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CHAPTER-I

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INTRODUCTION

Unlike other subjects in School Curriculum, Physical Education is more oriented towards behaviour modification for betterment of functional efficiency and life style rather than knowledge acquisition per se by practical training in body management with inbuilt biofeedback of developmental parameters. Such education by big muscle activities should be concluded as general education at the stage of Secondary Education. It will be appropriate to replace the term Physical Education with 'SPORTS MANAGEMENT' at the stage of Higher Education.

Today the importance of Physical Education is universally acknowledged in the modern world. It enriches life and helps the individual to develop his personality. The International Charter of Physical Education and Sports, adopted on 21st November, 1978, by the UNESCO, rightly stresses that the promotion of Physical Education and sports from pre-school age to old age should be treated as one of the fundamental Human Rights by the national Government.

Management provides the machinery for the operation of any organisation in sports. It has been observed by the administrators/managers through the experience for at least a century and a half that is, until the later half of the last century, we are in 21st century and letter half of is yet to be experience that the student.

Sports in the Indian Universities are better managed though there is no definite scheme to develop an effective program of physical education and sports. This is confined only to the competitive sports. The major drawbacks in the management of these programmes are due to the lack of understanding of the importance of Physical Education and Sports in achieving the Educational objectives. Political interference, Inadequate professional preparation and motivation, insufficient funds and facilities, and the negative attitude of the people
making policies and taking valuable decisions.

Management of mass sports call for professional skills in marketing, organisation, supervision, planning, maintenance, maximal and economical use of facilities and equipments etc. As the competition is the identifying feature of any sports, it is better organised as one of the "Intramural" on the model as like in the Aurobindo Ashram.

Effective management is the ability to look ahead for future. The future depends on the present developments and continuous efforts to increase our knowledge through research. Wise managers will be aware of present trends in the world. They consider present happenings and future indications of change in the profession. Management mainly concerns arranging future procedures in the macro and micro programmes.

The field for Physical Education is in transition and athletic programmes are also experiencing many new challenges. In the mean time sports management is an emerging concept although the truth of the matter is that the management of sports programmes in the educational system at all levels is far from being something new. It has been there and continues to be there, however, in a disjointed form. What is needed is an integrated sports management programme that proceeds from a systematic approach to management. It, thus, becomes necessary to study and analyse the management of university departmental athletic programmes of Indian Universities.

The process in which children grow to become teenagers and later on adults, is at many levels, a very complicated one. The way it ends, the question of what kind of personalities arise from this process, is usually dependent on the outer stimuli which have a strong effect on the children's development. For this reason no civilized country would be willing to let the choice of stimuli affecting the development of their youth depend on accident or chance or even on the children's
choice. On the contrary, all over the world, people try to choose and arrange those stimuli in such a way that children will develop in ways which are accepted and wanted within the society they live in. This choosing and arranging certain stimuli is a long process and is termed "Education".

Education in its broadest sense is preparation for life. It should help each individual to become all that he is capable of becoming. Education must be concerned with developing an individual with optimum organic health, vitality and emotional stability, social consciousness, knowledge, wholesome attitude to spiritual and moral qualities.

In India, education as a whole is going through radical changes. Education is expected to promote national goals of democracy, socialism and secularism in our country. It also aims at inculcation of the values of our society and develop skills and attitudes, responsibility for citizenship, productive, capacity and cultural development among the youth. After independence, physical education has come to be regarded as an essential part at all levels of education.

Ex-army personnel who acted as drill masters and terrified the school children by their brutal system of discipline are being replaced by the qualified teachers. These teachers now impart instruction along with scientific lines and adopt sound educational procedures all in an attempt to develop the school boys and girls as worthy citizens.

Thus, twentieth century saw the evolution of a new physical education on scientific lines which attempts to discover the physical needs of the individual in the changed environment and the part the planned physical education can play in meeting these needs.

Physical education is now recognised as an integral part of the total education process all over the world. There is a growing consensus among all concerned with
the education of young people that health and physical education can make a significant contribution to the total development of children including not only their growth in physical aspect but also in mental, social and emotional aspects too.

In any age the prevailing conception of the relation of the mind to the body determines, the large measure, the aims and character of the physical education of that period. The Athenian Greek believed that mind and body were one and inseparable; that each influenced the development of the other. No other intellectual and beauty loving people have ever given in high a place to physical education in their system of education as did the Athenian Greek. It was hard for the Athenian Greek to think of a beautiful spirit existing in any but a beautiful body. Almost without exception the great men of Greece were men of magnificent physique. There can be little doubt that the greatness of the Greek was due, in some measure at least to their conception of the relationship of the mind to the body as it found expression in physical education, aesthetic and intellectual education.

Conversely, people during the Middle Ages were influenced by the ascetic element in Christianity and regarded the body as an evil. They practised asceticism and crucification of the flesh so that the spirit might be free. Physical Education had no place in the system of education approved by the church. It is not surprising therefore, that there was little or no progress during this period.

Modern society is well aware of the importance of physical education for its members, especially the children and the youth. [Biological discoveries have now easement of knowledge about human organism emphasizing that there has certainly been deterioration in human physical efficiency and verve since the time he started depending on machine.] The modern man, in comparison with his primitive counterpart, is poorer and inferior with regard to physical prowess and skill. No doubt, machines have done and can do much of human work and yet assumption that the
basis of man's existence is physical cannot be left out. 6

Here 'physical' refers to the body. It is often used in reference to various bodily character, such as physical strength development, prowess, health and appearance. When an individual is playing a game, running, swimming, working out on the parallel bars, skating or performing any of the physical activities, education is taking place at the same time. This education may be conducive to the environment of the individuals' life or it may be detrimental. It may be satisfying experience or it may be an unhappy one. 7

Article One of the International Charter of Physical Education and Sport proclaims that every human being has the fundamental right of access to physical education and sport which are essential for the development of his or her personality and physical fitness and attaining a level achievement in sports which corresponds to his gifts. Article Two of the Charter proclaim that physical education and sports, as an essential dimension of education and culture, must develop the abilities, will-power and self-discipline of every human being as a fully integrated member of the society and contribute to the maintenance and improvement of health, wholesome leisure-time occupation and overcome the drawbacks of modern living.

Physical education is an educational process in that it takes the child where he is and through activity, optimally increases his potential powers to the end that he may live life more abundantly. The activities are natural in that they are based upon much fundamental tendencies such as physical activity, self assertion, gregariousness, competition, leadership and followership. That activities involve the total body as they take place under conditions requiring physical exertion, intellectual accuracy and emotional control simultaneously. That should be primarily on the play level as the play level implies the highest degree of interest in the activity. Interest means an atonement of the self with activity and when interest in great learning is facilitated thereby developing a physically, mentally and socially
integrated and effective individual. An integrated individual functions harmoniously as a biological organism and as a social unit. He is effective when he does an optimum amount of personally or socially useful work with the least strain or fatigue. Physical education emphasizes the individual in as much as adequate provision for individual differences is necessary to learning and, after all, it is the individual who learns to adjust to the group, not the reverse.

The above process is best defined in terms of its three remote and sociologically obtained objectives, namely, health, which is essential for effective living; worthy use of leisure time which requires the use of a repertoire of skills accompanied by interests and attitudes to make the skills effective in their continuance; ethical character which is primarily the proper adjustment of the individual to the group and society. As the above Sociological objectives are essential to make physical education purposeful to the education generalist, so are the following biological and intermediate objectives necessary to the specialist in physical education: organic development, neuromuscular development, inter-passive-cortical development and emotional-impulsive development. The immediate objectives are the educational outcomes familiar to those in the field, such as physical changes, habits and skills, knowledge and insight and ideals, attitudes and appreciations.

Thus, physical education is not only concerned with the physical outcomes that accrue from participation in physical activities but also the development of knowledge and attitudes conducive to life long learning and participation. For the benefits of physical education to be realized, sound programmes of physical education must be conducted and activities should be selected judiciously. A sound physical education programme under qualified leadership enriches the participants' lives.8

However, the real meaning of physical education both in letter and spirit, is
yet to be truly interpreted or adhered to Physical Education being an integral part of education, it must have all qualities and drawbacks inherent in education. Unfortunately, we the so called physical educationist are laudable in saying and emphasizing that 'physical education is education' in the true sense which is more real to life than general adored the cover page of the book while its contents are irrelevant and superficial. In the name of efficiency we have, as if, scarified physical education and the alter of specialization, namely, gymnastics, athletics, games, yoga, coaching, body building etc. Slowly and gradually we have moved away a long way on the path of division of labour like methods. We make ourselves confined to particular aspects or parts of physical education and feel proud of exhibiting those parts as the best and have completely forgotten that man is a whole being, not a patch-work. Man has not only a body but also a mind should which is more influential than the body. The real quality of a coconut is not only the outer shell but its inner pulp. Similarly the real quality of a man is not a well-built body but good character, behaviour and conduct. We serve on that physical education is the only reliable and sure way of changing and guiding the character of man. But how far have we been able to achieve this is evident from internal matches, meets, tournaments at national, state or local meets, were, not only players but also coaches, instructors and officials have been vehemently criticised for un sporting behaviour both on the field and off it. Why does this happen? We still quote the old "sound mind in a sound body." It has been adored and has served as light for so many years but now it appears to be defused. There is nothing wrong with the maxim but with our thinking. We have now become master of one, that is, specialists in 'physical' and have dropped 'Education', the real vital spirit, the soul, the light and energy. The character attitude and behaviour - forming aspects of physical education have been overlooked and set aside. That is why physical education has become a commercial education like commerce, typing and shorthand, technology, engineering, veterinary and such other faculties.
Now the real worth of physical education is in terms of catching jobs, excelling, specialisation and breaking old records of performance at the cost of even breaking character, behaviour and moral principles. The real gist of any profession or agency of education is how many gentlemen it shapes.

**Physical Education Programme**

As has already been said, a national and well conducted programme of physical education helps to produce and promote physical fitness with the development of discipline, moral, sound and strong character. [Through a well directed morally, sound and strong character, a well directed programme of physical education, young people develop skills for their leisure time, engage in activities conducive to healthy living, develop socially and contribute to the progress of the society].

Physical education programme depends upon the number of conditions which are not under the control of the teacher. Each school has got its own problems which affect the calibre of instruction or which limit the possibilities of even developing a complete and desirable programme of physical education. An analysis of some of these factors should throw light on the situation and indicate the possibility for the programme improvement.

When students reach upper levels of education, they should have opportunities to develop a depth of interest and higher level of skills in a few activities. They must be exposed to a variety of activities so that they can have their choice. When programmes are narrow in scope, students will continue to progress only so long as their skills and abilities fail to meet the demands made for them. [As a child develops some skills, it needs new goals or challenges year after year, without greater demands, children grow complacent, uninterested and cease to strive].

Ideally every individual will gradually move towards the top of spiral. However, not all reach the top. Those who manage to reach the top are those with a strong
desire, drive and self-discipline necessary to reach the highest. Those who are talented will struggle tirelessly to become better and, though successful in some ways, will be unable to reach the ultimate goal.

The spiral path-way concept of physical education programme provides guidelines for improving the curriculum. The path-way of the bottom must be broad enough to accommodate every child as such as it starts going to school. Thereon the road must provide a gradual bend and continuous climb, until the child leaves school as a young adult, with a series of challenges within a well coordinated programme which can develop his mental, emotional and physical skills to ensure he is fit for living life to the full.

The question of balance in physical education programmes is a theoretical one and the teacher involved in planning often finds it difficult to resolve it. There are many activities from which to choose and many influences at work on the school to include one activity at the expense of the other. The back specific facilities to the exclusion of some activities, while the presence of a special facility such as a school with its own swimming pool, for example, would make full use of it. A school situated at forty minutes bus drive from the nearest pool may choose to omit swimming from this programme altogether.

Facilities, therefore, determine to a great extent the shape of the physical education programme. Local sporting culture will also have some influence. In many areas there is an age-old tradition of participation and success in a particular sport. Physical education teachers may find themselves in a dilemma as to whether they should plan their programme so that the strength to the locally popular sport is sustained or should they ignore tradition and plan what they see as the best programme of experiences for the children in their school. The answer is probably a form of a compromise. Local traditions ought to be taken into account but
ought to become dominant factors in programme planning.

A good programme of physical education should be enjoyable and purposeful. Participation in physical education ought to help young people develop acceptable moral attitude and should contribute to a sense of accomplishment.

In general before planning a programme of physical education one should consider the objectives of physical education, the needs, abilities and interests of students, equipments and facilities available, capabilities of staff, time allotted for physical education classes, climatic and geographical conditions, budgetary resources etc. It requires time, meticulous planning, efforts and persistence on the part of the physical education teacher to make a good programme of physical education. With intelligent, patient and enternaly efforts of dedicated teachers and administrators exemplary programmes of physical education are possible.

Planned evaluation of the programmes of physical education is very essential. Programmes may have to be replanted, personnel and facilities increased, methodology changed and so on. Continuous evaluation undoubtedly takes the concerned to the success of the Pysical Education Programme.

Programme evaluation is a long range project usually culminating at the close of a semester or a school year. This is the time for a close look at the programme to spot weaknesses and to revaluate objectives. Evaluation determines the worth of the programme in terms of objectives. Measures of status and progress, comparisons with established standard, identification of strength and weaknesses are some of the possible uses of programme evaluation. What were the objectives ? Whether those objectives were opporriate ? Have the objectives been met ? Were they appropriate ? Did the activities provide for a progression of skill ? Were the skills difficult enough to challenge ? Were suitable achievement levels reached and if not, why not ? Such broad and fundamental questions can be answered through this research. After evaluation, there is generally a follow-up to reapprise

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the aims and objectives and to revise or strengthen those areas of the programme that were discovered to be deficient. In fact, procedures of evaluation themselves may be excellent means for helping to achieve progress.⁹

Evaluation results are usually both diagnostic and prognostic since they may indicate weaknesses and at the same time reveal needs that must be met or corrected. An effective evaluation programme should result in some positive action directed at some specific purpose. As staff members become aware of the deficiencies in their methods of teaching, the material they use as instructional media, their techniques of motivating students to scale greater height etc., and as needs become apparent to them, they can prescribe remedial action to alter procedures and improve programmes. Evaluation may also help bring about improvement in those phases over which administrators have control, such as facilities, equipments, programmes and staff.¹⁰

The evaluation of physical education aims at structuring a critical feed-back for pupils and staff that will reveal the strength and weakness of the physical education programme and improve the teaching expertise that supports it. In doing this our expectations need to match our thinking with action which ultimately would be geared up to the demands of comprehensive change. Our experience in the evaluation field remains in the crude exploratory stage but we are, nevertheless, now keenly committed to the continious use of evaluation procedures in planning the programme and work of this department. What follows is an account of how it is tried and worked out.

Presently the measure of evaluation in the physical education is internationally standardised now, although the modifications are sometimes made depending on the needs of the situation. The apparent reason for this universalization of physical education for the evaluation of a world system for the importance given lies in the fact that it forms the very basis of all the branches of education as well as of the whole progress of an individual not only in any but also in all spheres of

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human activities. Further even its modern application of Physical Education helps for improving the working capacity, both qualitatively and quantitatively of groups endeavouring for national progress in various departments of life.

It is, however, unfortunate that, we in India, have not yet accepted imparting of physical education compulsory to every individual as one of our goals though our Constitution directs that primary education shall be made available to all children upto the age of fourteen year.11

The Central Advisory Board of Physical Education and Recreation has reported that there were very few schools which provide physical education for all pupils every day. The usual exercise is that the academic load is heavy, and the school homes are ill adopted for physical education. With different emphasis given in different schools, there is an over all feeling that physical education is not so essential, and its inclusion is very much a matter of convenience and choice. It has also been reported that condition of service of teachers of physical education are far from satisfactory.12

Physical education is education. It is no less important than any other domains of education for the allround development in the child. It is an integral part of the total education process. It implies the drawing out and development of all the powers of an individual - physical, mental, moral as well as social. The concept of psycho-physical unity of the human organism has influenced greatly the modern educational theory and practice. Education has taken a greater significance to make a bridge-way between the child and the attitude of the teacher towards the child. There is sufficient scientific evidence to indicate that mental and physical factors exert reciprocally an influence upon one another. Bodily states and conditions exert a profound influence upon the mental state and vice versa.13

Physical education comprises of human movements through which many of the educational objectives are achieved by means of big muscle activities involving sports, games, gymnastics, dance and exercises. It is education through physical
activities for the development of total personality of the child, its fullness and perfection in body, mind and spirit. It is concerned with the development of both physical and mental fitness. In striving for such fitness, however, physical education has to necessarily aim at harnessing the child's mental, moral and social qualities by arousing awareness of environment and developing alterness, presence of mind, resourcefulness, discipline, co-operation and the spirit of respect, sympathy and generosity towards others, and qualities essential for a happy and well adjusted life. Physical education can thus make a very valuable contribution to our free and democratic life.¹⁴

Physical education is a profession, a discipline and a programme of activity. As a programme of activity, physical education is involved in educating students in and through games, sports, gymnastics, dance and exercises.

Physical education has the initial health objective component more aimed towards the educational values to be derived from its programmes.¹⁵

The Secondary Education Commission (October, 1952 to June 1953)¹⁶, recommended that all teachers below the age of 40 years should actively participate in physical education activities of students and thus make them a lively part of the school programme. Full records of activities of the students must be maintained. The training in physical education should be comprehensive enough to include all aspects of health education.

All India Seminar of the State Inspectors for Physical Education and University Directors of Physical Education (1958)¹⁷, recommended that physical education should be curricular subject in the school at all levels and should be at par with other subjects. The programme for physical education and recreation should cater to the needs, interests and capacities of the pupils and should have carry-over value. It should promote moral growth and development, maintenance of health, acquisition of skills and desirable social attitudes and behaviour. Facilities regarding
playgrounds, gymnasium equipments should be provided to the students. A minimum of two instruction and two participation periods per week should be made compulsory for all school children. The syllabus given in the National Plan of Physical Education and Recreation may be followed in all schools with necessary modification.

The Central Board of Secondary Education, Delhi introduced physical education as a compulsory subject under 10 + 2 + 3 pattern of education in 1975.\textsuperscript{18}

The Planning Commission has set up a working group for sports and physical education for the 7th Five Year Plan (1985-90) which shall be taking stock of the position of sports, physical education and youth services in the country in order to identify problem-areas and suggest remedial measures. In the 7th Plan, the two powerful media - the radio and the television through the satellite INSAT-1B, have already reached the remote areas of our vast country to educate our rural population in physical education, sports, health, hygiene, nutrition and environment.\textsuperscript{19}

Curricular experiences have a cumulative effect. It is the total experience a child gains in the total situation available in the school. Otherwise personality cannot be developed only by imparting knowledge; citizenship cannot be achieved only through instructions; change in behaviour does not come through listening and reading only. These can be developed through classroom interactions and out-of-class room activities, play experiences and playfield behaviours, during recess period exchanges, in gathering, through outing in the school setting.\textsuperscript{20}

A voluntary programme was not conducive to the development of physical education, sports and professional growth. There had been a considerable agitation to make physical education an examination subject and to raise the status of physical education personnel at par with those in other disciplines. The status of physical education has improved since last one and half decade when physical education was introduced as a curricular subject in general educational curriculum. The modern
concept of education is experience which helps in the making of a man. As such all programmes are to be scientifically planned, technically equipped, psychologically imparted, and properly evaluated for realizing the objectives. Thus our school systems have given recognition to physical education as a required subject in the secondary level of the educational programme.

To impart teaching in a systematic and progressive way in Secondary Schools, framing of curriculum plays a vital role. A curriculum is a progressive series of experiences at a particular educational level or in a specific field of learning for a definite social purpose. In physical education a curriculum consists of a planned sequence of experiences for the child to react physically in meaningful ways exercising body parts, behaving in socially appropriate relationship, expressing, controlled emotions, exercising intellect to evaluate values.  

* History and Development of Physical Education in India:

The Muslim rulers of India in mediaeval period encouraged the establishment of "Madarsas" (schools for traditional instruction), and set them up at places like Lahore, Delhi, Rampur, Jaunpur, Lucknow, Ajmer and Allahabad.22

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

* Physical Education During British Period:

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

It was further argued that the Britishers felt for education of the "natives" to only generate / produce qualified subordinates to assist them in the governance of the country. To achieve this goal, the British Government, towards the end of the eighteenth century, began to take some interest in educating the "natives". Acting on this, Raja Rammohan Roy, the visionary scholar, formed an association of like-minded people to found the Hindu College in Calcutta in 1817. In 1818, the Bishop of Calcutta opened another institution.23

Lord Macaulay, the then newly added member to the council of Governor general, was primarily instrumental in laying the first milestone of higher education in India in a real sense. It was he who wanted to raise a class of persons qualified for high employment in the civil administration of India who could be interpreters between the Ruler and the Ruled, who will be Indians in blood and colour, but English in taste, in opinion, in moral and intellect. To achieve this goal, Elphinston College in Bombay and Fergusson College in Poona were set up during the third decade of the nineteenth century.

In 1836 colleges were established at Hooghly, Dacca, Patna; and Calcutta. Further, the Hind College was transferred to Government which later became the Presidency College. In 1840, two more colleges were established - the Wilson College, Bombay and Madras Christian College. In 1841, Robert Noble founded a college at Masulipatanam. In 1844, Stephen Hislop opened a college at Nagpur in 1853 and St. John's College at Agra was established. Between the years 1845 to 1852, the medical colleges were established in Bombay, Calcutta and Madras. Moreover technical education like Engineering also started gaining ground at the same time. In 1848, Earl of Dalhousie suggested the establishment of an Engineering College in each of the three presidencies namely Calcutta, Madras and Bombay. In 1949 Thomson Engineering College at Roorkee was developed

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into the Roorkee University. 24

In 1853, the British Parliament, for the first time, instituted an enquiry into the state of Indian education. This resulted in famous Wood's Despatch of July 19, 1854, proposing the establishment of universities in Calcutta, Bombay and if necessary, in Madras or any other part of India where a sufficient number of institutions existed from which properly qualified candidates for degree could be supplied. The proposal was accepted to set up 'affiliating universities' on the model of London University. Calcutta University was established in 1854 followed by the university at Bombay and Madras. 25

The organisation and management of these universities consisted of "university authorities" which included a Chancellor, a Vice-chancellor, a Senate, and a Syndicate. The Senate was empowered to manage the affairs and property of university, to appoint and remove all examiners, officers and servants of the university and to frame bylaws and regulations. All bylaws and regulations framed by the Senate had to receive the approval of Governor in Council.

The principal administrative officer of the university was the Registrar who was the head of the university staff. He conducted university correspondence and was custodian of the records, the library, the common seal, 26

And such other property of the university as Syndicate would commit to his charge. All meetings of Senate, Syndicate and faculties were to be convened through the Registrar, who was to keep the record of the proceedings of such meetings. He was appointed by Syndicate or Executive Council subject to confirmation by the Senate.

The primary functions of the university at the outset were holding the examinations and conferring of degrees on the successful candidates. Each university began with a small grant partly to cover the salaries of the Registrar and
his staff and partly to organise examinations. Calcutta University, for example, was established in 1857 with an initial grant of Rs. 12,000/-27

The authorities of the university then were to be as follows:

1) The Visitors (The Governor General)
2) The Chancellor (Generally a Provincial Governor)
3) The Vice-Chancellor (A full-time officer)
4) The Senate (Court)
5) The Executive Council (Syndicate)
6) The Executive Council (Syndicate)
7) The Faculties
8) The Board of Studies
9) The Finance Committee
10) The Selection Committee.28

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

* Administration in Universities after Independence:

The authorities of universities gradually changed and according to state the universities Act, they were created. As there is no General in India after independence, the authorities also accordingly changed as per the universities Act of the concerned State.

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

Unlike the previous Commission the Kothari Commission was asked to make a comprehensive survey of the entire educational system since its various parts strongly interact on the influence of one another. The Commission submitted it Report (known as Kothari Commission Report) on June 19, 1966. Among its many invaluable recommendations the Commission emphasised the fact that without a suitable administrative structure no university could achieve its objectives. The Report endorsed many of the proposals of the committee on the "Model Act" for universities.

Before discussing the administrative structure of universities the Kothari Commission discussed "University Autonomy" and "Academic Freedom". It is appropriate to state that the universities autonomy lies in (a) the selection of students' (b) the appointment and promotion of teachers; (c) the determination of courses of study, methods of teaching, areas of study and problems of research. It is further averred that the universities autonomy facilitates functions of university, (a) within the university, (b) interaction between the universities, (c) autonomy in relation to the university and the Association of Indian Universities and University Grants Commission, and (d) university autonomy in relation to the university and the central and state governments and other external agencies". 30

The two joint Indo-American teams on the development of agricultural research and education in India (1954 and 1559) supported the recommendations of University Education Commission. They recommended the setting up of separate "agricultural universities" and the first agricultural university was established in 1960 at Pantnagar, U.P. 31

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

The Model Act for universities provides the following organisational structure.

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

(2) University Officers :
   (a) Chancellor
   (b) Vice-Chancellor
   (c) Pro-Vice-Chancellor
   (d) Registrar
   (e) Librarian
   (f) Director Student's Welfare
   (g) Dean of Faculties
   (h) Director of Physical Education
   (i) Others.  

* Report of Kothari Commission with special emphasis on Physical Education:

Kothari Commission advocated the structure of university organisation and also emphasised on the implementation of physical education throughout the education system in India. At this juncture it is apt to quote the following paragraphs from the said report.

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

1) Physical education programme should be planned for desirable outcomes keeping in mind the interests and capacity of the participants.

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

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

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

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

6) The programme should be within our financial means.

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

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

Main considerations of Kothari Commission Report (1964-66) are as follows:

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

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

(3) Vocationalization of secondary education.
(4) Strengthening the centres of advance studies and setting up of a small number of universities which would aim at achieving highest international standards.

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

(6) High priority to education for agriculture and research in agriculture and allied sciences.\(^{34}\)

In this main consideration the emphasis then was given on strengthening the centres for advance studies and setting up of small universities, which would achieve the highest international standard. Here Kothari Commission stressed on achieving the international standards in all the fields, inclusive of science, agriculture and physical education and sports. The Commission also advocated the establishment of teachers' training centres so that quality of teachers for schools can be raised. Universities are the best available academic and educational centres in India where youth of the country comes for higher education. If the facilities for physical education and sports and training of teachers in physical education are adequately provided then objectives, ultimately can be fulfilled / accomplished.

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

* The Administrative Functions:

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

Another way is to describe what administrators do and to determine the
consequences and the implications of their activities. This has the advantage of avoiding an unresolvable argument about what they ought to do and what their purpose should be. It seeks to discover functions and not to prescribe the same. 35

Before the establishment of Kothari Commission, the colleges of physical education were working in the country and their functioning and course-content were different. Therefore, in February, 1958 a seminar of principals of physical education institutions was held at Madras. The main purpose of this seminar was to address adequately the problems of physical education institutions regarding staff, curriculum, infrastructural facilities, etc. which is nothing but administrative problem.

In the month of May, 1958, 'the All India Seminar' for state inspectors for physical education and university directors of physical education was organised from 16th to 30th May, 1958 at Mahabaleshwar, under the directorship of Shri. D. G. Wakharkar, by the Union Ministry of Education and was the second of its kind, the first was of principals of physical education institutions held in the month of February, 1958.

Such seminars were expected to bring together the workers in physical education and share their views and experiences at a stage common platform and to study the problems, so as to evolve modern ideas and trends in physical education.

The major recommendations made by this seminar were:

(1) Physical education at school levels,

(2) Physical education at university levels,

(3) Supervision of health, physical education and recreation in school,

(4) Function of supervisory staff.

Out of these recommendations, the recommendation regarding physical
education at university level is most important for this study. The major recommendations regarding university physical education are as follows:

* **Physical Education and Sports in the Universities:**

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

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

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

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

(5) People should be educated in, the worthy use of their leisure. This should be achieved only through publicity of the right kind i.e. Press, Films, Film-strips, Exhibitions, Demonstrations Conferences, Lectures and Publications, etc.36
References


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23. Ibid., p. 13.


25. Ibid., p. 2.

26. Ibid., p. 15.


28. Ibid., p. 22.

29. Ibid., pp. 22, 23.

30. Ibid., p. 23.


34. Ibid., p. 187.
