cadets to be included in the junior division to start with and further pointed out the distribution over the different states of the country.

Play Grounds and Equipment

No Programme of Physical Education can be organized in any school unless there is some open space available for carrying out the Physical Education work. It is perhaps the first necessity in this connection. Physical Education had no place in the school curriculum prior to 1938.

Government took efforts to solve the problem of introducing of Physical Education as a compulsory subject in our state. In 1938 Government drew attention to the need of providing schools with open spaces for Physical Education. It was realized by Government that, every attempt should be made in future to see that all available space around school buildings was not utilized for purpose other than the Physical Education. So the education Dept. first included recurring and non-recurring expenditure on acquisition and maintenance of play grounds as an admissible item for grant-in-aid and made a
special provision to allot grants at 25% of the expenditure incurred.

Government then laid down that each school should have an open space at the minimum rate of one acre per 250 pupils. In order to help the Institutions in this respect Government issued a Resolution Education Department No. 7022 of 3-12-1940, declaring that the open lands belonging to Government or local authorities should be first given to school and gymnasia for play grounds, if required. However, due to various other practical difficulties, no substantial result could be achieved in the matter of provision of open spaces to schools.

The Physical Education committee, 1945-46, therefore, made a survey of the open spaces that were available as play grounds for schools. From the figures given by the said committee in its Report, it had been given that, at the end of the year 1945-46 about 59% of the schools in the State either had little open space or no space at all. In order to improve this situation the committee made some useful recommendations. Government considered those recommendations and accepted some of them. (Wakharkar, 1952: P59)

**Provision of Industrial Space for Physical Education**

The grant of open spaces to educational Institution would have not completely helped them in organizing satisfactorily the Physical Education Programme for their school children. Taking this in to consideration, the climatic condition and the season, it would be extremely difficult for them to organize any systematic programme of Physical Education in a continuous and graded way throughout the year unless the school was provided with a Physical Education hall where in Physical Education could be conveniently conducted for class of 40 pupils at a time. In most
countries of the world, this had been considered to be a necessity and unless the need was already realized in our country, the condition of Physical Education may not appreciably improve. Taking into consideration the fact that some of the places in our State have a long and heavy rainy season, while a few others had been an unbearable hot summer, it was necessary to encourage institutions to provide some sort of indoor space which could be used for Physical Education. (Wakharkar, 1952: P62)

**Equipment**

After having dealt with the question of playground for the administration and organization of Physical Education next comes the problem of supply of equipment’s to schools. But this does not offer any serious difficulty in the matter of organization of Physical Education in schools. Most of the schools had provided some equipment. In the light of the list, once prepared by the Board of Physical Education for the use, of gymnasia, an attempt was make to give list of equipment and apparatus that maybe provided in a school of normal size with two standards for each class. (Wakharkar, 1952: P63)

**Physical Education at the University Level**

In order to make Physical Education a process, it was necessary to continue it even at the University level. An attempt was therefore made to study how Physical Education be organized at the University level. Before doing so it was worthwhile to have a brief survey of the development of Physical Education at the University level.

**Historical Physical Education in the Colleges Before 1938**

Physical Education as it exists today, in our colleges had been started by the University ordinance issued in 1938. The
idea of introducing Physical Education in colleges owes its origin to the year 1920 when Shri R.P. Pranjpe recommended to the University, in that year, the introduction of compulsory military training for all students. Since then the University was considering the question. In 1925, the committee of syndicate recommended the medical inspection and compulsory Physical Education of the University students Dr. B.H. Nanawati, Dr. P.C. Patel and Principal A.L. Covernton were some of the persons who moved the University to introduce compulsory Physical Education and submitted detailed schemes for the same. Prof. Manikrao of Broda also submitted detailed schemes to the University in 1926 which included Indian as well as Foreign games and activities with due emphasis on Indian activities such as dands baithaks, clubs, dumbbells, wrestling, lathi etc. The University therefore considered in the same year, the Report of the students’ welfare committee of the Calcutta University. (Wakharkar, 1952: P66)

In 1927 according to the scheme of conducting Physical Education in colleges submitted by Principal K.R. Kanitkar, Poona, an experiment was tried by the Poona Colleges which combined together and introduced compulsory Physical Education for all the students. As the same proved to be successful, the University in 1930 finally approved the introduction of compulsory Physical Education in all the colleges and sanctioned an annual sum of Rs 11000/- for Medical inspection of the students and the Pay.T.A etc of the University Director of Physical Education. Shri S.K. Mookerji was appointed at the post and committee of Six members was appointed to advice him in the matter. He took a survey of the study of Physical Education existing in colleges on a compulsory
basis. He also conducted a camp at Panchgani to train student’s teachers for the conduct of the college Physical training classes. Finally in 1932, Physical Education was made compulsory for the first year classes in the colleges. But the scheme was not continued for want of finance. (Wakharkar, 1952: P67)

This was a brief survey of the development of Physical Education in the University before 1938. From this survey it could be concluded that Physical Education in the colleges, prior to 1938, was just in the experimental stage.

Position of Physical Education in the Colleges as a result Of The University Ordinance Of 1938:

In 1938, the University of Bombay introduced compulsory Physical Education again in colleges for the first year students. No special Director in Physical Education was appointed for the purpose. (Wakharkar, 1952: P67)

Inter College And Inter University Sports:

This was so far as compulsory Physical Education in the colleges was concerned. In addition the University had a regular scheme for the conduct of Inter-collegiate and Inter University sports and games. For this purpose, the University had a Board of Sports which was charged with the work of training rules for the same, local committees dividing the territorial jurisdiction of the University into three parts were formed, the president of these local committee and other members not exceeding four, formed the personnel of the University Board of sports. The chairman of the Board was selected.

The tournaments in Cricket, Tennis Athletics, Wrestling, etc. were conducted by that Board of sports with the help of the Local committees.
Though Physical Education of the University level was made a good beginning, its condition in the college at that time, needed rapid improvement. The handicaps under that rapid improvement are summed up under the following heads.

a. Want of proper leadership
b. Somewhat indifferent attitude towards Physical Education on the part of college students
c. Lack of proper co-ordination of Physical Education work in all the University colleges.
d. In sufficient periods for Physical Education and
e. Lack of better follow up work in respect of the Medical Inspection of college students. (Wakharkar, 1952: P69)

Suggestions to reforms were made on the recommendation of Physical Education committee 1945-46.

**Physical Education and Recreation For Adults**

One of the objectives of Physical Education in schools was that it would have a carry-over value, so that pupils may continue Physical Education and recreation in their afterlife, for healthful living and happy life. This means provisions of facilities for Physical Education & recreation for adults. This was essential in a democratic society; right use of leisure can be made a national assets while improper use of leisure becomes liability.

There was thus growing need of providing Physical Education and recreation to the adult population. A brief review was made in the state of Physical Education and recreation for the adult population with suggestions for reform. (Wakharkar, 1952: P72)

In India, recreation was never been organized on a
large scale. Voluntary bodies such as clubs, organizations, gymkhana, athletic association’s etc. promoted Football, Cricket, Tennis, Hockey, and Athletics. These clubs, gymkhana and associations were conformed to large cities and towns only where advantage was taken by the population of the urban areas and that too by the higher class of the society.

In rural areas, the voluntary institutions known as the akhadas and gymnasia done excellent work in spite of their not getting any state support. These institutions were responsible for maintaining the traditional activities of our country and always maintaining their national character. Those were looked upon with suspicious by the British Govt. and in spite of the then Govt. effort to put a check over the activities of such institutions they continued their work. Further three institutions played a great part in the promotion of healthy and pleasurable recreation for the village and the common people of the urban areas. The activities conducted in those Akhadas and gymnasia were indigenous in nature. Dands, Baithaks, clubs, Lathi Lakdi, Farigadga, Lezim Malkhamb, Wrestling etc, were very popular with the children as well as adults and wrestling bouts were always been one of the greatest sources of recreations to all people in the rural as well as urban areas. Further big demonstration was arranged in all those Indian activities, from time to time and especially on the festival days. Those institutions continued their work in spite of several difficulties, such as poor finances inadequate facilities of building and space, lack of state support etc. public enthusiasm Donations always came forth when these institutions suffered from any financial crisis.
Some of the excellent Physical Education institution which made noteworthy contribution to the promotion of Physical Education among the people of this Province were the Maharashtra Mandal Poona, The Gujrat Vyayam Pracharak Manch, Ahmedabad. The Jumadada Vyayam Mandir Baroda and the Bombay Physical Culture Association Bombay. Those institutions were specially famous for their commendable work in providing leaders in Indian activities to the different gymnasias and Akhadas all over the state. These Institutions conducted regular short term classes during holidays and trained an army of men and women in the indigenous activities which in turn promoted those in their respective localities. A great stress was laid on the teaching of skills in various games and activities. The Akhil Maharashtra Sharirik Shikshan Mandal and the Gujrat Vyayam Pracharak Mandal were affiliating bodies which helped a good deal in effecting co-ordination of Physical Education in the different affiliated institutions. A number of institutions also came into existence as a result of their extensive propaganda work by organizing conferences, holding tournament and conducting special coaching classes. An effort was made to introduce Physical Education on a mass basis by Raj Ratna Rajashrya, Prof. Manikrao of Baroda. A considerable research in the Indian system of Physical Education was carried out by the Kaivalyadharma, Lonavala of which Swami Kavalayananda was the Director. Shri D.C. Mujumdar of Baroda made a valuable contribution to the Literature pertaining to Indian Physical Education by publishing an Encyclopedia comprising of ten volumes. This was so far as the promotion of Indian Physical Education was concerned. In addition the Y.M.C.A and Sir D.M. Patil Gymnastic Institute promoted Western system of Physical
Education in the state and trained a number of leaders in Western activities and games. Thus this is a brief information of Physical Education and recreation facilities that extended prior to 1938. (Wakharkar, 1952: P73)

The Congress Committee as soon as it came into power in 1937 took up the question of reorganizing Physical Education and recreation for the adult population of our state, along with reorganization of Physical Education in the educational institutions. Government realized the need of recognizing institutions doing useful work in the promotion of Physical Education and recreation among the public. Government therefore upon the recommendation of the Board of Physical Education, framed a set of rules for the first time in the history to recognize these institutions, about 100 gymnasiums in our state were recognized in 1939, and were paid grant in aid. (Wakharkar, 1952: P73)

Institution fulfilling conditions laid down in rules, were sanctioned a grant both on recurring and non-recurring expenditure to the extent of 25% of the expenditure incurred. No doubt this was considerably helped to put those institutions in line with the education institution and thus rate of grant did not prove to be attractive to such institutions. Further during the regime of the caretaker Government those recognized institutions did not receive grants according to the promised rate with the result that the number of such institutions fell down from 100 to about 84. When the congress Govt. took office in 1946 the rate of grant to those institutions was raised from 25% to 33 \( \frac{1}{2} \)% But the conditions did not materially improve even though the rate of grant was so increased. (Wakharkar, 1952: P74)
Factors responsible for this position were summarized with suggestions for reform as follow. i Lack of proper leadership, it was impracticable for those institutions to secure on a part time basis the services of the qualified Physical Education teacher working in local school. To improve the position it was suggested that suitable established and recognized gymnasia especially of district town be recognized by Government on grant in aid basis for conducting summer vacation classes for training enthusiastic workers in the field. ii It was suggested that if recognized gymnasia maintain properly qualified staff, the local schools should be permitted to seek the cooperation of those gymnasia specially in the school attempt to provide facilities for expert training in skills of Indian games and other activities. The cooperation of gymnasia was sought with advantage in conducting sports tournaments, demonstrations etc. in Physical Education activities.

Akhadas were mostly situated in villages and were centers of recreational activities to the villagers. There were more than 500 Akhadas in our States and those institutions remain unattended. Efforts were not made to improve their condition. It was suggested there for that those Akhadas should be recognized for grant in aid and liberal condition should be framed for their recognition. (Wakharkar, 1952: P76)

Labour Welfare and Recreational Facilities Provided by Government

In order to provide recreation for the industrial workers the congress Government created the labour welfare department in the year 1939, which conducted and controlled different types of centers in the labour areas, providing
recreational facilities to the workers and their families. (Wakharkar, 1952: P77) Four different types of centers known as A, B, C & D were developed in the course of time by this department. The ‘A’ type center consisted of a larger building in the form of a theater, a separate gymnasium, a well-equipped playground and a library. The activities at this center consisted of outdoor and indoor games, gymnastic exercise, wrestling the conduct of women’s education classes provision of library and reading room, the conduct of a nursery school and staging of frequent dramatic and variety performance and cinema shoots. The ‘B’ type center covers all these activities but had a building on a rather modest scale. The ‘C’ type center had hired small building and provided a few indoor games, a reading room, Library, occasional cinema shows etc. The ‘D’ type center made provision only for outdoor games and sports. The Labour Welfare Department had developed quite a large number of centers (more than 25) of the types referred to above at Bombay, Ahmedabad, Sholapur, Hubly etc. Most of those centers were provided with medical aid and medical advice. Those centers promoted outdoor games and activities both Indian & Foreign games. “A” type centers were conducted by one full time officers and adequate part time assistance the other types of centers were conducted by part time men.

Government constituted a Recreation Board under the Prohibition Department with a view to seeing that the facilities for recreation were provided to people as an alternative occupation during leisure hours. Upon the advice of the Board the Prohibition Department was busy in expanding its schemes of providing the necessary recreational facilities to the masses and also in seeing that a training personal were available for the
job by creating the necessary training facilities. (Wakharkar, 1952: P78)

This was in short a survey of the Government efforts in the field of providing recreational facilities to the industrial classes. Thus it can be concluded that an appreciable effort was made by Government in this respect, especially in cities and towns.

Finance for Physical Education

The immediate change that could be marked in the report of the finance for Physical Education in Secondary Schools as a result of the compulsory introduction of Physical Education was the provision of regular budget allotment for Physical Education in educational institutions in the State. The school framed regular budget for the different items of expenditure on Physical Education in advance of the same was provided with due consideration to the strength of the pupils of their institute in respect of equipment, salaries of the staff, provision of maintenance of open space, provision of gymnasium etc.

Sources of Income for Physical Education

The introduction of Physical Education as a compulsory subject in schools had involved a considerable cost to them by way of salaries of Physical Education teachers, provision for open paces as their maintenance, purchasing equipment for Physical Education. This additional cost was not in the following ways. (Wakharkar, 1952: P80)

a. Grants for Physical Education.

Government declared under Government Resolution Education Department No-5310 of 25-5-39 that non-Government secondary schools would be paid special grant on Physical Education at 25% of the expenditure incurred by them.
on Physical Education. The necessary budget provision was made from year to year.

The following table gives the budget allotment for grant in aid to non-Government Secondary schools from 1939-40 to 1946-47. (Wakharkar, 1952: P81)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1939-40</td>
<td>40,000</td>
<td>1943-44</td>
<td>57100</td>
</tr>
<tr>
<td>1940-41</td>
<td>40,000</td>
<td>1944-45</td>
<td>62000</td>
</tr>
<tr>
<td>1941-42</td>
<td>40,700</td>
<td>1945-46</td>
<td>82900</td>
</tr>
<tr>
<td>1942-43</td>
<td>56,050</td>
<td>1946-47</td>
<td>82,500</td>
</tr>
</tbody>
</table>

b. School Fees:

Another way by which funds were provided by schools to meet the additional cost on account of Physical Education was to change fees to the school pupils, which was collected in combination with other fees such as the drawing fee, science fee etc.

c. Contribution by the school Managements.

Thirdly in many schools, the school managements also contributed from the General funds of the schools towards the expenditure incurred due to Physical Education from year to year.

So far as grants to primary schools were concerned District School Board and Municipal School Boards gave grants for Physical Education of primary school under their control at 66\(\frac{2}{3}\) % and 50 % respectively of their admissible expenditure of the Physical Education
Grant in aid to Gymnasia

Gymnasia were recognized for grant in aid by the Government of Bombay since 1939. In accordance of the Government Resolution Education Department (G.R.E.D) No 5310 of 16.1.1939, a recognized Gymnasia was eligible to receive Government grant not exceeding 25% of the recurring as well as non-recurring expenditure on Physical Education, incurred by it. But the financial help that was rendered by Government by way of grant in aid at the rate mentioned above was not found to be adequate. Government therefore upon the recommendation of Board of Physical Education increased this rate of grant in aid from 25% to 33 1/2% on recurring expenditure of the recognized gymnasia. The total amount under Grant in aid to Gymnasia was then be Rs 32000/- per year as against the previous provision of Rs 1000/- per year. (Wakharkar, 1952: P82)

In addition to these grants under education department Government provided huge finances for recreation under the Labour Welfare Department and for the recreation schemes under the Prohibition Department.

In conclusion we can say that our State authorities definitely realized that Physical Education and Recreation are the basic needs of our State and our Country as a whole. Their efforts for the promotion of Physical Education and recreation during those years were a great admiration.

The institutions which were the instruments to promote and to develop the Physical Education movement during those days done a commendable service to the society.
1.4. Physical Education in Maharashtra During the Post-Independence Period.

Prior to Independence of India Maharashtra was known as Bombay Province and it had 4 Divisions. Bombay Division, Western Maharashtra, Karnataka and Gujarat. The Physical Education and Sports was under Education Department. (Wakharkar, 1986: P26)

In spite of the substantial achievements, Physical Education in the State was to go a long way. With this a great programme of reconstruction and expansion in Physical Education was viewed and the programme was developed in stages in the State as given below.

With regard to this situation, the Scholar has made 2 parts of its development.


Part II- Creation of Maharashtra State on 1st May 1960 to 1st May 2010- (This is a period of Maharashtra known as Silver Jubilee Year)

The development during these 50 years are given in two phases – Phase I and Phase II.

Phase I - After the reorganization of Bombay province into the creation of Maharashtra i.e. from 1st May 1960 to 14th July 1970 till the creation of the Directorate of Sports and Youth Services.

Phase II - Creation of the Directorate of Sports and Youth Services in Maharashtra on 15th July 1970 to May 2010 the year – ‘Golden Jubilee Year of Maharashtra’

The awakening of the post-independence period brought a chain of activities for youth. By 1947 Physical Education had secured a place which may not have been prominent everywhere in the total school programme but Physical Education was accepted as an integral part of Education. Considering this Philosophy and recommendations laid down by various commissions and earlier reports of Physical Education Committees there was persistent demand to re-organize Physical Education pattern in the State.

**Historical Supervision of Physical Education as per the Recommendation of Physical Education Committee 1945-46.**

The Government of Bombay created a Physical Education supervisor’s post in class I and appointed trained personnel. Forty posts of Physical Education Supervisors in Class III were created and filled up step by step. (Wakharkar, 1952: P22)

An Inspector for Physical Education was appointed in 1948 under the Director of Public Instruction Bombay State. His Jurisdiction covered the whole of State. He was to supervise and co-ordinate the work of all Assistant Deputy Educational Inspector of Physical Education in the State. The number of ten Assistant Deputy Inspector for Physical Education had increased to Forty two, so that each District had two Inspecting officer, for Physical Education. Bombay city had independently 2 such officers. (Wakharkar, 1952: P22)

The Government had also approved a proforma for Inspection report.
It will thus be seen that separate machinery on an extensive scale was created by Government for the supervision of Physical Education in schools. Medical Inspection was also insisted. Accordingly Government appointed the Chief School Medical Officer in 1948. The officer prepared a scheme for the formation of District units to be responsible for Medical inspection of school, medical inspection of school children in their Jurisdiction.

**National Cadet Corps.**

The Ministry of DE fence of the Government of India in 1948, brought into existence the National Cadet Corps and allotted in the same year 45 troops of the junior Division of the National Cadet Corps to the State of Bombay and in the first year, more than 70 schools in the State raised sub-units in their institutions. This had given an impetus to Physical Education. The curriculum of training of the Junior wing laid great stress on Physical Education. (Wakharkar, 1952: P57)

**Curriculum of Physical Education**

Physical Education curriculum was already prepared by the Board of Physical Education prior to the Independence and that was approved by the Government. As far as the examination in Physical Education was concerned it was noticed that in the absence of standardized Physical efficiency tests, it was found that the pupils did not become sufficiently serious about Physical Education although it was made an integral part of the curriculum. This examination in Physical Education was in its experimental stage and as it was instituted only in 1949-50, it was however expected that the step would ensure better attention of the pupils towards Physical Education and thus help
the organization of Physical Education in schools along the proper lines.

**Play Ground Facilities**

It was found by the 1945-46 committees under a survey of playground that about 59% of schools in the State either had little open space or no space at all. In order to improve this situation efforts were made to acquire land or sanction grand for purchasing land on reasonable rents etc. Finally Government issued the circular No. S. 169 of 28.5.49, Health Department and local Government Department in respect of reservation of sites for schools in Town Planning Schemes.

The Board of Physical Education had therefore taken up this matter and appointed a special sub-committee which was entrusted with the work of collecting detailed information in respect of open spaces that could be made available to all such schools needing them and make concrete proposal to Government for the purpose. The committee realized that a better co-ordination between the Revenue Department which control the open spaces and the Education Department which needed them would prove to be helpful in solving the problem. The Board in the light of the report of sub-committee appealed to the Chief Minister to issue instructions in this regard. Government accepted the recommendation and directed the Revenue Department to issue necessary instruction to the collectors in the matters. Accordingly a circular was issued by the Revenue Department. G.R. Revenue Department No 3219/49 of 24-1-1950, pointing out that any vacant lead vesting in Government and situated in the vicinity, of an educational Institution may be leased to it provided the institution ask for it and genuinely needs it. This shows a great effort taken by the
Government, realizing the need of play grounds to the educational Institutions.

Earlier Government had taken steps for provision of indoor space for Physical Education and raised the grant from 25% to 33 ½ % on recurring expenditure of the recognized Gymnasia in 1948, and for providing equipment. However no further developments were made during that period.

Finances for Physical Education

Earlier grants were paid to non-Government Secondary Schools on Physical Education at 25% of the expenditure under G.R. Education Department dated 25-5-1939. The necessary budget provision was also made from time to time. As grants at the said rate, did not meet the requirement of the schools concerned, the Board of Physical Education recommendation to enhance the rate which was as accepted by the Government. So the Government in G.R. Education and Industrial Department No 7143 of 25-5-48 announced grants-in-aid for Physical Education grant at 33 ½ % of both recurring and non-recurring admissible expenditure to non-Government secondary schools. This rate of Physical Education grant was thus brought on par with the rate of the regular grant paid to schools. This was a very important step taken by Government in enhancing the status of Physical Education in schools. The following table gives the budget allotment for grant –in- aid to non-secondary schools.

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1946-47</td>
<td>82500</td>
</tr>
<tr>
<td>1947-48</td>
<td>2,38000</td>
</tr>
<tr>
<td>1948-49</td>
<td>2,56000</td>
</tr>
</tbody>
</table>

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Note: (this shows substantially raised in the allotment of funds.)
Seminars

a. **Camp –cum-seminar at Mahableshwar, October 1954**

The camp-cum-seminar for Head Masters and Education officers of the State of Bombay, cutch and Saurashtra was held at Mahableshwar from 1st to 22nd October 1954. The seminar was organized by Government of Bombay on behalf of Union Ministry of Education and was financed by the Ford Foundation. It was attended by

- Head Masters from State of Bombay, Cutch and Saurashtra
- Principal of Secondary Teachers colleges in the State of Bombay
- Dy. Director of Education of the State of Bombay.
- Educational Inspectors of the State of Bombay.
- District Education Inspectors of Saurashtra.
- Dy Educational Inspector of the State of Saurashtra and
- State Inspector for Physical Education of the Bombay State. (who was also the secretary of the seminar.)

(Seminar Report, 1956: P1)

b. **Bombay State Seminar on Physical Education Jan/Feb 1960, Rajpipla.**

Bombay State seminar on Physical Education was held from 29-1-1960 to 7-2-1960 at Shri Chhotubhai Purani Vyayam Mahavidyalay, Rajpipla. The Government of India, Ministry of Education Sponsored and financed the seminar and gave an opportunity to express view pertaining to Physical Education and Recreation. Education Department in Government of Bombay and Director of Education Bombay State organized this seminar.
Prof. D. G. Wakharkar, SIPE, Bombay State and his staff all assistance rendered their guidance and helped in organizing and conducting the seminar. The following members were responsible for preparing the final report of the Seminar. (Seminar Report, 1966: P2)

Shri R. G. Patel – Rajppla, Dr. M. N. Natu, Poona, Shri B. B. Kothiwale, Principal TIPE Kandivali, Prof. D. G. Wakharkar (SIPE) Bombay – Poona, Shri P. D. Bhure. Director C. P. Ed course – Bombay. There were nine topics for the discussion.

The seminar had suggested number of useful suggestion and requested both the Central and State Government to implement the suggestion and recommendations made by the seminars after due consideration.

**State Sports Council**

As per the directives from Central Government, Bombay State Sports Council was established in the year 1957, with the objectives (Smarnika, 1969: P9)

- To plan schemes for the development of sports and games in the state.
- To create and develop discipline, character building, team spirit and Nationalism through sports and games.
- Co-ordination in the working of sports Association.

This First State Sports Council consisted of 42 members. The then Education Minister Hon. Shri Hitendra Desai was the first President of the Council. This was an advisory body. This Council in initial stage collected information about the Sports Associations and their working and problems faced by them. Accordingly Council suggested to Government the pattern for assistant and grant-in-aid to these Associations and for providing technical assistance, the need of coaching camps for
Sportsmen. Efforts were made to suggest schemes for the development and promotion of sports in the State.

In the meanwhile the Government of India established an enquiry Committee in 1958, under the chairmanship of Maharaja of Patiala to review development of sports and games in the country. On the recommendation of this committee, it was suggested to reorganize the State Sports Councils. Upon recommendation the Government of India issued directions in 1959. Accordingly Bombay State Sports Council was reorganized on the principles suggested by the Government of India.

a. The members on the Council should be minimum.

b. To get the expertise’s advice eminent experts in the field be appointed as member on the council.

Accordingly Bombay State Sports council was reconstituted in Nov-1959. However on 1st May 1960 on the creation of Maharashtra this Council was dissolved automatically. (Smarnika, 1969: P9)

Part II- Creation of Maharashtra State on 1st May 1960 to 1st May 2010- (This is a period of Maharahstra known as Silver Jublie Year)

Phase I - After the reorganization of Bombay province into the creation of Maharashtra i.e. from 1st May 1960 to 14th July 1970 till the creation of the Directorate of Sports and Youth Services.

Maharashtra State Sports Council

On creation of Maharashtra State on 1st May 1960 the Bombay State Sports Council was dissolved and in the same month the Maharashtra State Sports Council was constituted. The then Education Minister Honorable Shri Balasaheb Desai
was the first President and the then Dy. Education Minister Honorable Smt Nirmalaraje Bhonsle was first Vice President. As per Government of India’s directive the member were nominated, on the State council which consisted of 15 members. **The State Inspector for Physical Education was the member secretary and the office of the council was at Pune.** In the initial Stage the tenure was of one year an thereafter it was made for 3 years. The Council was supposed to advice the Government for the development of sports & games. (Smarnika, 1969: P9)

Generally the council met 3 to 4 times in a year. Incase The President desired, an urgent meeting used to be held by the then Education Minister Honorable Shri Shantilal Shah who succeeded as President after Honorable Balasaheb Desai and Honorable Shri Bhausaheb Vertak food Minister succeeded as Vice President Honorable Smt Nirmalaraje Bhonsle. In the year 1964. Honorable Shri Madhakarrao Choudhari the then Education Minister became President of the Council and in the year 1967 Honorable Shri Sunderrao Solunki the then Dy. Education Minister became as Vice President. (Smarnika, 1969: P10)

**Development of Sports Institutions**

In a survey by the committee it was observed that the sports institution could not develop their activities for promotion of sports in the State, due to lack of Funds they were handicapped in doing so. With this view in October 1960 the Council prepared rules for reorganization of the institution and for grant-in-aid to these Associations and got it approved from Government. They also recognize the 21 games for promotion through those sports bodies. Items of expenditure for allotment
of grant were decided such as maintenance expenditure, rent of playground, stationary and postage. Purchase of Sports equipment, expenditure on organizing tournament, expenditure on participation in the National competition, expenditure for coaching camps etc. The provision for such grants in the year 1959-60 was Rs 37575 which increased up to Rs 55,7451 till year 1968-69. This grant was paid to nearly 60 recognized institution. (Smarnika, 1969: P16)

**Development of Playground**

It was viewed that to make available the play grounds to sports institutions, a huge amount will be required, therefore it was suggested that the sports institution who had playground, should maintain the ground and utilize it for sports purpose and expenditure on this should be incurred by them. The council was to recognize such Institution and use and recommended grant to them. Accordingly up to Rs 1500/- grant was paid to such institutions. They were supposed to utilize this grant on the items such as repairs, spreading soil and fencing. The institutions were supposed to make available this play grounds to other Education institutions, was the condition for grant. In the year 1965, grant of Rs 1,81126 was paid to 23 eligible institutions. (Smarnika, 1969: P18)

**Grants to Sports Association**

The State Sports Associations were given grants for purpose of organizing National level competitions, participation in the Nationals, Repairs to Gymnasia, Sports equipment, sports guest house, Swimming Pool, Indoor Halls, construction grants, printing Literature on sports through State Sports Council. In the year 1960-61the amount for the purpose was approved by the Government was 31025 which were distributed to 24 such
institution. This had increased to Rs 2,15,273 and was given to 224 Sports Institutions in the year 1968-69. This shows the interest taken by Government to promote these institutions which also helped the sports institutions to develop their activities on a large Scale. (Smarnika, 1969: P18)

In the year 1968-69 with a view to create the playground facilities and construct stadium, Government made a provision of Rs 10 lakh in the yearly budget for this purpose. It was envisaged that at each District Head Quarter and Divisional Head Quarter, stadiums to be built up in the first step and later on at the Taluka Head Quarter an open play ground to be developed. A committee was constituted to survey and propose the places where this project could be developed to Government for approval. (Smarnika, 1969: P18)

Thus the Maharashtra State Sports Council advised the Government the various projects for the development and promotion of sports in the State. And such following projects were financed by the Government during this period.

- Sports Hostels-3.
- Badminton and Indoor Hall-11
- Construction of Stadium-8.
- Construction of Vyayam Shala and Repair work-22.
- Fencing the playground-3.
- Equipment grant to Institution-14. (Smarnika, 1969: P18)

In order to develop Stadium in each District in the State District Stadium committees were formed and step by step the project was to be initiated at the Taluka places.
Reconstruction of Sports Bodies

To review the working of the Sports in the State, the Council appointed two men committee of Shir M.G. Nageshkar and Prof.D.G.Wakharkar. They submitted their report and it was found that i there were 14 State level Associations in the State and they had 289 units affiliated to them out of 246 were in Bombay proper and 43 in the remaining Districts. Marathwada had no Divisional level Cricket, Volleyball, Swimming association which existed only in Bombay, Pune and Nagpur Division. ii District level association for the respective games were not in existence. As par the situation, they proposed a plan for reconstruction of various sports associations in the State. (Smarnika, 1969: P20) And therefore there should be a Multigame District Sports Council for all the games in each District. However Government in 1965 decided that each game should have a State level body and 4 Division level and 26 District level. Association should be affiliated to it. However this will require a time space, therefore in the beginning Government decided to form on a Multigame District Sports Council in the District. The State Sports Council prepared draft and its constitution and circulated duly printed to all Education and Sports Institutions. This way a thought was given to reconstruct the sports bodies in the State. Thereafter under the Banner of Maharashtra State Sports Council, a conference of representative and District Divisional and State level association was convened in September 1968. The then Education Minister Honorable Madhukarrao Choudhari as President of the Maharashtra State Sports Council declared the policy of reconstruction of Sports bodies in the State. At that time Gen. K.M. Kariappa the then President of All India council of Sports
and its one of the member Shri K.G. Prabhu were present in this conference. (Smarnika, 1969: P21)

**Coaching Scheme**

Government of India started the National Institute of sports at Patiala in 1961 in which training courses for coaches in sports and games were started in as many as 11 games and sports. The work of the Institute was expanded subsequently. In the same year the Maharashtra State Sports Council committee conducted 3 day seminar of representative of various sports association and experts in the field. The seminar recommended that a Divisional level coaching Centre under the guidance of expert coaches be established in the State. Accordingly the Government approved to establish a Regional coaching centre at Bombay in December 1962 and Eight coaches in Athletics, Volley Ball, Hockey, Wrestling, Basket Ball, Gymnastics, Tennis were appointed and a provision of Rs 39000/- was also made. (Smarnika, 1969: P22)

Government of India in the year 1963 informed all the States that they will depute sports coaches to Regional coaching centre on their expenses equal to the number of coaches the State Government will create. Coaching camps were conducted for teachers in the State under the scheme. The services of coaches were made available to concerned games association. This way new technique to the budding players was imported by them. The University Players were also benefited by these coaches. Thus the Government of Maharashtra took one step ahead in this field.

**National Schools Games**

The Schools Games Federation of India was established in the year 1955 and the Maharashtra State was affiliated to the
Federation in the year 1958 and since then Maharashtra was deputing selected teams to participate in the schools National games. Later on due to increase in participant, these games were conducted in two parts as Autumn Meet and Winter Meet, each part consisted of 6 games. In 1966-67 C.K. Naidu Cricket competition was started by the Federation separately. The Maharashtra State Sports Council’s sub-committee used to select players for the games and coaching camps were organized for the teams and final teams were selected and funds were made available through State Sports Council. The teams were deputed for National School games which used to be held in one of States in the country in turn by turn. The expenditure on deputation of schools teams is borne by the Government. (Smarnika, 1969: P27)


**Maharashtra Rajya Krida Mohotsav**

In order to create interest of the youths, the State Government had approved a scheme of Maharashtra Rajya Krida Mohotsav from the year 1954-55. The funds were provided for these schemes from National Sports Fund of Maharashtra.

Players from villages participated in Taluka Sports and the winners participated in District competitions and finally the District winner participated in State level competition. Athletic,
Kho Kho, Langdi, Kabaddi, Valley Ball and Throw Ball were games included for the competition. Various organizing committees were formed from Taluka to District and State level and sub-committees to organize the Festival. These competitions were mainly organized for the youth under the age group 21 year and not going to school or college. The winners were given medal and merit certificate and other participants were given participation certificate. There used to be Folk dance competition at the Festival. (Smarnika, 1969: P31)

**Shiv Chhatrapati State Awards in Sports and Games**

The Maharashtra State Sports Council recommended to Government that a State Award in sports and Games be instituted on the lines of Arjuna Award of Government of India. Accordingly a committee of the following persons and experts was appointed to work out the details of the schemes.

i. Prof. D.G. Wakharkar, Convener
   Dy. Director of Education (Physical Education)
   Poona

ii. Shri David Abrahim, Bombay Member

iii. Shri S.B. Patil, Nagpur Member

iv. Shri H.S. Patil, Dhule Member

The committee submitted a report to the Government in which details of the award, its name system of selection of awards etc were included and the Government approved in the year 1969 a scheme for State Awards in Sports and Games. (Smarnika, 1969: P42) The State Award was named as “Shiv Chhatrapati State Awards in sports and Games.” “Each award consisted of a certificate and Momento with Head Gear of Shiv Chhatrapati, sward and Jari Patka placed in a tray supported by a wooden stand.” One award for each game for men and women was
approved. In addition, two awards were also set aside for outstanding organizer/promoters of Physical Education, Sports and Games in the Maharashtra State. (Sports Y. S. 1972: P23)

To be eligible for the award a sportsman should have good performance consistently for the previous year and at the State level with excellence for the year for which the award was given. Applications were sent through State level Association and they were scrutinized by the sub-committee of Maharashtra State Sports Council, which recommended the names of eligible candidates to Government and Finally Government declared the Award. Initially 19 Games were approved for awards.

For the first year since the inception of the scheme in 1969, the Government presented Award to stalwarts as under. (Sports Y. S. 1972: P24)

i. Shri Madhu Sudan Gajanan Patil Kabaddi.
ii. Kum. Usha Loharkar Kho Kho
iii. Shri Chamba Ramgonda Mutnal Wrestling
iv. Shri Avinash Sarang Swimming
v. Shri Gautam Kashaw Thakkar Badminton
vi. Shir Michil Joseph Farera Billiards

On the occasion of the award ceremony, players of the State teams winning at National Championship were also invited and awarded a certificate with a plaque.

The Institution of Shiv Chhatrapati State Award in Sports and Games was warmly received by the sports loving population of Maharashtra.

**National Physical Efficiency Drive**

The National Physical Efficiency Drive scheme is initiated by the Union Education Ministry for the first time in 1960. The purpose of the National Physical Efficiency Drive was to create
consciousness and enthusiasm amongst the people of our country for Physical fitness and to stimulate their interest for physical welfare which will help them to a better and healthful living. The Drive expected to assure factors such as strength, speed, ability and endurance which go to make a person physically efficient. The Drive consisted of five events with standard laid down for four age groups and for men and women separately. It had two test batteries with an option to a person to select either of them.

The scheme was implemented in the State since 1960-61 the participant at 196 centres were 31991 and it increased till the year 1968-69 to 452 centres and the 100000 participants. (Smarnika, 1969: P39)

**Phase II - Creation of the Directorate of Sports and Youth Services in Maharashtra on 15th July 1970 to 1st May 2010 the year – Golden Jubilee Year of Maharashtra.**

In order to ensure proper co-ordination and development of various activities relating to sports and Physical Education, Youth welfare and Youth Services pertaining to students and non-student youths, including schemes such as scouting, National Cadet Corps, National Service Corps, National Sports organization etc. Government set up Directorate of sports and youth services under Government Resolution Education Social Welfare Department No. MIS/1067/87992-M dated 15th July 1970, with the Director of Sports and Youth Services as Head of the Department and the Head-quarters of the Directorate at Pune.

The following was the list of subjects allotted to the Directorate of Sports & Youth Services. (Sports Y.S, 1972: P2)
- Physical Education at Primary, Secondary and Collegiate Stages of Education.
- Training of Teacher in Physical Education, Sports, Recreation, etc.
- Sports for Students.
- Youth Welfare for students and Youth Organisation such as Scouting and Guiding, N.C.C. etc.
- Physical Education for non-student youths and adults.
- Sports for non-student youth and adults.
- Development of organization for games, Sports, Recreation etc.
- Promotional literature pertaining to Physical Education, Sports, Recreation Health Education etc.
- Encouraging research in all such activities.
- Fitness programme and fitness tests.
- The Sports Advisory Council together with its functions of co-ordination of activities carried out by Gymnasia, Akhadas, Sports organizations, Sports Club etc. and encouragement to these bodies by way of grant- in-aid.
- The responsibility for construction and management of Sports Stadium.
- Encouragement to activities such as camping, Hiking, Mountaineering, Aquatics, conducting of tournaments organization of Sports Festival, Games, Sports and Recreation.
- Organization of Sports Festivals for non-student youths.
- Youth Welfare and Youth Services.
• The Administration and management of play-grounds in Bombay City such as Oval Maidan, Cross Maidan and Azad Maidan.
• Administrative work relating to the public Trust known as the National Sports Fund.
• Wrestling.

The Director of Sports and Youth Services worked in close liaison with the Director of Education and enjoyed the status of the Head of the Department.

The Directorate had the benefit of advice and guidance in the initial stage from five different State level Boards/committee such as

i Maharashtra State Sports Council ii The State Board of Physical Education and National Fitness Corps. iii The State Youth Welfare Board iv The State Advisory Committee for National Cadet Corps and v The State Advisory Committee of National Service Scheme.

The constitutions, powers and functions of each of these Boards committees are laid down in the Government Resolution/under which the respective Board/ committee had been constituted.

The new Department was known as the Department of Social Welfare, cultural, affair, sports and Tourism Department and now it is under the school Education and sports Department.

This revised pattern of the Government of Maharashtra for promotion of sports and youth services had the following important features. (Sports Y.S, 1972: P5)
i. Appointment of Ministers to be incharge of sports and youth services with the full-fledged secretary dealing with Sports and Youth Services.

ii. Establishment of five advisory committees consisting of officials and non-officials to advise Government on all matters relating to Physical Education and Youth Services.

iii. Creation of a full-fledged Directorate for Sports and Youth Services to deal with as many as 18 different subjects relating to Physical Education, Sports, Youth welfare and Youth services with a separate Directorate of sports and Youth services as its Head.

iv. Provision of adequate staff at the Headquarters office.

v. Provision of field staff as District Sports officers to promote and organize all activities relating to sports and Youth Services.

A brief review of the administration, plans and schemes relating to sports and Youth Services implemented by Government through the Directorate of Sports and Youth Services are given below.

Administration

Under the Directorate, new 17 posts were created vide Government Resolution Education Social Welfare Department No. MIS/1067/87992-M dated 15th July 1970, such as the Director of Sports and Youth Services, Assistant Director (administration) Account officer, Superintendent, Sr. Clerk, Stenographer, Clerk, Typist, and Peon. The staff of 15 posts of Education Department who were working under the section of Deputy Director of Education (Physical Education) was transferred to the newly created Directorate which consisted of
Deputy Director of Education (Physical Education), SIPE, Assistant Deputy Education Inspectors for Physical Education. Expert coach in Yoga, clerks, peon and attendant, under the scheme. National Fitness Corps (State) 175 persons N.F.C Instructor and Ministerial Staff were also transferred. The Ministerial and technical staff sanctioned for the scheme, Maharashtra State Sports Council, (M.S.S.C), National Coaching Scheme, National Physical Efficiency Drive (NPED) was allotted to the Directorate. The Deputy Director (Physical Education was reemployed as the Director of Sports and Youth Services.

The Director of Sports and Youth Services Post was also made equivalent and responsible to cadre post of Deputy Secretary to Government included in schedule to the Indian Administration service (Pay) rules 1954.

The staff of the Training Institute for Physical Education Kandivali, consisting of the Principal, Lecturers, Assistant lecturers, experts Instructor/Expert instructors were under the administrative control of the Directorate.

Expansion of the staff was made from time to time to smoothen the organization and implementation of various plans and schemes. Such expansions and conversion of posts are highlighted as below.

i. The SIPE post was converted to Assistant Director of Sports. Class I in October 1971 and subsequently it was up graded to the post of Deputy Director of Sports and Youth Services in November 1981. This was the first Divisional level post which was allotted for the first Divisional office at Nagpur. In May 1984, three more Division level offices were opened at Bombay, Kolhapur
and Aurangabad, along with the post of 3 Deputy Director of Sports and other Ministerial staff. During the year 2006-2007 Nasik, Pune, Latur and Amravati, 4 Divisional Offices and 4 post of Deputy Director Sports and Youth Services along with the Ministerial staff were approved by the Government in April 2006 as per Government Resolution School Education and Sports Department No. SKR – 2005/file No 70/2005/SYS – 2 dated on 28 April 2006.

ii. Absorption of the Central Government National Fitness Corps instructor into the State Government. Accordingly 3 supervisors, National Discipline Scheme. Instructor Grade I, 10, Sr. National Discipline Scheme Instructors Grade II, 84, and Junior National Discipline Scheme instructors Grade I, 1136, in all 1233 employees under the scheme were transferred to State Government Service under the administrative control of Directorate of Sports and Youth Services Government of Maharashtra with effect from 1st August 1972. (Government Resolution No. Social Welfare, Cultural affairs, Sports and Tourism Dept, No. NDS1069/109966-C dtd. 7th Aug. 1972) Government of India agreed to bear the liability on account of the pay and allowances of those instructor and supervisors in full, till they remain in services. Their scales were changed from time to time as per other State Government employees on the recommendations of the different pay commissions. All the last employees of the scheme retired in the year 2004-2005.

iii. The 5 posts of District Sports officers and Youth Services and one post of ladies sports officer were created at
Head Quarter and 26 posts of District Sports officers in the State in class III as per Government Resolution Education Sports and Tourism Department No. PHE 3170/120098-C dated 20th September 1971. Thereafter vide Government Resolution Social Welfare Cultural affairs Sports and Tourism Department No PHE 2473/C dated 4th January 1974, these posts were upgraded into Junior class II. Five posts of DSO at Head Quarter were redesignated as Assistant, Director of Sports and Youth Services for administrative convenience under Government Resolution Social Welfare Cultural Affairs Tourism and Sports Department No PHE 3180/25324/XI dated 4th November 1980. The District sports officers were declared as Head of the offices as per Government orders SWCA Sports and Tourism Department No PHE 3083/46229/Desk 11 dated 15 September 1983. Finally the Government upgraded these posts into class I under Government Resolution Social Welfare Cultural Affairs and Sports Department No PHE RKD/1096/330/SYS/ dated 12th May 1998.

iv. The Government also created special post for Indian activities like kabaddi and Wrestling.

a. Initially the post was “Organiser for Indian activities in Sports as per Government order Education and Social Welfare Department No PHE 1069/114288-C dated 24 January 1970. Shri S.N. Salvi was appointed on this post. This post was upgraded equivalent to Deputy Director of Sports post and Shri S. N. Salvi was again reappointed on these upgraded posts as per Government Resolution Social Welfare Cultural Affairs Sports and Tourism
Department No PHE 3086/52359/205/SYS- 2 dated 22 June 1987.

b. Organizer for Wrestling - This post was created and Pailwan Harischndra Birajdar (Rustum Hind) was appointed on this post on monthly honorarium, as per Government Resolution Social Welfare Cultural Affairs Sports and Tourism Department No. PHE 3084/17111/[269] SYS dated 7th November 84. Thereafter this post was upgraded and was brought on a permanent scale of higher class I, as per Government Resolution Social Welfare Cultural Affairs Sports and Tourism Department No. SKA/3091/[28] SYS/2 dated 24th November 1992.

t. When the Directorate was created, at that time the posts of coaches were only 4 for Pune District Coaching Centre. Gradually two more coaching centres at Nasik and Aurangabad were established for which six posts of Coaches were created under Government Resolution Education and Sports and Social welfare Department No PHE/2871/29068-C dated 19th June 1971. Further three more coaching centres at Amravati, Dhule, Nagpur and 12 Posts of Coaches were created under Government Resolution Social Welfare Cultural Affairs sports and Tourism Department No. PHE 2873/8365-C dated 1st May 1973. The Government further created 39 posts of coaches to be appointed at the various District Coaching Centres in the State under Government order Social Welfare Cultural Affairs Sports and Tourism Department No. PHE/100385/D-XI dated 7th June 1983. 62 posts of
Coaches were Created as per Sports Policy 1996.
(Sports Policy 1996)

vi. To ensure proper co-ordination and development of various activities related to Sports, Physical Education Youth Welfare and Youth services Government created various administrative and Technical posts to cater the need year by year and more number of posts in those categories.

a. 62 posts of coaches
b. Government created one Post of joint Director of Sports and Youth Services.
c. in the first instant 31 posts of Taluka Sports officer were created (Sports Policy 1996)

The picture of the plans and schemes relating to sports and youth services implemented by Government since the creation of the Directorate of sports and Youth Services under Phase II are reviewed in brief as under.

Youth Welfare:

Youth welfare was an essential part of the preparation for adult life. The responsibility for youth welfare became an integral aspect of the National system of Education. Student from rural area were rushing to urban areas to avail of the various educational facilities and guidance. The youth was to be equipped to face the challenge of his future life.

The youth welfare programme was broadly classified relating to activities as under.

i. To Physical development and fitness.

ii. To the development of skills in movement major games, minor games.

iii. To emotional and cultural development like music, drama fine Art etc.

iv. To vocational competance such as hobby centre.
v. To development of personalities and social values of life tournament, festival, co-operative societies etc.

vi. To the development of sprint of adventure, such as camping, hiking, mountaineering, boating etc.

vii. To the development of spirit of social services, such as social services, relief work, literacy camping etc.

In addition, various youth service activities such as scouting, guiding, National Cadet Corps, road safety squads, first aid civil defense etc. was established for the development of the youth along with the desired lines.

Maharashtra Government constituted a State youth welfare Board advising Government on all these matters pertaining to the youth welfare and youth services. The Chief Minister was the President of the Board. The Board had the following committee at the State level. (Sports Y.S, 1972: P49)

i. School Youth Welfare committee.

ii. University Youth Welfare Committee.

iii. Non-Student Youth Welfare Committee.

iv. Funds Committee.

The duties expected to be carried out by them were given in the Government Resolution under which they were constituted.

**School Youth Welfare Committee.**

Under the Chairmanship of Education Minister the committee was mainly entrusted with the responsibility of working out details of various schemes pertaining to Welfare of School children which is summarized below. (Sports Y.S, 1972: 50)

i. Teacher’s orientation to acquaint school teachers with the new trend in youth welfare. Practice projects were also undertaken such as Social Service, community Singing; flag Salutation, Singing of National Anthem.
ii. Students’ orientations- In order to develop leadership amongst the students and provide scope for participants in various kind of youth activities. During this period they were given adequate scope to participate in activities such as Social Service, Hobbies, Literacy work, Community Service, Cleanliness campaign, Cultural and recreational programme, Games, co-operative efforts etc.

iii. Republic day Festival For three days beginning from 24\textsuperscript{th} January and ending on 26\textsuperscript{th} January. (Sports Y.S, 1972: P53)

Hon. Shri Madhukarrao Choudhari the then Minister for Education and Chairman School Youth Welfare committee decided to celebrate the Republic day Festival from 24 to 26 January 1971. A committee was constituted for preparing a detail scheme. No of patriotic songs were prepared by Padmashri G.D. Malgudkar and other poets from Maharashtra. Shri Vasant Desai, Music Director composed the Music for those songs named as “Eksur Ek Tal” a handbook for the conduct of Rallies, programme to be organized on 24,25,26\textsuperscript{th} January 1971 was prepared, and every details of the programmes. This was celebrated all over Maharashtra. This type of programme was continued for number of years till some other activities took place.

**University Youth Welfare Committee**

The committee worked under the Chairmanship of Minister of Education. A sub-committee was appointed under the Chairmanship of Dr. A.G.Pawar Vice Chancellor of Shivaji University Kholapur. The committee served Youth Welfare Programme available in the State in the Institutions and gave its
views on the concept of students’ welfare. The committee pointed out that the student Welfare covers activities, such as Physical Activities, sports, games and gymnastics, Intellectual activities debating, Planning forum, brain trust and Journel, Cultural activities, dramatics, music circle, Film clubs, fine arts clubs, photography, Social activities- organization of Social Service Camps, Literacy Camps, Blood Banks, Collection of Funds for general relief work, adoption of villages etc. (Sports Y.S, 1972: P55)

The University Youth Welfare Committee had chalked out a programme of youth welfare for college students, with due consideration to the recommendations made by sub-committee’s report. Some of the important recommendations of the University Welfare Committee are reviewed in brief as under.

i. At the University level there should be a University Students Welfare Committee.

ii. College Student’s Council to look after the conduct of the entire student’s activities and welfare programme.

iii. Teacher orientation to provide adequate and proper leadership in the field of youth welfare.

iv. Student leadership to develop leadership qualities amongst students and special orientation courses for students.

v. Students Orientation on the Entry – The orientation of the students particularly at the time of their entry into college was necessary. (Sports Y.S, 1972:)

The University Youth Welfare Committee had also published a booklet ‘AWAHAN’ written by Prof. Prabhakar Urdhwareshe for the information of college authorities in
organizing such orientation courses for student at their entrance into college. The Booklet consisted of guidance regarding, Book Banks, Reading Seats and Night Hostels with toilet and bath for the students, Hostel accommodation, Health and Medical Services, Mid-day snacks, Earn and learn and Youth Journal.

**Non Student Youth Welfare**

The committee worked under the chairmanship of the Minister for Sports. The Committee first recommended a special training Course for Youth Workers. The duration was between two to four weeks. Syllabus for Social Worker’s Course was prepared. Numbers of activities were covered in the syllabus related to the youth and youth organization activities.

One of the important schemes was establishing Youth Centers. The Centre’s object was mostly to cater the non-student youth i.e. the young persons not attending any school or college. Numbers of activities were suggested to be undertaken by these centers. (Sports Y.S, 1972: P62)

**Funds Committee**

This Committee Worked under the Chairmanship of Minister for Sports. This Committee suggested the ways to collect the funds.

**White Paper on Youth Development**

Government of Maharashtra had set up a committee to draft a white paper on Youth Development Programme for Maharashtra for the coming 15 years. A questionnaire was prepared and issued to Educational Institution and Educationists all over Maharashtra with a view to ascertain their views on various important aspects and problems pertaining to youth. (Sports Y.S, 1972: P67)
For all the committees the member Secretary was the Director of Sports and Youth Services.

**Youth Services**

i. Scouting and Guiding was established in our country as early as in 1909 had gone through many progressive changes and had been considerably revised after Independence.

   Government included Scouting and Guiding as one of the three alternatives Scouting-Guiding, Social Service and Junior N.C.C for students VII class onwards from 1972-73. A detail syllabus was prepared. (Sports Y.S, 1972: P68)

ii. **National Cadet Corps:**

   The National Cadet Corps organization was established on a nationwide basis in educational institution, both school and colleges. The NCC consists of three divisions a Senior Division, a Junior Division and Girls Division. There were different kinds of troops. Army Wing, Navy Wing, Air Wing and Girls Division. Government of Maharashtra provide funds for its regular activities. The NCC had proved to be a useful Youth Service attracting a large number of students from schools and colleges and developing in them leadership qualities and also stimulating in them interest for defence of the country. (Sports Y.S, 1972: P73)

iii. **National Service Scheme**

   The National Service Scheme (NSS) had been introduced by Government since 1970. The objectives of the NSS programme were to develop national consciousness and a sense of social responsibility
among the University Students. The NSS programme included improvement of campuses, construction of playfields, eradication of illiteracy, minor irrigation, construction of Rural Roads, Development of Rural Cooperatives, Adult Education, slum clearance, First Aid Work, Civil Defense etc. The expenditure on the scheme were shared between the Centre and the States. (Sports Y.S, 1972: P90)

Government had appointed a State level committee for the National Service Scheme with the Minister for Education as its Chairman and Director of Sports and Youth Services as member Secretary. The committee advised Government on the steps to be taken to implement the National Service Scheme and on various problem of the programme referred to by Government from time to time.

iv. Civil Defence

Civil Defence was the home front by civilians. It was the people’s organized resistance to enemy attack upon the home front and it comprised every form of defense to save lives, minimize sufferings and restore routine life. It was during peace time only that such organization had to be built up, personnel trained, kept trim and the organization was kept in a ‘state of preparedness’, so that it could be pressed into service at a short notice.

The Government of India expressed desire to introduce civil defense in schools and colleges and communicated to the State Government on 22nd July 1967. The development of Civil Defence measures in schools was a prime importance. (Sports Y.S, 1972: 80)
With this idea in view Government of Maharashtra decided to introduce ‘Civil defense’ as a pilot project in schools of Bombay, Pune etc. the Government also accorded sanction to organize camps of Civil defense training for the teachers in secondary schools. (Sports Y.S, 1972: P81)

I. Physical Education Primary Level

Physical Education had been included as one of the regular subjects in the Junior Colleges of Education Which was a two year course qualifying teachers for primary schools. Physical Education was also included at ‘A’ level (Advance level) in selected Junior college of Education. It was expected that full fledge primary schools I to VII should have at least one such teacher with Physical Education at ‘A’ level in their staff.

Primary schools were encouraged to provide daily one period for Physical Education in the time table. Scouting and Guiding was greatly encouraged for primary school children and was also popular particularly in the rural areas. Every Zilla Parishad makes a special provision for training troops in the primary schools under their control, for training of teachers and for scout-camps. (Sports Y.S, 1972: P7)

Secondary- The multipurpose programme known as the National fitness Corps programme prepared by the Union Ministry of Education was in force for secondary school children in Maharashtra from standard V to XI. (Sports Y.S, 1972: P7)

Government had taken an important decision of revising the pattern of secondary Education and had decided that from 1972 – 73 the secondary school Education which was prepared for 11 years was terminated at the end of the 10th year. Consequently the syllabuses for different subjects were revised so as to enable a school pupil to give his S.S.C. Examination at
the 10th class. Since the new programme was introduced graded way from 1972-73, the syllabus of Physical Education was therefore revised for class VIII on words. In addition to Physical Education each boy and girl from Class VIII in secondary school had to accept one of the following three alternative streams of allied activities

Social Service, Scouting, National Cadet Corps (Sports Y.S, 1972: P8)

**Training of Teachers in Physical Education**

A Physical Education committee 1968-69 was appointed under the chairmanship of Dr. P.M.Joseph. the Diploma course was revised by Government and the course was converted and designated as Higher Diploma in Education with Physical Education as one of the Method subject, on par with a B.Ed Degree in syllabus as well as its practical course. However this was interim provision. On the recommendation of the Physical Education committee, all the Universities in the State were requested to introduce the Bifocal Degree courses to qualify teacher in Physical Education so as to enjoy status on par with other academic teacher in respect of pay – scales, promotion and appointment to higher ranks in schools and even in the Department. (Sports Y.S, 1972: P10)

All the Universities in Maharashtra had introduced the Bifocal Degree courses (B.Ed Physical/B.P.Ed) in their jurisdictions, as a result there are 8 institutions on grant-in-aid basis and 93 Institution on No grant basis in existence.

**Promotion of Indian Programme of Physical Education**

Gymnasia and Akhadas are voluntary institutions promoting traditional activities such as Dands, Baithaks, Surya Namaskar, Wrestling, Combatives etc amongst the youth and
even the adult population in the locality. They have played an important role not only in developing physical fitness and skill in Indian activities amongst the participants but have also helped to develop qualities of leadership, patriotism and service to the country. The Government had framed rules, recognition and financial assistance prior to Independence. After the formation of the Maharashtra State, it was observed that the pattern of grant–in-aid to Gymnasia/Akhada in Vidarbha and West Maharashtra was different. After the formation of the Department of sports with the Directorate of sports and Youth Services the question of evolving a uniform pattern of financial assistance to these Gymnasia and Akhadas was brought under i.e. Directorate of Sports and youth services. The pattern of grant was revised as (i) 25 percent on non-recurring items (ii) 33 percent on recurring items (iii) 50 percent of the expenditure on staff. The grants were payable on the condition of collecting the matching contributions. (Sports Y.S, 1972: P41)

**Wrestling.**

The Maharashtra Rajya Kustigir Parishad was recognized by the Government from the year 1960-61 for financial assistance. In the year 1971-72 a Training centre in wrestling for best wrestlers in the State was sanctioned. The best selected wrestlers were under training throughout the year. Their Boarding and Lodging etc was born by Government. A separate provision was made regularly for promotion of wrestling every year. 330 selected students as well as amateur wrestlers in the State were given scholarship by the State Government. (Sports Y.S, 1972: P42)
Yoga Education.

Maharashtra had a tradition for the Yoga system of Education. Upon the recommendation of Board of Physical Education and National Fitness Corps, Government appointed a committee (in November 1970) of experts in Yoga under the Chairmanship of Hon. Shri. R. J. Deotale, the then Deputy Minister of Education. The committee prepared syllabus in Yoga for schools, colleges and the general public. The committee also prepared a syllabus for Teacher Training Course in Yoga Rules of recognition and grant-in-aid to institutions undertaking the Teacher Training Programme and also promoting Yoga for the Public was framed by the committee.

During – 1972-73, Government chalked out an ambitions programme of training teachers in leadership, training programme of Yoga, who in turn were expected to train teachers from secondary schools in Yoga education. It was hoped that with the help of those teachers Yoga could be introduced in secondary schools in the State. (Sports Y.S, 1972: P47)

II. Sports and Games

Some of the noteworthy developments in sports and games at the initiative of Maharashtra State Sports Council that were reviewed are given below:

a. Reorganisation of sports Bodies of various games and sports in the State, Regional District & Multigame District Sports Association and Clubs at local.

b. Grant in aid, to the different types of sports bodies were held eligible for grant of Maintenance grants, Grants for development of play grounds, Adhoc grants for construction of stadium, spectators tents, galleries and sports Guest house, coaching camps, participation in
National and International Competition. Conduct of competition at State, National and International level, Publication, encouragements to literature, propaganda tours, exhibitions, Preparation of films on sports, encouragements to Journal on Sports & Games. (Sports Y.S, 1972: P14)

c. Developments of stadia & playground - Government had instituted an ambitious programme of developing open air stadia and playgrounds at divisional and district headquarters. Financial assistant at Divisional headquarters was limited to Rs. 5 lakhs and for District headquarters was up to 2 lakhs on matching contribution.

Government also introduced another programme for the development of playground by rendering financial assistance to individual educational institution, sports bodies, gymnasia and the like. The item eligible for grant were purchase of open space/ acquisition of open space / development of playground/ fencing/ laying 400 m track. Maximum grant was restricted to Rs 1.50 lakhs on matching basis. (Sports Y.S, 1972: P22)

To develop stadium for Indian activities at some of the Divisional Head quarters, specially suitable to Indian games and Indian Activities, the project was restricted to Rs. 3.50 lakh each on matching basis. (Sports Y.S, 1972: P22)

Shiv Chhatrapati State Award in Sports and Games

The Government instituted this Award in the year 1969 for sportsmen/ sportswomen. However since 1970-71 Awards to the workers in the field of Physical Education & Sports were also considered & for the first year two persons were presented Worker Award in Sports to i Shri Jalpardi Wala ii Shri David Abrahim. (Sports Y.S, 1972: P23)
Scholarships to Talents in Sports and Games

For the first time Government instituted 316 seats of Scholarship in sports and games in the year 1970-71.

i. 122 sets of scholarships for standard VIII students, the value of Rs. 240 per annum each

ii. 122 sets of scholarships for standard X students, the value of Rs. 240 per annum each.

iii. 72 sets of scholarships of the value of Rs.600 per annum each for college students. Pre Degree and First Year.

The candidates were required to undergo 5 prescribed tests for being eligible for the Award of Scholarship in sports and games. (Sports Y.S, 1972: P24)

In addition to this the Union Ministry of Education set up scholarship for talents at National level and the State level, Rs 600/- and at Rs 300/- respectively to the teams reaching finals at National level in tournaments organized by the federation and SGFI for the games team as well as individual events. With a view to wider participation in the competitions by boys and girls new 280 scholarships for 12 games, separately for boys and girls were introduced from the year 1972-73. (Sports Y.S, 1972: P25)

Coaching Scheme

The Directorate appointed coaches in various districts of the State from time to time. The work assigned to theses coaches was to i conduct State level/Regional level coaching for teachers as well as students ii Visits to different institutions in the State and conduct coaching camps for local teachers and students. iii Coaching teams participating in State/National
completions. iv coaching camp for scholarship holders.(v) Accompanying the schools teams at Nationals. This coaching scheme was coordinated with the District coaching centers. Expenditure on these activities were borne by State Government. (Sports Y.S, 1972: P31)

**School Sports Competition**

A separate Sports Festival for secondary school children started for the first time on proper lines from taluka, District Division and State level, from 1970-71. Proper selected teams under 19 year age group were deputed to participate in the National School Games organized by the schools games Federation of India. Games and Age group were as per School Game Federation of India Rules. Now the games are organized in different age groups and games have been increased for boys and girls.

In addition to these competitions All India C.K.Naidu and Vinu Mankad Cricket tournaments and Subroto Mukerjee Football competitions are also organized by the Federation in which Maharashtra Schools teams are deputed on account of Government Expenses. (Sports Y.S, 1972: P35)

**Sports Festival for Non Student youths**

The Government of Maharashtra is organizing Sports Festival for non-students’ youth from the funds of National Sports Fund. These competitions are organized from Inter block, Inter District to participate at State level tournaments. (Sports Y.S, 1972: P25)

**Rural Sports Competitions**

The Government of Maharashtra organized Sports Competitions in few game for players residing in Rural areas at Taluka District/Division and lastly at State level, from the 1972-
73. These selected teams were deputed for National level Rural Sports Competitions organized by Union Ministry of Education. The rules have been revised from time to time. (Sports Y.S, 1972: P37)

**National Physical Efficiency Drive**

The scheme which was introduced in the year 1960 by Government of India was continued in the State after the creation of the Directorate in the year 1970-71. (Sports Y.S, 1972: P38-40)

Following are the National Award winners.

i. Kum Lata Jachak (women Junior) 1970.


The Drive considerably helped to create consciousness for Physical Fitness amongst the people of the State.

**All India Sea Swimming Competition**

The Hari Om Ashram Nadiad donated a sum of Rs 1 lack to the Government of Maharashtra on the condition that out of the proceeds of the interest, Four Gold Medals be awarded to the first four winners. Government accepted the donation and decided to organize an All India Sea Swimming Competition for 20 nautical miles in the open Sea of Bombay from 1972-73.

This competition was organized every alternate year from 1972-73 (Sports Y.S, 1972: P40) and it continued up to 1983-84...
and later on this Donation was returned to the Hari Om Ashram Nadiad on approval of Government recently.

**Bharatiyam (This is India.)**

The Government of India decided to commemorate the Silver Jubilee year of India’s Independence from 15th Aug 1972 to 14th August 1973. One of the programmes was to organize the National Youth Rally in New Delhi and the State Youth Rallies on the capitals of different States and Union Territory. A detail programme was prepared by the technical committee. A Handbook was published giving important detail regarding the organization of the National Youth Rally as well as the State Rallies.

The National as well as State Youth Rallies was to be organized on 14th November 1972. A Central Training camp in May 1972 was organized at LNCPE Gwalior by the Ministry. The Directorate Deputed 15 leaders trainee for the Camp. Thereafter the Directorate organized camps for teachers at State level and District level. A Handbook in Marathi was prepared in which the details of the programme to be organized in the District and State level Rallies were given. Photograph of each activities and formation details were prescribed in the Handbook. Hon. Shri Anant Namjoshi the then Education and Sports Minister Government of Maharashtra appealed the people to celebrate and organized rallies in the State on 14th November 1972. A team of pupils from Maharashtra for Lezim, Malkhamb was deputed for National Rally at New Delhi.

**Asian Games 1982**

IX Asian Games were organized in New Delhi in November 1982. In the inauguration programme all the States presented, their selected programme duly approved by the then
Prime Minister Hon. Smt Indira Gandhi. Maharashtra’s Lezim programme was approved and it took place in the 9th Asian Games inauguration programme. 500 people from Maharashtra Participated at New Delhi in the programme. The Media gave a wider appreciation to the Lezim programme amongst all cultural programme presented. Government of Maharashtra from C.M’s fund presented cash Award of Rs 500/- to each of the participants.

National Games.

The National Games were reviewed in the year 1985. At that time Maharashtra Government deputed teams for the National Games. Maharashtra won the National Championship.

Exhibition for Celebration of Maharashtra’s Silver Jubilee year 1985.

The Government of Maharashtra decided to commemorate the Silver Jubilee year of creation of Maharashtra State from 1st May 1985 to 13th April 1986. Various programmes were organized. One of the important programme was ‘Exhibition’ at State level. Directorate of Sports also exhibited achievement of Physical Education and Sports in the State by exhibiting various charts, photos, mementoes picture’s of indigenous activities through epidiscope etc. The Hon. Shri Rajiv Gandhi, the then Prime Minister of India, inaugurated the Exhibition, and visited the Sports section.

Further another exhibition at Pune was organized when Hon. Shri Shankarrao Chavan the then Chief Minister of Maharashtra inaugurated the programme and visited the stall of the Directorate of sports and youth services.
**Sports Exhibition at Bangalore**

Another Exhibition in Sports was organized at Bangalore in the same year. Stall was exhibited by the Directorate of Sports and Youth Services when Smt. Margaret Alva the then Sports Minister, Government of India visited the stall and it was appreciated by her and the same appeared in the Indian Express of the day at Bangalore. This was to the credit of the Directorate of Sports and Youth Service Government of Maharashtra.

**Bharatiyam**

The Government of India, Ministry of Human Resource Development Department launched a ‘Bharatiyam Programme’ with the purpose of making the youth of the country, fitness conscious so that the standard of games and sports in the country can be improved. Bharatiyam which means ‘This is India’ is a programme of mass sports and physical Fitness activities which was especially designed to involve the masses in order to develop the essential components of physical and motor fitness.

The first Bharatiyam programme was to be organized at National level for the celebration of the Nehru Centenary year in 1989. The technical Director of the programme was Dr. A.K. Uppal Dean LNCPE Gwalior.

The Directorate of Sports and Youth Services Government of Maharashtra took a very leading part and made special provision in the Budget for the District and State Rallies of ‘Bharatiyam’. For the National level programme and big budget was sanctioned. A team of 2000 children from Maharashtra participated in Lezim, Malkhamb and Rope Mulkhamb activities and displayed a very deciplined programme.
on 14th November 1989 in the first National Bharatiyam programme at Jawaharlal Nehru Stadium New Delhi. Smt. Salima A.R. Khan was State Coordinator for Maharashtra for this Programme. Special efforts were made by the State Governments to make this programme successful in the respective States also.

This programme of Bharatiyam offered a wonderful opportunity for the opening of new avenues where young students can enthusiastically participate in a variety of physical activities.

Later on the Government of Maharashtra constituted a special organizing committee to organize 2nd National Games in Maharashtra at Pune at the New constructed Shri Shiv Chhatrapati Sports City, Mahalunge Balewadi, Pune. The Department of Sports Ministry of Human Resource, Development, Government of India and Sports Authority of India and the Directorate of Sports and Youth Services Government of Maharashtra arranged ‘Bharatiyam’ 2nd National programme, at the inauguration of 2nd National Games held on Sunday 14th Jan 1994 at newly constructed stadium at Pune. Second National Bharatiyam Committee under the Chairmanship of the Secretary Sports, Government of Maharashtra, was appointed and Smt. Salma A.R. Khan was the member Secretary of this Committee.

“India fit and young” was the motto of Bharatiyam “Fitness for fun, fitness for every one” was the message of Bharatiyam.

15000 children including 4000 from out of Maharashtra Participated in the Bharatiyam Programme. This programme was not only enjoyable and exhilarating but it also enhanced
their fitness level and developed and exhibited their sport talent. It reawakened the feeling of unity and integrity in the lights of millions of our children.

**Paradise for Sports Persons**

The historic city of Pune is well-known since ages for its activities such as political, educational, cultural and now even industrial.

The Government of Maharashtra and our dynamic sports minded young the then Chief Minister, Hon. Shri Sharadchandraji Pawar in particular gave this magnificent gift of paradise for the sports persons that is situated just 15 km from the Pune Railway Station to the West of Pune in pollution free serene locality with salubrious atmosphere. Surrounded on the East by the New National High Way, on the West by the Mula river and on the South by the exciting Sahyadri Hills, sprawling over 165 acres of area.

In this very area about 375 years back, Chatrapati Shivaji collected only a few dozens mavalas, which is the name for the local inhabitants, took them to the Rohideshwar temple in the adjoining hills and took an oath that they will die to achieve Swarajya. The next is the history known to all. This in future inspired the stalwarts of freedom movement like Lokmanya Tilak.

The surroundings are so inspiring because at the foot of the famous Sinhgarh, where the National Defence Academy is located, this Sports Complex is situated. It will definitely give inspiration and excitement by the ancient historic glory of Shivaji’s army climbing the Sinhgarh by rope tied to the waists of giant lizards [IGUANAS] and as the legend goes, even the upper half cut body of Tanaji, Shivaji’s great General, was still fighting
and wielding the sword against the enemies. What better than this inspiring surrounding can one have? Such is the background of this Paradise for the Sportspersons where the Government of Maharashtra and also Government of India have created all the facilities for Olympic standards.

The work is already completed and consists of modern Athletic Stadium with Synthetic Track of imported material from Germany, indoor multi-purpose Hall, Swimming Pool with diving pool and Warming-up Pool with separate Racing Pool, Basket Ball, Tennis Courts, Play grounds for Hockey, Foot Ball, Volley Ball, Kho-Kho, Kabbadi, Administrative Office, Changing Rooms, Girls’ and Boys’ Hostels, Cafeteria and the inspiring Velodrome (which is completed in just 72 days), Gymnastic Hall, Wrestling and Boxing Hall completed in record time of 60 days about 213 ft, high four illumination flood light towers erected in 30 days.

Sports Complex, Pune.

Salient features.

Important features of the major structures:-

- Central athletic stadium.
- Swimming pool area.
- Indoor hall.
- Other structures.
- Underground reservoir.
- Velodrome.
- Hostel buildings.
- Centre tennis courts.
- Compound wall.
- Elect.sub station. 2 nos
- Flood light towers.
- Gymnastic hall.
- Wrestling and boxing.

**Sports policy 1996 – State of Maharashtra**

Hon. Shri Manohar Joshi, the then Chief Minister and Sports Minister of Maharashtra State decided to lay down a sports Policy. According the Government of Maharashtra appointed a committee on Government Resolution Social Welfare Cultural Affairs and Sports Department No SSM/1091/1750/1908/180/SYS dated 25 March 1995 under the Chairmanship of Director of Sports and Youth Services. The other members on the committee were Shri V.V.Karmarkar, Prof Ram Joshi, Shri Prabhakar Vaidys, Shri B.N.Bhagwat, Shri Mohan Avate and Shri, Ramesh Mishra. They had toured in the State and gathered views of various persons, institutions, sports Award winners, State, National players and Coaches, journalist and all the Universities, through meetings, seminar and personal interviews. They submitted their report on 28th September 1995. The Government accepted the report in principal. The Government decided to take action on the same. Accordingly Government decided to establish Sports University at Shri Chhatrapati Kreeda Nagri as the Central Centre of Sports Academies to be started at 14 places in the State in the first phase, as per Government orders Government Resolution Social Cultural and Sports Department No SSM/1091/MMS1750/SYS-3 dated 8th November 1995. The committee made 25 recommendations as sports policy to be taken and implemented by the year 2000.

The recommendations made under this policy have been carried out maximumly in due course.
Sports Policy of Maharashtra State – 2001

Fitness for All through Sports is decided to be the focal point of the Sports policy 2001.

In 1996 sports policy was declared for the very first time. The duration of the sports policy was till the year 2000. It was necessary to take into consideration the result of this policy and the direction of the development of Sports, while preparing the new Sports Policy. Government under Resolution No SCP 2000/PN-95/SYS – 2 dated 18th September 2000 appointed a committee under the Chairmanship of Shri B.N.Bhagwat, Ex- secretary sports Ministry of Government of India with others 16 members and the Director of Sports and Youth Services as member secretary.

The Committee had conducted meetings from time to time and had discussed with the concerned people and had submitted a report on the sports policy of the States.

The Duration of the sports Policy 2001

It was decided that:-

The Duration of the Sports Policy 2001 of the State has been fixed as ten years and it was divided between the tenth and the eleventh five – year plans. Short Term Plan policy for five years in the tenth five year plan starting 1st April 2001 and ten years Sports Policy for Long Term Plan for both five-year plans, was prepared. This policy will have a Mid Term Review after five years, This review will be taken by an “Experts committee”.

In the said policy 50 point were taken up for implementations as policy.

Details of each proposed scheme had been prepared along with its financial implementations involved.
Hence, to implement the decisions taken under the Maharashtra State Sports Policy 2001, in the tenth five-year plan (starting from the year 2002-2003) funds of minimum Rs 100 Crores were made available for development of sports for the next 5 years. Similarly, in the financial year (2001-2002) restrictions under austerity policy were not be made applicable for the budgeted funds. It was decided that this fund will be spent on the new schemes for the implementation of the existing as well as proposed sports policy, however outdated schemes of the previous sports policy were to determined and excluded.

**Major Events in Sports**

The Government of Maharashtra organizes competitions namely:

i. Late Khashaba Jadhve Shiv Shahi Chasak Wrestling Competition (at National level from 1997-98)

ii. Chhatrapati Shivaji Chhasak Kabaddi competition at National level from 1997-98.

iii. Eklavya Kho Kho Competition at State level (at National level) from the year 2006.

iv. State level Volley ball competition from the year 2006.

v. A scheme of organizing cycle Race and Marathon Race at Taluka and District level has been approved by Government.

vi. To celebrate sports week from 12 to 18 December and Sports day on 29th August Dhyan Chand day.

**Training for ‘self-defense’**

Sports Awards and encouragement.


Nature of Award is Momento and certificate and cash Awards.

i. Shiv Chhatrapati Jeevan Gaurav Krida Puraskar from 2001 to 2002- Cash amount of Rs. 1 lakh.

ii. Jijamata State Sports Award from 2005-2006 – Cash amount Rs 50000/-

iii. Dadojee Konddeo Award from1988-89 – cash amount of Rs. 50000/-.

iv. Shiv Chhatrapati State Sports Awards to players from 1969-70 -cash awards Rs.50000/-

v. Shiv Chhatrapati State Sports Awards organizer/Worker from 1970-71-cash awards Rs.50000/-.

vi. Shiv Chhatrapati State Sports Award for Handicaped player from 1977-78 –cash awards Rs. 50000/-


Funds Allocation

At the time of creation of the Directorate of Sports and Youth services and later on the budget allocation was as under.
Year | Budget provision.
--- | ---
1970-71 | 136.13 lakhs (First year) Creation of Directorate (as per Note).
1980-81 | 396.00 lakhs (10th year, as per Andazpatrak).
1990-91 | (20th year)
1994-95 | Silver Jubilee Year of the Directorate
2009-2010 | 1,30,34,11 Golden Jubilee year of Maharashtra State.(as per Andazpatrak).
2010-2011 | 203,12,69 - Present Allocation.

Thus it will be seen that there was raise in the Budget from year to year. This is in brief resume of steps taken in the State at Government level with the co-operation of voluntary bodies to broad base Physical Education and Sports in the State. From this review it will be seen that there was a general awakening for including this National building activity, viz. Physical Education and Sports in the Educational and other institutions for the benefit of all youth in our State.

This indicates that Sports, Physical Education and Youth Welfare had been given due consideration in the State of Maharashtra. In other words great programmes of reconstruction, expansion in Physical Education and sports had been taken as progressive steps.

1.5.1. International Level.
i. The Olympic Games

Ancient Olympic Games (776 B.C – 394 A.D)

The Olympic Games were held once in four years on the full moon day in the month of August or September at Olympia
in Greece, in honour of their God Zeus. We cannot definitely state the origin of these games but there are a few legends which show that games were in existence form very remote times.

Historically the Birth of the games was set in 776 B.C. when the first victor was Koroebos of Elis. From that far time until they were abolished by Emperor Theodosius the consolidator of Christianity. The games were conducted regularly and without fail for about 1100 years, every four years at the end of summer.

Decline of the Ancient Olympics

The Olympic Games continued for several centuries. When Greece came under Roman domination it was found that games lost their original, significance, Professionalism, correlation and foul play set in. The Roman Emperor Theodosius 1 passed a degree and closed the games in the year 394-A.D.

Thus we trace the glorious past of the Ancient Olympics which lasted for nearly 12 centuries in which 293 Olympics games were conducted. (Tirunarayanan & Hariharan, 1967: P86)

Modern Olympic Games (form 1896 AD onwards)

The first Modern Olympic Games were held at Athens in the year 1896 A.D. Only a few countries took part in this first Modern Olympic games. As years passed by several countries began to participate in the games. At present almost all the nations of the world compete in these games.

Modern Olympics is also held once in four years But during the period of two World wars i.e. in the year 1916, 1940 and 1944 the Olympic games were not held. In the days of Ancient Olympics such a sanctity was attached to the games,
that Wars were stopped for the conduct of the Olympic where as in the days of Modern Olympics, we have witnessed that Olympic games had to be stopped for the conduct of the Wars.

**Controlling Body:**

The International Olympic committee (IOC) is the controlling body for the modern Olympic Games. The IOC is a permanent and self-selected body which has at least one member from a country where there is a National Olympic committee. The member shall elect a President for eight years and he is eligible for re-election. Two Vice Presidents shall also be elected for a period of four years who are also eligible for re-election. A small Executive Board shall be formed which shall include the president, the two Vice Presidents and four members elected for a period of 4 years who shall retire by rotation. The I.O.C fixes the Venue for competition, draws the rules for competition and the general programme for Olympics. (Tirunarayanan & Hariharan, 1967: P91). This routine has been revised from time to time.

**ii. The Asian Games**

The long cherished desire to design a full Asian Games embracing the whole continent was fulfilled by the efforts taken by the Maharaja of Patiala, the then President of the Indian Olympic Association and Mr. G.D. Sondhi, the then Honorary Secretary of the Indian Olympic Association. In 1947 a conference on Asian Relations was held in Delhi.

The first Asian games were held in 1951 at New Delhi. The Government of India, at the instance of the then Prime Minister, Jawaharlal Nehru and Health Minister Raj Kumari Amrit Kaur, extended full support to the enterprise with grants towards the expenses. (Tirunarayanan & Hariharan, 1967: P97)
1.5.2. National Level Sports in India

National Championship

Although games have been played in India from time immemorial, the first organized attempt to put the country on sports map of the World was only in the early twenties of the century. It was in Feb. 1924 that athletic Sports were held on a countrywide basis with an all India athletics meet arranged by Dr. A. C. Noehren of Madras Y.M.C.A at Delhi. Later on Eight man team was selected and sent to Paris to participate in the VIII Olympic Games. Earlier, India at the 1920 Olympiad at Antwerp was represented by four athletes and two Wrestlers who were selected and sent by Sir Dorab Tata. From then athletics became a regular feature of the sporting life of the country. Sir Dorab Tata and Dr. Noehren, to whose foresight and imagination, the organization of athletics in the country was mainly due, thought of putting the affairs on a regular footing. India’s continuous efforts to improve Athletics standards in the country were ultimately rewarded when Milkha Singh won a gold medal in the 1958 Commonwealth Games held in Cardiff (Wales) in 400 mtr against World Class athletes.

Taking advantage of the presence of State representative at the 2nd National Athletic championship in Calcutta in 1927, they replaced the State committee that had functioned since 1923 by a properly-constituted Olympic Association.

In this way the Indian Hockey Federation which came into existence in 1925 and the Hockey team was sent in 1928 at Amsterdam where the Hockey team won for India its first gold medal.
The first Wrestling champion was Pailwan Khashaba D. Jadhave who was the first winner of Bronze medal for the country in the Olympic games held in 1952 at Helsinki.

In this way from time to time Football, Hockey and other games Federation which came in the existence began to hold either National championship or All India competition in India and they are affiliated to Indian Olympic Association, where representative of each Federation is the member.

It is certain now that the great upsurge in sports that has come about in India in the present generation is to a large extent due to the written World. The various Sports Federation in India have made remarkable progress. Thus as a result we have seen India sportsmen have place in the medle tally race in the international competitions specially in Athletics, Rifle Shooting, Swimming, Boxing, Wrestling, Weight lifting, Kabaddi, Table Tennis, Badminton, Hockey, and Tennis. (Souvenir, 1960: P54)

1.5.3. Sports Competitions in the State of Maharashtra
I. Late Khashaba Jadhave Shiv Shahi Chashak Wrestling Competition

The Government of Maharashtra laid down Maharashtra State Sports Policy 1996. As per the Sports Policy decided that the Olympic First Bronze medalis Late Khashaba Jadhave for his excellent achievement in Wrestling be honoured by organizing “Late Khashaba Jadhave Shiv Shahi Chashak Wrestling competition under Government Resolution social Welfare, cultural affairs and Sports Department. No RKD/1096/RK. 330/KYS -1 dated 31st July 1997. Rules were also framed but they were revised further under Government resolution dated 27-02-1998.
Government under resolution referred to above had constituted various committees for organizing competitions. However when sports policy came into existence in the year 2001, some changes were made by Government under Government resolution dated 8th March 2004. Accordingly the revised committees constituted are high power committee, organizing committee, steering committee. There should also be various sub-committees for various duties to be performed such as technical, Lodging, Boarding, Publicity, souvenir, transportation committee, volunteer committee and opening closing ceremony committee. The details of the eligibility to participate, conduct of competition, Weight groups and eligible items of expenditure have been explain in the Government Resolution.

**Rewards**

The team who will win maximum points, will be given “Late Khashaba Jadhav Shiv Shahi Chashak” rolling Trophy and a replica to the team.

a. Highest Weight group winner is given Rs 30000/- and the runners up Rs 20000/- as cash award.

b. In other Weight groups in free style, Greek and Roman each weight group winner is given Rs 20000/- and Runners up Rs 10000/- as cash award.

c. All the 1,2,3, winners are presented with Gold, Silver and Bronze medal.

d. All the medal winners are given merit certificate and all participants are given souvenir certificate.

**II. Chhatrapati Shivaji Chhashak Kabaddi Competition**

As per the Sports Policy 1996 another scheme was approved by the Government i.e. Shiv Shai Chhashak Kabaddi
competition at National level for men and women. This was renamed as Chhatrapati Shivaji Chhashak Kabaddi Competition as per Government Resolution, Social Welfare, Cultural Affairs. Sports Dept. RKD-1099/File No. 267/DSYS-1 dated 24 Jan 2000.

The salient feature of the competition are

i. These competition will be organized every year at National level with the consent of All India Kabaddi Association and through Maharashtra State Kabaddi Association.

ii. Each State will depute their representative team of men and women

iii. The team will consist of 12 players and 2 officials (One coach one manager)

iv. Expenditure on their Travelling and 7 days stay, lodging and boarding will be incurred

v. Winner, Runners up and third place teams player are given cash award

vi. The winner teams are given a Rolling Trophy and the Winners, Runners up and Third place teams are also given a separate Replica.

vii. Each player for Winner team is given Rs. 3000/- each, from Runners up team player Rs 2000/- each and the Third place team member are given Rs 1000/- each as cash prize.

viii. These players will also be given Gold, Silver and Bronze Medals and also merit certificate be awarded. Other participants are given participation certificate.

ix. From each of the competition day, the best rider, best defender is selected and given Rs. 500/- each for Men
and Women both, and also the best all-rounder Rs. 1000/- as cash prize. On the Final day best rider and best defender is given Rs. 4000/- each, and the best all-rounder player is given Rs 6000/- from both Men and Women team.

x. For organizing this competition Rs. 25 lakhs were paid as grants for first year and there after every year Rs 20 lakhs as grants is paid to the organizing committee.

xi. This competition is organized through Maharashtra State Kabaddi Assan and Vidarbha Kabaddi Association.

xii. The Director of Sports and youth services Maharashtra is the drawing and disbursing officer for the grants

xiii. Committees such as High Power committee, organizing committee and stering Committee have been constituted by Government under Government Resolution dated 31st July 1997 and 24th October 1997 thereafter some modifications were again made by Government under G.R. dated 24 Feb 2000 and 27 July 2006.  

This has boosted the enthusiasm amongst the budding player.

III. **Eklavya Kho Kho Competition at State Level**

To promote the game of Kho Kho and to provide opportunity for the State Level Competition to the Kho Kho players, the Government of Maharashtra approved a scheme of conducting Eklavya Kho Kho Competition at State level by issuing orders on dated 23 September 2008. However upon the request of the Maharashtra association this competition was renamed as “Kai Bhai Nerurkar Chashak Kho Kho competition.

It’s feature are as under.
i. Competitions for Boys and Girls under 19 years age is organized at State level by the Directorate of Sports and Youth Services and concerned District Sports Council.

ii. The age on 31 December will be considered.

iii. 2 Boys and 2 Girls team will represent each Division. In all 32 teams are expected to participate each team consisting of 14 persons.

iv. The winner of school Kho Kho Team at Divisional level and another team to be formed, from the loosers of the District Schools Kho Kho teams in the Division. This selection will be done by the Maharashtra State Kho Kho Association and Vidarbha Kho Kho Association and District Sports officer and Dy. Director of Sports.

v. Prizes- The winner will be given Rolling Trophy and Winner, Runners up and the 3rd place team will get a replica of the Trophy

vi. The players winning first, second, and third will get – Gold, Silver and Bronze medal and merit certificate along with their manager and coach and remaining player from other teams will get participating certificate.

vii. The winner teams players and manager and coach will be paid Rs 10000/- each, Runners up teams players Rs 7000/- each and third place team, will get Rs 5000/- each. And the best All round player will get Rs 10000/- as cash awards.

viii. The players, officials, managers and coaches will be paid TA/DA and Lodging, Boarding facility during the 4 days competition period.

ix. Expenditure to the tune of Rs. 19 lakhs for the first year of the competition and thereafter every year Rs 18 lakhs are
made available for this competition to the organisation for Trophy and cash awards.

x. The Director of Sports and Youth Services is the drawing and disbursing officer and this amount is kept at the Disposal of the PLA accounts of the concerned District.

xi. For organisation purposes various committees are constituted as per Government order dated 6th August 2009. They are High Power Committee organizing Committee, Selection Committee. And other sub-Committee such as Stering Committee, Technical Committee, Lodging Committee Boarding Committee, Publicity committee and Souvenir Committee Transport Committee and Opening and Closing ceremony Committee.

IV. **State level, volley ball competition**

Volley ball is popular game in Rural and Urban areas of Maharashtra. To provide opportunity to participate in a large number of competitions Government has decided to conduct State level volley Ball competition as per Government orders dated 19th November 2008.

The salient feature of the competitions are the same as approved by Government for the conduct of State level Kho Kho competition approved under Government orders date 23 September 2008.

2. **Statement of the Problem and Significant of study**

While studying the progress of Physical-Education in the State it was seen that efforts were taken long before India’s independence to consider Physical-Education as an integral part of education in Maharashtra. All such credit goes to the Vyayamshalas, Akhadas and the administrators, directors and
teachers who looked after this institution without seeking any self-benefit.

The agencies and personalities, who have devoted themselves to promote and develop the Physical-Education culture and its flourishing in the State & the country, can be categorized as:

(a) Educational institutions, Physical Education Training Institutes, Sports mandals, Clubs, Vyayamshalas, Akhadas and single game associations.

(b) Politicians, Policy makers, Administrators, founder of the institutions and generous people supporting financially.

(c) People who were responsible for creating Physical-Education and sports facilities, establishing infrastructure for Sports.

(d) Medal winners, sportsmen, sportswomen and their coaches who are the cause to happen.

(e) Organizing various sports at different level and sponsors.

(f) Media - Television, newspapers, reporters, Authors Publishers and editors.

All such people deserve the credit for progressive promotion and development in the State. If we study the working of personalities under various above mentioned categories in the past and collect information about their contributions in this field, it would become an encyclopedia. This work will require an independent administration and a large number of man-power. This would also be time consuming along with investment.

Considering all these points and after studying the history of Physical-Education in the state it is seen that amongst all
these Prof. D.G. Wakharkar was working in the field from 1939 in the State. He also served in the Central Government. He got opportunities to work on various advisory boards, committees in the State and Centre. He has worked in other States of India and also authored various books related to Physical Education and Sports. He also has to his credit the policy making, shaping schemes and throwing new ideas for development, administration and advising Govt. in various matters. This study is an effort to make a contribution to a more complete understanding of the field of Physical Education and Sports in India.

The importance of these fields in Education and to the welfare of the nation itself has increased tremendously and is receiving more attention at present as we can gather from the National Education Policy and its potential effect upon the Social fabric of this country.

The field of Physical Education & Sports has reached the present status as a result of variety of forces which have influenced their growth since their early beginning. It is hoped that this study of the work and contributions of Prof. D.G. Wakharkar, an outstanding leader in these field, will show some of the many aspects of growth and development of these field in their relationships to the efforts of leaders. This is but one, and perhaps an important approach, to the history of Physical Education.

Historical analysis may be directed towards an individual and idea, a movement, or an institution. However, none of these objects of historical observation can be considered in isolation.

A biography is the story of a life. In defining biography as the record of a life John. A. Garraty supports the premise that
biography is actually a branch of study. Some may even consider it the most important phase of history. The mere recording of event of the past, without the specific recognition of the personalities involved, may not only be monotonous and obscure, but also lacking in the fall understanding of what actually precipitated these events.

Notable events in the history of world are not perpetuated through written accounts of man as he has been influenced by, or as he has contributed to the existing culture of his time; but also may have great implications for future. In accordance with this Hegel notes “Human actions in history produce additional results, beyond their immediate purpose and attainment, beyond their immediate knowledge and desire”.

Through the study of human lives, greater insights into and understandings of the past which serve as guide-points for living both in the present and in the future may be gained, Emerson lends support to this statement when he writes. “There is properly no History, only Biography”.

The greatness and achievements of Prof.D.G.Wakharkar have never been brought before the public in their totally and proper perspective. Efforts will be made to minimize lacunae through this research study. Further this will be beneficial to those who read it when they will come to know how Prof.D.G.Wakharkar has dedicated his life in the field of Physical Education and Sports, not only the people of Maharastra but also the people of India. The study will focus on the significant contributions of Prof.D.G.Wakharkar towards Physical Education and Sports in India, which will be a guideline to Administrators, organizers and further an inspiration for new comers, workers and stalwarts in this field. The study also emphasizes on the
importance of team building which is the need of the hour in the present day scenario. Prof. D.G. Wakharkar had this unique ability to create an efficient well bound team. And his ways to build it are highlighted in this study. The thesis materiel will be useful and productive to publish a book.

Thus the investigator chose to study the life of one of the most acknowledged leaders in the field and the results and the influence of his contributions. It is therefore proposed to take research work on “The contribution of Prof. D.G. Wakharkar towards development of Physical-Education and Sports in India”.

3. Objectives of the Study

Following are the objectives for the research study:

3.1 To collect information about Prof. D.G. Wakharkar’s Contributions with reference to:

a. His personality by which he was influenced

b. Understanding his early life.

c. Ascertaining his contributions as an Administrator and Architect of Schemes in Physical-Education and Sports.

d. Highlighting his contributions through Physical Education, Sports and Yoga Committee.

e. Obtaining information about his contributions through writing of literature on Physical Education and Sports.

f. His contributions in preparing curriculum of Physical Education for schools and Physical Education professional training courses.

g. Finding out his contributions in Physical Education in sports as an organizer.

h. Assessing his contributions in Professional Colleges in Physical Education.
i. Understanding his working in the capacity of an Adviser.

3.2 To gather information about appreciation and good remarks offered in respect of Prof. D.G. Wakharkar by various eminent stalwarts in Physical-Education.

3.3 To know about the awards and Honours received by him.

4. Operational Definitions of the Terms.

Different experts have defined Physical Education in different ways: but there is a general agreement with the main underlying idea: Physical Education is education through the physical and of the physical. But in this definition, it may be noted that physical education does not limit itself to an emphasis on importing instruction in activities only.

It would be relevant to quote here definitions of some Western experts to show how Physical Education has been utilized in recent times to expand the scope of education and to comprise expenses which will not otherwise be available to school pupils.

“Physical education is an integral part of the total education process and has its aim in the development of physically, mentally, emotionally, and socially citizens through the medium of physical activities which have been selected with a view to realizing these outcomes” (Charles A. Bucher)

“Physical Education is but one aspect of the larger problem of education in general, and any system which divorces, or tends to divorce, the physical form the moral and intellectual aspects of life, is thoroughly unsound”. (Marshal and Rees).

“Physical education is the sum of those experiences which come to the individual through movement”. (Delber Oberteuffer).
From the views expressed above, it will be obvious that it is the concern of Physical Education to help the child not only to grow & develop physically but to learn to fit into his social environment and adjust to life around to acquire the capacity to be mentally alert to all environmental responses, to express emotions without prejudice to other, and otherwise, reach this maturity progressively. The definitions quoted will show how Physical Education takes into account the approved areas of general education so that it may be a valuable and integral part of education.

4.1 Contribution of Prof. D.G. Wakharkar

The contribution of Prof. D.G. Wakharkar is referred to his work in the field of Physical Education and Sports with the State Governments and Central Government, Private Sectors and Society etc.

4.2 Development of Physical Education & Sports.

With reference to present study the Development of Physical Education is defined as the water-shade and the progress of Physical Education and Sports in Maharashtra and India together.

4.3 Physical Education and Sport in India

Physical Education and Sport is a term considered in present study which was decided by the Policy of Government of India and by Government of Maharashtra during pre and post-Independence of India.

5. Limitations and Delimitations

It is assumed that Prof. D.G. Wakharkar had made great contributions in the field of Physical Education & Sports and that the contributions of leaders in education are functionally related to the growth and development in the field of education.
Development and shifts of emphasis discussed in this study are those of major significance, as recorded in the literature, and or attested to be experts as demonstrated by their position, writing, or recognition in the profession. It is understood that major developments in education which include all the fields of study, are closely related to the outstanding change in the political social and economic structure of the country. The major scope of this study is limited to the time of Prof. D.G. Wakharkar and the services rendered by him at States and Center Government, his work in various capacities i.e. Personal Assistant and Secretary, to Chairman, Board of Physical Education Committee, Administrator, Adviser, Organizer, Head of training colleges Organizers & author during the period 1939 to 1995 i.e. till his demise.

Essentially, this is a documentary and interpretative study that would include solicited testimony and uses of testimony other than that found in the literature due to the lack of information in texts and historical references and because the inclusion of data from contemporaries adds fullness, warmth and vitality necessary to the study of a human & his work.

The investigator identified contributions as related to developments; although reasons for contributions may not necessarily germane to the establishment of relationships that have been included wherever possible so that the full significance of the nature of the contributions may be understood.

Pertaining to the historical status of the study it may be said that since this study deals with the two major related fields of Physical Education and Sports. It is essential for the person
who works in a specific field that he contributes to the fields and it is his duty to work for the development of that field.

Hence present research proposal is limited to the contributions towards development of Physical Education and Sports in India by Prof.D.G.Wakharkar. It includes administrative work, policies, organizational work shaping schemes and guiding the co-workers and producing literature.

6. Purpose of the Study
   a. To trace the development of the activities and achievements of Prof.D.G.Wakharkar which included preparation for and early years of his teaching career and the major phase of his professional life including the participation in teaching, therapeutical, planning administrative and organizational activities and his contributions to literature on Physical-Education and Sports.
   b. To study major developments and shifts of emphasis in the field of Physical Education and Sports and Yoga during time of Prof.D.G.Wakharkar life, and
   c. To show by association the influence of the contributions of Prof.D.G.Wakharkar to the major development of the field of study.
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