CHAPTER III

★ CURRICULUM DESIGNS
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CURRICULUM DESIGNS

1. Meaning of Curriculum in Physical Education.
2. Types of Curriculum in Physical Education.
3. Curriculum before Independence.
5. Present Trend in curriculum designing.


Meaning of Curriculum:

A curriculum is an organised set of formal educational and training intentions. A curriculum is intentions or plans. They may be merely mental plans, but more commonly exist in written form.

A curriculum is not activities but plans, or a blueprint, for activities. The word programme will be used to refer to learner activities that result from the implementation of curriculum.

A curriculum contains many other kinds of intentions, such as what learning activities students are to develop, the means of evaluation to be used to assess learning, the criteria according to which students will be admitted to the programme, the material and equipment to be used and the qualities required of teachers.

A curriculum involves formal intentions, that is, intentions deliberately chosen to promote learning. It does not include random, unplanned, or non-learning activities.

As an organised set of intentions, a curriculum articulates the relationships among its different elements (Objectives, contents, evaluation, etc.), integrating them into a unified and coherent whole. In a word, a curriculum is a system.

Both education and training are referred to in the definition to avoid misunderstanding that occurs if one is omitted.

Curriculum today is considered to be a series of meaningful and guided experience directed towards attainment of certain objective. Objectives are goals towards which learning experiences are organised. Some objectives may be of ideal or general nature like self-realisation, development of human relationship, citizenship, sportsmanship, character etc. These may again be broken into more limited, specific, and immediate
objectives. While the general objectives are somewhat abstract, the specific objectives are exact and within measurable accomplishment, specific objectives motivate the learner more in the learning process, and determine the criteria for evaluation.

Specific objectives situations provide varied opportunities and thereby help towards achieving general objectives.

It may be said that curriculum is the living programme of the school. It is neither simply a body of knowledge nor certain skill only; it is rather a design for a series of experience through which the society wants young ones to go in order to develop certain attitudes, interest and abilities to sustain the self, the family, and the society.

The more knowledge advances and society becomes complex day by day, the more elaborate and purposive is the need for such social setting for changes in the socially desired way. The business of the educational institutions is to consciously arrange teaching-learning situations for the implementation of the curriculum.

The word curriculum is derived from Latin word, currere, meaning to run.

Hunter suggesting a definition for curriculum mentions it as “a progressive series of courses and or experience in a particular educational level or in a specific field of learning for a definite social purpose the sum or range of experience, in or outside of school, whether consciously controlled and guided or undirected, that favorably influences the discovery, unfolding and traits of the individual in accordance with accepted educational aims.2

According to Will-Goose curriculum is a body of experience that lies between objectives and teaching method. It commands a central
position. It is a full programme of things to do that will realise the original aims and objectives.3

Barrow defines curriculum as "a systematic arrangement of experience which are designed to achieve the objectives of a specific area of learning at several education levels.4

In the dictionary of Education edited by Carter V. Good, curriculum has been defined in a threefold manner.

I. As a systematic group of courses or sequence of subjects required for graduation or certification in a major field of study for example, social studies curriculum, physical education curriculum, etc.

II. As a general over-all plan of the context or specific materials of instruction that the school should offer to the student by way of qualifying for graduation or certification or for entrance into a professional or vocational field.

III. As a body of prescribed educative experiences and under school supervision, designed to provide an individual with the best possible training and experienced to fit him in the society of which he is a part, or to qualify him for a trade or profession.5

Again, curriculum has been defined in the Encyclopedia Britannica as, a course of study laid down for the students of a University or School, or in a wider sense, for schools of a certain standard, e.g. secondary, elementary, etc.6

A curriculum is a full programme of things to realise the aims and objectives. In secondary school physical education curriculum, special attention is given to diversify in physical development. These pupils should be given opportunities for self identification, self realisation,
development, self confidence, personnel responsibilities, individual initiative and self creativity.7

The curriculum for a good and effective education concerns a number of disciplines in humanities, sciences, technical vocational areas, health education, physical education, religious education, social education and moral education, besides reading, writing, arithmetic, hygienic and recreational skill are imparted at the primary level of education. General education with judicious mixture of arts and science, health and physical education and citizenship training, are imparted at the secondary level with emphasis on work experience leading to vocational preparation at the end of the secondary school stage.

Physical education comprises human movements through which many of the educational objectives are achieved by means of big muscles activities involving sports, games, gymnastics, dance and exercises. It is education through physical activities for the development of total personality of the child to its fullness and perfection in body, mind and spirit. It is also concerned with the development of fitness. In striving for such fitness, however, physical education has necessarily to train the child’s mental, moral and social qualities, to arouse awareness of environment and to develop alertness, presence of mind, resourcefulness, discipline, cooperation and the spirit of respect, sympathy and generosity towards other’s 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.8

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

Physical education has the initial health objectives component more aimed towards the educational values to be derived from its programmes.9

The curriculum of physical education possesses a body of knowledge, which is basic to health and fitness and leads to fine living. It has a core of activity skill and technique in its content.

Curriculum objectives are identified by such terms as learning outcomes, learning objectives and course objectives.

The competencies expected of a student who completes a college of physical education major is identified by the physical education faculty of that institution is another example of curriculum objectives, because of vagueness, are difficult to evaluate at times precisely.10

Curriculum building is an ongoing, dynamic process. It is a part of educational cycle which starts with the establishment of the programme and methodology, and ends with the evaluation of results. The entire cycle is repeated again and again. The curriculum itself is in a constant state of being restudied, revised, and rebuilt.11

The secondary education commission (1952) recommended that all teachers below the age of 40 should actively participate in many of the physical activities of students and thus make them a lively part of the school programme. Full records of the physical activities of the students must be maintained. The training in physical education should be comprehensive enough to include all aspects of health education.12

All India Seminar of the State Inspectors for physical education and University Directors of Physical Education (1958) recommended that physical education should be a curriculum 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 equipment 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.13

The Central Board of Secondary Education, Delhi, introduced physical education as a compulsory subject under 10+2+3 pattern of education in 1975.14

The planning commission have setup a working group for sports and physical education for 7th five year Plan, (1985-90) which had under taken stock of the position of sports, physical education and youth services in the country in order to identify problem areas and to suggest remedial measures. As per the suggestions of the 7th plan, the two powerful media the radio and the television through the satellite INSAT - 1B, already reached the remotest areas of our Vast country to educate our rural population in physical education, sports, health, hygiene, nutrition and enviornment.15

Curricular experience have a cumulative effect. It is the total experience a child gains in the total situations available in the school. Otherwise personality can not be developed only by imparting knowledge, change in behaviour does not come through listening and reading only. These can be developed through class room interactions and out-of-class
room activities, play experiences and playfield behaviours, during recess period, exchange in gatherings, through outing in the school setting.16

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 experience at a particular educational level or in a specific field of learning for a definite social purpose. In physical education a curriculum consist of a planned sequence of experiences for the child to react physically in meaningful ways for exercising body parts, behaving in socially appropriate relationship, expressing controlled emotions, exercising intellect to evaluate values. In the high school curriculum, a sub curriculum in Physical Education be scientifically planned so that physical education programmes are carried out methodically to realize its objectives to the maximum extent possible. There should be a well laid curriculum in physical education for all-round development of the child. For implementation of a good curriculum would require adequate facilities, trained personnel, needed finance, proper time allotment etc.17

The curriculum should be deliberately planned and developed by the physical education teachers in co-operation with other subject teachers and experts in curriculum framing. The planning of curriculum should be made for the entire year, sub divided into terms, months and days. The classes and teachers should know at the beginning of the year what is expected to be taught during the year. The criteria for selecting activities should be to develop the individual, keeping in mind the individual difference in terms of capacities, needs and interest and thus to provide variety. As the teenager proceed towards maturity through adulthood, the educational objectives in all subject areas are gradually re-stated with
adult goals, adult patterns of behaviour, and adult standard of performance. Personal responsibility for the development of individual abilities are stressed. At the instructional level the learning of both team sports and individual sports favored by adults is intensified. Organised forms of competitions, also fostered through the intramural programme. It may include all the popular sports in the school arena. These tournaments provide meaningful opportunities for using the skills and understanding developed in physical education classes.18

Nababi collected empirical data regarding the present status of Iranian physical education at the elementary school level. This study stresses the need for developing physical education programmes for the students of age group 8-11 and also programme for exceptional children on sound scientific principles.19

Coop assessed the current status of physical education programme for boys in selected high schools in the State of Hawaii during 1974-75 school year. A rating scale was devised by him for evaluation of the programme. Strength and weakness of each school were indicated and he recommended for a new and effective curriculum for the selected private High Schools, and to the Hawaii Association of Independent schools.20

Cormier made recommendation for a new and effective curriculum for girls in catholic High school in the state of Taxas on evaluating the existing programme with the tentative standard of the Texas Education Agency.21

Yakuleve, made a study to determine the nature of physical education programme offered by Iowa High School, preferred by seniors and recommended by professors in Iowa college and Universities. After
analysing the collected data he concluded that there was a positive relationship between activities offered, and activities preferred by seniors.

Seniors indicated that team sports were most frequently offered in schools. So they preferred team sports most. Professors strongly recommended to give emphasis for individual dual sports, and lifetime sports.22

Smith made a study to realise the boys physical education programme of Evergreen Park High School which concluded that the programme should provide seasonal variations of activities that are moderate in cost, vigorous, and variety of activities with carry over values. It also revealed that the programme should recognise existing wholesome moves or racial problems in the community and provide publicity to make the community aware of the problems, purposes and progress of the programme.23

Stubble’s made a study in order to evaluate and compare the countries physical education programmes for girls according to an acceptable criterion. The study revealed weaknesses, such as inadequate facilities, lack of equipment, inadequate country supervisors, lack of marking system, and absence of integrated adopted programme.24

The purpose of Amundson study was to investigate the curriculum in the Elementary school Physical Education at structured as selected California College and Universities and to ascertain weather revision and reforms were necessary to fulfill a vital need in the elementary school curriculum.25

The following observations were made:

1. There were significant relationships among the objective of the National and the State Physical Education programmes.
2. Significant relationship existed between the California State requirements for the physical education curriculum of the colleges and Universities, and the long range goods, of the California Physical Education and,

3. There was high relationship between the objectives of physical education of the college and Universities and the expressed needs and concerns of various elementary school teachers.

Nesom made a survey study using stratified random sample of hundred senior White Public High Schools in Louisiana. The survey covered personnel, required classes, intramural sports interscholastic athletics, health education facilities and equipments, financial support and community resources.26

The study revealed the actual pattern in which physical education programme were carried on. Apart from surveying the condition and existing status of programmes, surveys were also conducted to compare existing programme with acceptable criteria or tentative standards as a basis for revision, and also to find the extent of implementation of the state requirement in the given area of study.

Bungaard collected data from a stratified sample of seventy two high schools by personal visits. The purpose of the study was to describe the status of instruction in physical education for IOWA Public High Schools in terms of professional preparation teaching loads continuation of subjects taught, activities in progression, methods of instruction, techniques of class organisation testing and measuring techniques, teaching aids available to the teacher, and time allotment for physical education classes. The result of the survey revealed the actual situations of
those schools which were positive in terms of physical education programmes.

Brosman conducted a survey study of 48 secondary boarding schools concerning their physical education programme. Areas represented in the questionnaire were those of professional preparation of personnel's, administration, facilities, and activities with in the programme. After summarising the replies, valuable recommendations were given to improve personnel preparation administration, and facilities in connection with the programme.

Guess made a survey study of 49 independent but non-parochial secondary schools in California. He used questionnaire method to determine the extent to which their programmes implemented, recommendation were made by the State California for a boys four year physical education programme. A majority of Independent schools failed to meet the state standards. Common weaknesses were inadequacy of trained personnel, lack of evaluation, and lack of school parent communication. Favorable points found were, limited size of classes, aquatic programmes and Interscholastic programmes.

Kidd, indicates that physical education has failed to meet the needs of the students in the past, illustrate the importance of the present and continuos evaluation of all physical education programmes. Physical education courses which have philosophies and objectives relatively new should be under continuos investigation to determine if they are fulfilling these new objectives, i.e. instilling in students positive attitudes towards physical activity, and providing knowledge of physical activity, pogammes for improving physical condition. Through Research the physical education profession can determine if these objectives were being
met in the individual physical education programmes. The course evaluated was instituted in winter term 1968. As a part of mens Physical Education Programmes at the community of Oregon.30

Viswasam, in her study she tried to find out with the help of Questionnaire the needs for physical education for girls schools in different state in India. In the conclusion of her study she recommended for the progress of physical education for girls in India that each state should have a women officer for physical education to co-ordinate physical education and be an advisor to the state Directors for physical education on matter pertaining to girls Sports and physical education programme.31

Krishan Surveyed physical education facilities in the city of Madras. The study revealed the abnormal pupil-teacher ratio, which was 14 to 19 times less in comparison to general subjects.32

D'souza Purpose of the study was to survey physical education programmes for girls secondary schools in Tamilnadu in order to provide a basis for drawing up guidelines for imaginative curriculum in physical education and to realize the objectives of physical education more effectively.33

Since different persons who have been primarily concerned with different kinds of educational phenomena. On the one hand, and with different aspects of the evaluation process on the other, the term has had rather different significance in the work of different writers. We shall be concern here primarily with evaluation as it applies to students or groups of students, this evaluation serving either for the guidance for the students or for assigning of some aspect of the curriculum.34
TYPES OF CURRICULUM IN PHYSICAL EDUCATION

TRENDS AND PRACTICES IN INDIA

TRENDS FROM EARLY TIMES TO MOGHUAL PERIOD

PRACTICES IN INDIA

For several thousands of years what was demanded of man was more of physical quality and man had to marshal all his nerves and strain everyone of his muscles to defend himself against the dangers of life in the form of ferocious animals. He was thoroughly engaged himself in the search of basic necessities of life that left him no time to play. But his daily activities embodied all attributes to physical training. They had to jump, run, throw, climb and swim for their daily living. A desire for recreation is born out of leisure, when man advanced in his civilisation, play grew more complex. In earliest time of Indian physical Education practices were primarily classified in to three ages.

a) THE STONE AGE

Primitive play was related to the elemental emotions of savage life. Imitation was one of the chief characteristics of primitive play. For instance, the modern game Kabaddi may represent the struggle which resulted when one hostile group tried to cross the boundary of an area occupied by another group. (Srinivasa 1952) Wrestling which is highly popular physical activity in our country right from Epictime, is perhaps the oldest sports in India. The “Suryanamaskar owes” its origin to nature worship indulged in by man, for back in his childhood on earth. Stickplay with the use of bamboo and wand drills are predominantly of primitive method of defense and attach. Hunting was one of the chief occupations of man.35
THE METAL AGE/STONE AGE

This age was followed by the age of Iron and Copper. There is authentic evidence that the use of Iron was popular in Northern India during the 4th and 5th centuries before Christ. The continuous and well linked history of physical education in ancient India becomes difficult due to absence of historical records. Similarly the pioneers of physical education in ancient India remains obscure. Memory alone passed to posterity treasures of vedic lore. The Indian mode of prostration to God is in it-self a comprehensive physical exercise. Regular bathing, early rising, personal cleanliness of the body and systematic habits of life have been some of the strictly necessary adjuncts of religious life.

Temperance in food and drinks has been the heritage of our civilisation for ages.

Charak the great author of Ayurveda, insist that physical activities should be wholesome and should develop endurance and strength. After centuries of educational research and experiments, we are yet to achieve a satisfactory cohesion between study and sports, where as in ancient India, physical education was part of subjects like medicine military science, Engineering etc. It form an integral part of Indian culture and civilisation. The use of metals in the form of metals tipped spears on arrows improved the defense power of man and equipped him much better in his struggle for existence.

While we have on scope of evidence as regards the stone and metallic ages in India .we have abundant information regarding the high order of civilization that furnished in the region of Indus. Archaeological
excavations reveal its rich culture heritage left to us by our ancestors who occupied the valley of Indus about 2500 B.C.

High order of sanitation and public heath, large and well equipped swimming pools warrant us to the conclusion that people in far of centuries, indulged in swimming and water sports. Marbles and dice were used in games, probably dice were used in conjunction with board games. Evidence reveal that hunting and ball fighting were probably other past times. Their civilization makes a transition from the prehistoric to cultural history of India. (Pusalker, 1951).36

**CURRICULUM BEFORE INDEPENDENCE**

**PHYSICAL EDUCATION IN ARYAN - INDIA**

Aryan came to India about 1500 B.C. Probably from Western Asia. They overpowered the inhabitants of India with strength of their numbers and excellence in physique.

Rigveda is the oldest source of information of the entire Aryans race. Hunting, chariot racing, dancing, music and gambling were the different forms of recreation, (Griffith) The daily routine of students during the Vedic period hivolved strenuous physical activities such as cutting fire wood, gathering kusa grass for rituals etc. Student ship was for the whole of his life. Later, caste system developed and stayed for several centuries.37

As studied in Rigveda life of Aryans being was like was predominantly devoted to physical activities. Breathing exercises were made part of their daily worship to God. It is indeed an invaluable contribution made by Indians to the cause of physical education. Hunting,
riding, archery, wrestling, fist fighting, hurling of Javelins, swimming, running, Jumping, digging, dancing etc., must have been the form of exercises prevalent in those days.

Public health and sanitary arrangements, the conception for pure and good drinking water have been realized in our country from remote time. The spirit of plain living and high thinking pervaded the people in all walks of life. (Havell, 1918). 38 In comparison with the conditions of life that existed in India as late as the 14th and 17th centuries, life in ancient India as late as the 14th and 17th centuries, life in ancient India appears to have been for more healthier and hygienic (Meikle John, 1902).39

PHYSICAL EDUCATION IN INDIA EPIC AGE

The Mahabharata and Ramayana are the two great epics of our country which represent the wars of Aryans. The heroes of epics were men of great physical and mental strength. Even the women possessed an extraordinary physical strength and courage from which we can assume the great attention they paid to the training of body almost all the main characters of the epics were outstanding athletes and archers. Rama and Lakshmana, the two important characters in Ramayana received preliminary instruction in Archery from Vashista and special training from Vishwamitra. The hero of Ramayana never needed second target for hitting a target. Valmiki speaks about the wonderful physique of Rama and his well proportioned limbs. The Jumping ability of Hanuman was outstanding. Bhima and Hanuman were outstanding wrestlers. These signify their importance attached to physical activities and body building. Dands and Baithakas soon became popular in the gymnasium all over the
world, which are distinctly Indian and as ancient as the epic days. Hanuman, Bhima, Duryodhana were heroes of our great epics. Extraordinary lifting and throwing abilities of the fighting men, feats of swimming, climbing and swimming of Vanara (Monkeys) are evidence to the physical powers of the heroes of epics. Swimming and water sports in which Bhima was indulged in the company of his friends, (Valmik) during the period minor game like Itti-Dandu, which was highly popularised.

Archery, sword fighting, fist fighting, mace fighting, riding, lifting, throwing weights and chariot movements must have been some of the popular sports of those days in addition to the fundamental physical activities of man like jumping, running, throwing, climbing and swimming (Dutt).

Public tournaments and display of kills in arms were common events organise in public gaming hall. Hall for music and wrestling contest during the Epic period.

**Historical Development of Physical Education in India.**

**PHYSICAL EDUCATION IN ANCIENT INDIA**

A system of formal education evolved in Vedic period was developed further in latter period of Ancient India. The richness of our civilization can be attributed to its system of education. The great monarchs, the mystic philosophers, the religious, the social scientists, the epic-writers, the great poets, dramatists, and experts of various arts and sciences who made landmarks in Indian history are the fruits of the Ancient system of education.
THE CURRICULUM

The educational curriculum of ancient India seems apparently loaded with religion philosophical subjects of abstract and mystic thinking, but it is not so. A careful study of the curriculum reveals that due consideration was given to subjects of professional interests, Arts, crafts and of cultural significance. There was a definite place for physical education in their programme of education. The students were exposed to a wide range of activities where scope was given to them to select the activities of their choice. No one was left free or spared from the basic scheme of health and fitness. It was almost a compulsory part of the programme of education. The entire system was designed in such a way that there was a fine network of the programme of physical education integrated with total educational programme to such an extent that it lost its separate existence and identity and became one with the whole programme. The following attempt is made to detach from the total programme those subjects which in modern sense belong to physical education. It is observed that in the total programme of education the following subjects were taught.

a) Ayurveda
b) Yoga
c) Dhanurveda
d) Gandharvaveda
e) Kala

All these five subjects comprised the major part of the programme of physical education.

⇒ Ayurveda dealt with the science of Exercise and scientific aspect of the programme.
Dhanurveda was meant for learning martial arts and military science.

Yoga enlightened on the physical and mental discipline necessary for presenting fitness and health.

Gandharveda and Kalas were the items of cultural significance. Contents of all five subjects are now available. A brief review of the contents of each subject will reveal the nature and type of physical education prevailing in the educational institutions of ancient India.

A\'YURVEDA

It was one of the subject of specialization taught to the students. The science of Ayurveda had two function to serve.

a) The promotion and preservation of health and strength.

b) Elimination of the diseases in the ailing and affected i.e. curative treatment.

The science of physical education is covered by the ayurveda in its first function. Sushruta and charaka, the celebrated writers of Ayurveda Smhita Granthas had given and elaborate treatment to the science of physical education, scientific principle of the practice of physical exercise were found enumerated in there works. They used the Vyayama for physical exercise and defined the term in a precise way. The topics covered in the texts on the science of health and physical education could be listed as follows.

CONTENTS REGARDING PHYSICAL EXERCISE

a) Definition and concept of Vyayama.

b) Physical and physiological effects of exercise.

c) Principles of the practice of exercise.

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d) Over exercise and its ill effects.
e) Under exercise and its ill effects.
f) Diet and exercise.
g) Therapeutic use of exercise, indication and contra indication of exercise.
h) Physical exercise and massage.
i) Types of heavy exercise.

CONTENTS REGARDING PHYSICAL DEVELOPMENT AND STRENGTH.
a) Types of body-build or somato type.
b) Body strength and its types.
c) Effect of climatic variation of strength.
d) Physiology of strength.
e) Proportionate development of body parts and their measurements.
f) Ideals of physical development.

CONTENTS FOR HEALTH EDUCATION
a) Definition and concept of health.
b) Symptoms of healthy and hygiene.
c) Principles of health and hygiene.
d) Rules of good conduct and behavior.
e) Health and Brahmacharya.
f) Health and longevity.
g) Health and diet.
h) Health and fitness.
i) Health and climate.
j) Body types and health.
k) Mental health and its maintenance.

The details of all the above topics and contents are found in Ayurvedic Text. The next subject related to health and physical education being included in the curriculum was Yoga.

YOGA

Yoga was one of the six schools of philosophy of ancient India. It was taught to the students. The early pali texts make a mention of the hermitages of Mahagovind and Sarahanga as the two great ancient centers of Yoga education. Bhasa 42 mentions teaching of yoga shastra and he further states that the Brahmans were proficient in it.

Yoga was studied by the students not only for its philosophical exposition and spiritual bias, but also from therapeutic point of view and as means of physical culture. From the study of Patanjali, it is clear that he had a well defined scheme for curing diseases, health and beauty.

Patanjalis word for physical perfection is Kayasampada, which he defines as a body that is beautiful, lustrous, strong and has its parts as firm as the Thunderbolt.

He laid more emphasis on purification of body and mind by the systematic elimination of mala and dosha. Eight fold (ashtanga Yoga) scheme was propounded by Patanjali.

Since achievement of higher spiritual development was a matter of specialization, only those who had inclination towards spiritualism, were taught further by their preceptors. But, the basic lessons in yogic practices like Asanas, Pranayama along with the knowledge of rules of hygiene and code of conduct must have been taught to students. As a brahmachari, the
student was to strictly follow a code of conduct meant for moral and spiritual development.

**DHANURVEDA**

Study of Dhanurveda was very much important part of ancient curriculum.46

It was considered Upaveda of Yajurveda.47

The Buddhist texts also refer to the training of Dhanurveda. It was known as Khattavijja.48

Those aspiring after the position of military ranks were required to study this branch of learning. Chhandogya upvanished called it KshatraVidya.49

There were special texts compiled on this subject, Bharatiya Sanskritikosh, 50 refers to Dhanurveda, recited by Vishvamitra and also another treatise called “Dhanusha Pradipa” recited by sage Dronacharya. Shukraniti, Nitiprakash and Agnipurana were the ancient treatises on the subject of military education.51

Proficiency in Dhanurveda acquired under the guidance of preceptor, was to be supplemented by practical training in riding, in training of horses, and elephants, driving of war chariots, movements of various weapons etc. Bhauyuddha and Mallayuddha were also recognised as means of fighting.

Anipurna deals with various holds and counter holds.52

The war-oriented education in theory and practice was mainly imparted to the princes and sons of warriors. Most of the day of their students life was spent by them in practice of these practical subjects. According to Koutilya, the practice of chariot driving, horsemanship and

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elephant riding be done by the princes during first part of morning hours.53

Lectures of theory and academic subjects were delivered usually in the afternoon, the morning time devoted to athletics and military exercises.54

GANDHARVA VEDA

It was considered Upaveda of Samaveda. It was mainly concerned with the art of singing and music. Early Jaina and Buddhist texts describe four main parts of Gandharva Veda.

a) Nacca (Dancing)
b) Gita (Singing)
c) Vadita (Playing on instruments)
d) Visukassna (Dramatic Performance).55

Dance was taught to the trainees on tune and rhythm of music. Dancing schools for women were numerous in the township of Ayodhya.56

Matsya Purana 57 reveals that dancing and singing was considered as most popular hobbies of girls and women.

Kalidas refers to several modes of dancing and also dancing associated with stage-acting.58

A classical treatise on dancing Bharatas Natyashastra was written in 3rd century A.D.59

Many more archaeological evidences in the form of stone panels of dancing posses, the musicians and the singers are found today on the walls of the ancient temples.
All of these evidences and the informations provided in ancient texts suggest that Gandhar-va veda was one of the subjects of curriculum and that it helped to promote the art of dancing, singing, stage, play and playing on musical instruments.

CHATUSHASTI KALA (THE KALAS)

The next important topic in ancient curriculum with physical education and sport programme was learning, of with physical education and sport programme was learning of 64 Kalas. Regular reference of these Kalas being taught and learnt by the students are found right from the Epic Ramayana up to the period of Harshavardhan. Most of the Kalas listed 64 in number were practiced by the students of both sexes as the hobbies, both the epic viz. Ramayana 60, and Mahabharata 61, and subsequent literature 62, make mention of these arts.

Lalitavistara mentions of a good number of fine arts being carefully learnt by Gautam Buddha.63

Jain literature also contains references of the learning of various arts and craft. 64

Numerous references can be traced of the practice of music, dancing, drama or stageplay painting, ornament decorations, culinary art, chartioeering,vyayam vidya, vastwvidya, Training of elephants, flower beds, Engraving and Jewel tests, etc. in the literature like Ramayana, Mahabharata, Paninis ashtadhyayi, Bhasas dramas, Kautiliyas Arthashastra, and other classical and popular literature of the time. The inclusion of the sixty four Kalas in the partical form in educational programme me was amply confirmed by the contemporary writers like
Kalidasa, Dandin, Bana, Magha, Bhavabhuti, Someshwara and Shukra in their writings.

A careful study of these Kalas reveals that there are a few Kalas which involve physical activities, neuro muscular motor skills and some of them require systematic training aimed at developing high levels of physical fitness, includes Vyayama, Dancing, Swimming, Wrestling, Hunting, Boxing Diving in water, Charioteering, horse riding elephant riding, Marksmanship and Archery. Thus, the ancient system of education in India had given due consideration to the subjects like health, physical education and recreation in the form of theory and practice both and that there were interwoven and integrated in the fabric of educational curriculum.

PHYSICAL EDUCATION IN BUDDHIST TIME

The founder of Buddhism, prince Siddhartha, later known us Buddha Practiced several mainly sports and exercises (Beal). Archery was a popular past time of princes. The Chinese Pilgrim, who visited India, State, that the following games and physical activities were current in the Buddhist Universities like Nalanda.65

1. Swimming
2. Hoping over diagram marked on the ground
3. Removing substance
4. Trap-Ball games
5. Tossing of Balls
6. Archery contest
7. Shooting marbles
8. Guessing other people thoughts
9. Chariot driving
10. Sward Fighting
11. Elephant driving
12. Wrestling and Boxing with fists.

The doctrine of Yoga was popular in Buddhist time. Corrective physical exercises is very ancient in our country and activities of medicine in ancient India like Charakacharya and Susruta prescribed particular exercises suitable for various disorders. The idea that physical ailments of men and women would be cured by physical exercises can be traced far back to ancient time in India.

Takshasila was another University, which attracted students from different parts of the country and from outside. Archery was one of the important discipline taught in the University.

PHYSICAL EDUCATION IN JANISM

Though Jainism was equally pacific like Buddhism, we find in the literature mention of physical activities. Several kings were fine sportsmen (Barnett). Yoga sastra was quite popular even among the saints (Acharya Hemachandra).66

Various kinds of physical activities of man are mentioned in Jainese literature. Riding horses even wild one. with or without saddle. Shooting of a doll or a wheel, shooting an invisible object by sound, shooting of a target in water, shotting of a clay ball on wheel, with arrows were practiced by youths. Cockfighting was also popular were included for children's. Specialised training in gymnastics was also given to children.67
PHYSICAL EDUCATION IN MAURYAN PERIOD

At the time Alexander came to India, he had developed a highly organised system of physical culture inferior in no way to that of the visitors.

Chandragupta is the founder of the Mauryan Dynasty which lasted from 321 to 183 B.C. During the long reign of Chadragupta common form of sports where archery, swimming, boating, hunting, wrestling, dice games, gymnastic, bullfighting, display of arms of kshastriya, chivalry, rhinoceros, Elephantfighting were the principal amusement of the court (Megasthenes).68

All types of messages have been practiced from time immemorial (Susruta Samhita). Ball games were favoured by women. Mauryan days were good for physical education in India.69

PHYSICAL ACTIVITIES IN SOUTH INDIA

The people of south India, comparatively free from foreign invasions have preserved the play tradition of their ancestors in a purer from than their northern counter parts. Several of the indigenous games like silambam (stick play) Jallikattu (Bullfighting), Paudi (Hoping on diagrams), Ammani (Juggling with shells or stones predominantly practiced by women folk of the rural part) were played enthusiastically by people of south in the remote past. Chase, wrestling and sword play, railing with chariots, elephants, bulls etc. Playing with ball shell and gambling were commonly practiced. A type of cricket where in bat and ball were both represented by long and short sticks, were played by boys. Another popular ancient sports is the Kilari or Kelari peculiar to the Kerala (Sridharan Nair). Fishing was a popular mode of sports. Capturing
game by means of nets was another favorite game. Dravidian kings of old were lovers of sports and fine physique.70

**POST MAURYAN ERA**

Internal conflicts and nonviolence adopted by Ashoka, the last Mauryan king were the resons for mauryandown fall. The ascent to the thorne of pushyamitra sunga marks the revival of Brahmin influence. Sunga dynasty lasted from 187-75 B.C. Centuries before western thoughts could fathom the real perception of education, the Indo-Aryans had given a real meaning of the purpose of education. Yoga represents a unique hormony of the physical, mental and spiritual facilities of man and is an outstanding contribution made by India to the cause of Physical Education.

The land of monasteries during the days of later Mauryans turned to arms. After the fall of Sugas. Magada was for about half a century in the hands of a new dynasty, called the Kanvas. From the end of Kanvas rule to the rise of Guptas 300 years later, the history is obscure. Greeks had occupied Punjab during the reign of the Sugas. Charaka, the famous Hindu physician emphasized the need of graduated physical exercises for restoring the health of patients. Gymnastics was popular during that period (Susruta-samhita). The kingdom of Greeks came to an end in 126.B.C. Followed by kushaus, whose power lasted till the 1st century after Christ. Another important dynasty that ruled North India before Gupta was that of shah kings.

Various kinds of games both indoor and outdoor are mentioned. The dice, trap ball, guessing others thoughts etc. and the later may be boxing,
shooting marbles with fingers and plouging with mimic ploughs. Healthful and hygenic practices and fasting were common, to prevent disease.

Chandragupta, the first of the Gupta Dynasty crowned himself as king in A.D. 320. The Gupta period was known as Indias Golden Age: People followed the glorious example set by their brave rulers and indulged in many sports and physical activities. The cry of the age was for action (Havell). 71

Gambling which was discouraged by the Buddhist regained its lost influence. The game of dice with or without board games grew enormously popular. The modern game of chess, as played in Europe is based upon one of these Indian board games. It was known as Chaturanga or four crops. In the 6th century the game was learnt by Persians and when Arabs conquered Persia, through them the game was spread all over the middle east and soon spread over Europe. This indoor game made its way to the west during the days of the Gupta can be fairly ascertained.

Hunting was exceedingly popular as a means of bodily exercise. Swimming was also a popular exercises from time immemorial and particularly so in the Gupta eras. It is an incalculable loss to physical education that we don’t get further details as regards to the system of physical culture in the Gupta India, but from all evidences available we can almost be certain that an excellent system of physical education prevailed in India during that period. This period was noted for excellence of physique as well as keenness of intellect or the co-operative function of body, mind and spirit.

Even in the Gupta era, the art of writing was not practiced and learning consisted in Sruti or the gift of hearing an extra ordinary memory power was the only medium of transmission of knowledge. If written
records are available, India and not Greece would have set the lead for physical education, as it is known today.

Physical education was not a separate study in ancient India and it was found in several branches of study like, Medicine Military science, Engineering etc. and naturally there is dearth of literature exclusively devoted to this subject. Peoples in general were remarkable for their qualities like, honesty, courage and love for learning. There was a widespread love for physical exercises and both princes and common folk attended gymnasium. They were scrupulously clean in their personal habits and practiced personal hygiene of a high standards. (Susruta Somhita).

After the regain of the Guptas, the Huns invaded India, Although the power of Huns was short lived, the wild barbarian Huns set fire, destroyed and pillaged the civilised cities of the Indus plain. Their power affected the high ethical standard of ancient Indian traditions and favored the growth of many vulgar superstitions and corruption’s which must have also been shared by our system of physical culture.

The element of terror found is certain physical activities as manifested in violent and ir-regular bodily movements and coutortions, dangerous and unprincipled displays with various weapons, fear some acrobatics, fire drills, head hunting etc. possibly owe their origin to foreigners like the Huns.

After the break of the Gupta empire it was not till the beginning of the 7th century A.D. that Harsha Vardhana succeeded in bringing back solidarity which North India enjoyed during the Gupta period, the intervening period before the reign of Harsha is significant for physical culture.
PHYSICAL EDUCATION IN HARSHA PERIOD

The travel diary of HieunTsang who toured India during the reign of Harsha and Biography of the Emperor by Bana Bhatta, the court poet, are the main sources of information regarding the period of Harsha Vardhna. Harsha was a scholar, a military monarch and a sports man (Panikar 1992) Contemporary of Harsha was Narasimha varman, belonging to the Pallava dynasty of the south. He was known as Mahamalla or the wrestler king because of his outstanding performances in wrestling. Though at this stage of India history games and sports did not emerge with codified rules and regulations as in the modern days, people practiced many fold activities physical and mental.73

After the death of Harsha, about the beginning of 648 A.D. Sind was conquered by Arabs, who were noted for their strength, courage, and war like qualities. Their power was short lived and destroyed by the Muslims. In the years proceedings. The Muslims conquest the status of physical culture in India was at one of its lowest ebbs. Muslims in India did not encourage physical education in the true sense of the term. The long standing connection of Physical Education with general education was served from the parents talk. Physical education lost its dignity and was reduced to a state of crude muscle play. By the end of 14th century the extent of the sultan territory was waning and it was confined to Delhi.

MUGHAL RULE

Mughals rulers were descendants of the Mangou of central Asia. They were men of Extra ordinary courage and physical strength. Their physical activities were crude, boarding on cruelty. Looking all links with mid and soul of man. They never succeeded in repeating the finest
achievements of the Gupta days in the field of physical education. Babar, the founder of the dynasty in 1525, was foremost an athlete and adventurer. Akbar, the greatest of the Mughals, was a passionate lover of sports. During his rule, Fatehpur sikri was teeming with sports activities. Akbar after took part in polo, which is now a popular game riding and swimming were equally favorable almost all the Mughals were expert swimmers, and especially Babar and Akbar could swim across the Gangas in full tide. The official diary, and court record include a “Sports Column” recording the royal hunting parties, the animal fights, the games of chess and cards, polo, chaupar, and NARD. The Indoor recreational activities of the Mughal Court included a game known as Chandel Mundel, which was one of the favorite games of Akbar (Bernier, 1916).74

Edward Terry, a western traveler, who toured Mughal India during the Year’s 1616-1619 mentions that they shoot for past times and are so skillful that they killed flying birds (Terry, 1916). They played chess and cards. During the Mughals period the festivals was concluded with elephant fights which was attended with much cruelty, some riders were trodden under foot and killed on the spot.

The western traveler Ralph Fitch has narrated about the morning prayers and exercises by millions of Hindus by the side of rivers who observed the “Suryanamaskar”.75

MARATHA’S

By the middle of the 17th century, anti Hindu policies of Aftangzeb caused a Hindu political independence with Shivaji as the leader. The Chinese travel Hieun Tsang paid attribute to Maratha in the 7th century A.D. and describe them as hardy, honest and hard working. Shivaji paid
great attention to the physical fitness of his people and the whole land of the Maratha was teeming with healthy physical activities. Riding, wrestling, spear throwing, swordsmanship and swimming through torrential floods was the popular sports activities. The land of Maratha was known for its great traditions in the field of physical culture. Several of the indigenous games and exercises current in Modern India, either owe their origin or were made popular during the Maratha ascendancy. Ramdas, the spiritual guru of Shivaji, appears to have been a great enthusiast in physical culture. Shivaji built a large number of gymnasia all over Maharashtra. The renewed enthusiasm for physical culture and the art of self defense was to preserve the integrity of their religion from the Muslim domination. Chaitanya, the Vaishnavite saint of Bengal. Stressed on physical cleanliness and personal hygiene. An extensive drive for physical fitness was launched and hundred of schools were started all over the land, imparting instruction in the art of defense and attack. The popularised exercises like, suryanamaskar, dands, Baithak, Malkhamb, wrestling, Lezium, Club-Swimming, Sward fighting, weight lifting, and stick play.

In the words of Ramdas, “Strength leads to happiness, a person without strength becomes the object of ridicule and easily over powered by disease. Strength makes the body handsome.” Strength was the watch word of the Marathas.

THE SIKHS

The Sikhs, who had equally contributed to the downfall of the Moghal Empire. The tenth Guru Hargovind Singh established “Khalsa” by which the entire community of Sikhs was transformed into an armed
camp, every member of the seet swearing to suffer the loss of life family and honor in the service of his community. This Khalsa did a great turn to physical culture in Northern India especially in the Punjab. Indigenous mode of physical culture became extremely popular. All most every Sikh was a skilled warrior well versed in the use of different arms. The Sikhs have won for India lasting glory both on battle and sports fields. (Cunnigham, 1918).76

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.

CURRICULUM AFTER INDEPENDENCE

Kothari commission advocated the structure of university organisation and also emphasized on the implementation of physical education through out the education system in India. In Kothari commission report on the education the following paragraph are written in the report.

"Physical education contributes not only to physical fitness, but also the physical efficiency, mental alertness, and the development of certain qualities like perserverance, 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 play ground 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.

Before the establishment of Kothari commission, the college of physical education were working in the country and their functioning and course content were different. Therefore a seminar of principals of physical education institutions was held at Madras in February, 1958. The main purpose of this seminar was to tackle the problems of physical education institutions regarding staff, curriculum facilities etc. in the month of May, 1958, “The all India seminar, for state inspectors for 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 the 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 view and experience on one stage and studying their problems and understand the modern ideas and trends in physical education.

The major recommendation made by this seminar were:

a) Physical education at school level.
b) Physical education at university level.
c) Supervision of health, physical education and recreation in school.
d) Function of supervisory staff.

Out of those above recommendation, here the recommendation regarding physical education at university level considered to be the most important for this study. The major recommendation regarding university physical education are as follows.

**PHYSICAL EDUCATION IN THE UNIVERSITIES**

a) In order to plan and promote physical education, a department of health, physical education and recreation should be created in each university.
b) The university Grants commission be requested to made adequate grants to the universities for the establishment of the department of health, physical education, and recreation.
c) Adequate provision for medical inspection and follow up work of college students should be made by appointing a special medical officer at each university.
d) The university should include compulsory and optional physical education activities. The N.C.C. should not be substituted for the physical education programme.
e) People should be educated in the worthy use of leisure. This should be achieved only through publicity of the right kind i.e. press, films, filmstrips, exhibitions, demonstrations, conference, lecture, publication, etc. 78

The university education commission (1948) had summarized there deficiencies of physical education in the university and colleges as the lack of interest both on the part of the students and the authorities, insufficient trained personnel, dearth of play grounds, and equipment, poverty of the students, absence of organisation, poor type of programme, small variety of games, conflict with academic work, and inconvenience of time, which seems to be the most recurrent obstacles. The commission had made few suggestions to over come these deficiencies and to improve the programme of physical education and games in the universities and college. They are as follows.

a) Expert leaders should be appointed in the department of university physical education.

b) The professional status and pay of physical education personnel should be recognized as on par with the academic instruction.

c) Each university should appoint a properly qualified Directors of physical education with Doctors degree either in physical education or medicine who should have equal status and pay with other Heads of Department.

d) Every university should make provision for adequate gymnasium playground and physical facilities. 79

The seminar of state inspectors and University Directors, on which the recommendation given by the principals in seminar (1959) in the matter of leadership and also made for new recommendation of its own,
for the promotion of physical education in the universities. Some of the important recommendation are mention here.80

1. Adequate and fully qualified staff should be appointed in 1:250.
2. Better salaries should be given to physical education teachers.
3. Talented class room teachers and pupil leaders should be utilised to help the physical education teacher.
4. Adequate facilities should meet the national and international standards.
5. Compulsory programme of physical education should be introduced in which intramural and extramural sports are included.
6. Some theory subjects of physical education such as fundamentals of physical education, theory play etc. should be introduced to the university students purely on option.
7. As an incentive, certificates rather than material awards should be awarded to the students.
8. University Grants Commission should make adequate grants for the establishment of the department of health, physical education and recreation.
9. The department of University physical education should be given supervisory responsibilities over its officiated colleges.

Kothiwalla suggest that Indian Universities should introduce physical education as a subject for their various degree examination. He believe the perfect integrate of body and mind will take place only when every individual will receive physical education with academic or professional education.81

Daughtrey and woods, mention basic guiding principles that must first be established in light of departmental college and professional objectives for the development of the activity curriculum for college and
university consideration is usually given to sociological, physiological, psychological principles as they relate to the students population and to the discipline. The following appropriate guide for the development of a college or university activity curriculum have been selected from these materials.82

a) The determination of philosophy
b) The interpretation of these philosophy
c) The determination of basic objectives
d) The allocation of specific objectives to specific activities and skill levels.
e) The determination of course content.
f) The preparation of teaching units and course outlines.
g) The revision of teaching units and course outline.

Bain directing for future researches in physical education curriculum mentions that the goal of curriculum research is to enhance theory-guided practices. Progress requires attention to the process of theory development. The grounded theory research procedures is discussed as a promising approach to the task a model of curriculum deliberation and curriculum design. An overall view of each area is provided in which variables, research methods, instrumentation, and theoretical perspectives are discussed. The curriculum design which results from the curriculum deliberation process exists at three levels.

a) In the document of philosophy, policies and procedures.
b) In the minds of participants, the perception of the programme and 
c) The curriculum in action, what actually occurs in class room or gymnasium.
Curriculum research in physical education has focussed primarily on the early stages of defining and classifying our immediate concern seems to be extented theory development process.83

A Questionnaire for collecting information on the present facilities for physical education in the universities and colleges was addressed to 39 universities and 155 colleges selected by means of stratified sampling, by the committee on physical education appointed by University development of physical education in the universities and colleges should be given the highest possible priority and regarded as an essential and integral part of education and human development. A truly effective programme of physical education has to meet four important conditions.

a) It should bring the entire student population within its fold as quickly as possible.

b) It should be organised on a regular and permanent footing as an integral part of Education generally.

c) While the programme should be compulsory every university college student should be able to choose the game or sports or exercises according to his interest and aptitude, and,

d) The operation of the programme should be watched by a central agency on a national basis which should emphasis the national character of physical education as to develop in students a sense of belonging and commitment to the country.84

Deyoung and Whyum list these eleven (11) principles of curriculum construction.85

1. The curriculum is broad and comprehensive.

2. The curriculum has its roots in a philosophy of education.

3. Curriculum building is a co-operative enterprise.
4. The administrative organisation should be simple and flexible.
5. The housing of the school should confirm to the curriculum needs.
6. The curriculum should provide for individual differences.
7. Guidance is inextricably linked with the curriculum.
8. The curriculum should be life centered, shaped by both present and future needs of the individual and society.
9. The curriculum should be well balanced.
10. Evaluation is essential for pupils and curriculum.
11. Constant curriculum revision is necessary.

Oberteuffer and Ulrich suggest nine 09 basis principles that should provide comprehensive guidelines in the construction of the physical education curriculum.86
1. The curriculum should be planned to allow for progression in learning, with a minimum of repetition of activities.
2. The curriculum should be arranged so that students have consecutive interval time to learn.
3. There should be comparative planning in conceiving and executing the curriculum.
4. The curriculum should consist of activities in which values are inherent, which are intrinsically interesting and with which the student can develop a compatibility.
5. The curriculum should be constructed in relation to community needs and facilities and with some concentration given to the interests which may be engendered by national background or ethnic character.
6. The curriculum should provide activities which are susceptible to informal rather than formal teaching method.

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7. Curriculum materials should be selected in relation to the age, sex, and physical conditions of students.

8. The curriculum should make ample provisions for the inclusion of those learning associated with motor activity.

9. Integration as an education process and concept has a bearing on physical education and its promise should be examined.

There was time when physical education (Drill) was looked after by untrained teachers. An ex-army man, gymnast, a wrestler or a strong man looked after the period in the school time table.

It was in 1920 that a specialised source for producing physical education teachers was started. Mr. H.C. Buck - American Secretary, in the Madras Y.M.C.A started a systematically worked out programme to prepare physical education teachers. The centre has started became the well known Y.M.C.A. College of physical education, Madras.

The products of the college drew the attention of educationists because the activities they thought were popular among childrens and useful in the development. The college attracted persons from different parts of India, Burma, and Ceylon, schools colleges, and Government depu d candidates to the college. The thought were switch to the needs and witness of the students.

A few other colleges, along the lines of the Madras college were started in Punjab, Bengal, and Uttar-Pradesh. The Hanuman Vyayam Prasarak Mandal at Amrawati ran summer vacation classes teaching activities were Dands, Baithakas, Malkhamb, Wrestling, Kabaddi, Kho-Kho, etc. Those who under went this training were appointed as physical education teachers in schools.
With the granting of responsible government by Britain, in 1937, education came under an elected Minister, in Bombay Sri. B.G. Kher became the Education Minister. He appointed a committee, in 1937, under the chairmanship of Swami KviaLayananda of Lonawala the well known proponent of Yoga.

The committee recommended the establishment of an institute for training physical education teachers. The Training Institute for physical education was located at Kandivali established in 1938. A special feature was that only university graduates were to be admitted for training. This was a progressive step because only graduated were to handle physical education.

Physical education thus attained a new status. No more was it to be taught by persons with low educational qualifications. Physical education teacher became on a par with other teachers. This was a revolutionary change.

The diploma holders from Kandivali were the pioneers of modern physical education. Later Government gave permission to private agencies to conduct a one year certificate course in Physical Education. These certificate holders assisted the Diploma holders and also worked independently in Elementary and Middle schools. Other States in the country adopted the Bombay Plan and several certificate courses were started, few agencies started diploma course too, in Maharashtra, Gujrat and Karnataka.

One year course for graduates become generally accepted in several State Government’s and university started the course. Three year course for graduates led to a Bachelors degree in physical education i.e. B.P. Ed, and those got the B.P.Ed. got the M.P.Ed. after one more year of training.
This was parallel to B. Ed. and M.Ed. in education. Physical education its principles and other subjects such as philosophy of exercise. Psychology of physical education health education, physiotherapy, prevention and care of sports injuries etc. had made vast progress.

Advanced countries offered degree courses leading to the Bachelor’s Degree with specialisation in physical education and sports.

Considering these developments Government of India desired to start a three years course in physical education leading to a Bachelors degree. For those who had passed the pre-degree examination or the Higher Secondary Certificate Examination.

Government of India, Established the Laksmibai National College of physical Education (L.N.C.P.E) in 1957. This new college offered a three years course leading to bachelors degree, college is affiliated to the Jiwaji University located in Gwalior.

In 1963 the college started a two year post graduate course leading to Master Degree in physical education i.e. (M.P.Ed.). Later on the college offered M.Phil, and Ph.D. courses. As a result of all these developments, today physical education has an academic status like any other discipline offered in colleges and universities.

Colleges offering the one year Diploma course converted their courses to a Bachelor’s degree in physical education within one year course and some of them offered the M.P.Ed. one year course.

We have thus three streams training physical education teachers.

a) One year certificate course

b) One year B.P.Ed course and
c) Three years course leading to B.P.Ed. degree followed by a two year course for Master degree. Physical education got accepted in all the educational and Administration setup in the country.87

The National policy in Education announced by Government of India, in 1986, laid down that physical education should be an integral part of school education and suitable facility adequate time and qualified leadership should be provided in all schools starting with primary classes. It was also laid down that Physical Education should be examination subject.88

**PRESENT TRENDS IN CURRICULUM DESIGNING PHYSICAL EDUCATION IN INDIA DURING POST INDEPENDENCE PERIOD**

History reveals that the progress of physical education in different countries mainly depended on their political, Educational, economic and social development.

After Independence, physical education and sports found a piece in our national programme of Education. The Radhakrishnan commission on university education (1949) and Dr. Laxman Swami Mudliar commission on Secondary education (1952) made some useful recommendations for the promotion of physical education for students along with other educational programmes.

The Central Advisory Board of physical education and Recreations prepared for the first time the National plan of physical education, in 1956. The aims and objectives of physical education, as laid down in National plan.
AIM:

The aim of the physical education must be to make every child physically, mentally and emotionally fit and also to develop in him such personal and social qualities as well as help him to live happily with others and build him as a good citizen.

OBJECTIVES

a) The development of organic fitness
b) The development of neuromuscular skill and
c) The development of character and personality

This plan included graded Syllabi in physical education for children of different age groups and recommended facilities for organisation of physical education in the educational institutions of the country.89

The All India Council of sports was also constituted in 1954 under whose advise, policies and programmes for the promotion of sports and games began to be formulated in the country, suitable provision were included in the Five Year Plans for the development of sports and games.

This council has been helpful in developing sports facilities such as indoor halls, stadia, play grounds, swimming pools etc. in the country.

This council further instrumental in coordination the activities of Sports Federations in the country and Indian Olympic Association.

The National physical Efficiency Drive (NPED) was started in 1959 with the object of arousing consciousness among the people for physical health and fitness. The central Government started the Laxmibai College of physical education at Gwalior, in 1957, and the National Institute of Sports (NIS) at Patiala, in 1958 with the object of providing well qualified leadership in this field.90
The Kunzru Committee appointed by the Government of India in 1958, recommended guidelines for co-ordinating various schemes relating to physical education and youth development. The Union Ministry of education also prepared a Handbook on the multipurpose programme of physical education in 1965, combining there in India activities as well as western games and sports for the guidance of the educational institution in the country.

On the recommendation of Education Commission (1965) the 10+2+3 pattern of education was introduced in the country. The National Council of Educational Research and Training, (NCERT), New Delhi prepared in 1975 a paper on "Approach to the curriculum for the 10 year school’s in which Physical Education is considered as one of the same compulsory subjects with the objects of integrating it in to the new pattern of education. The National Council also prepared a draft curriculum in physical Education for classes I to X. This curriculum covers the core as well as optional programmes with a large variety for selection by the participants. The learning out comes of each activity include in the syllabus are indicated therein, with a scheme of evaluation of pupils, spelling out the area of appraisal. The curriculum also emphasis inclusion of health education under the programmes.

Guidelines for teacher requirements, play ground, equipment’s, time allocation and the line have also been included in the draft curriculum in order to develop in workable programme of physical education in their respective spheres of duty.

It will thus be seen that, during the post Independent period, physical education has been given increasing importance in the general education pattern of our country and this discipline has been liberally
supported and encouraged by the Central and State Government and educational institution, for the benefit of the youth. Physical education is now compulsory at the primary and secondary stage of education and is also encouraged in colleges. The programme of physical education included fundamental and free movements, recreational activities, rhythmic, developmental activities, track, and field events, games and sports, formal activities, gymnastics, mass activities, and aquatics wherever facilities are available, periods varying from two to five per week, are set aside in the school Time-Table with more periods in the lower classes and minimum in higher classes.

The present curriculum areas of physical education in the different universities of Maharashtra state were present in the tables mentioned below. The tables show, the Nomenclature of courses, duration of courses, broad classification of curriculum subjects and the total marks and the schemes of the examination mentioned there in for their respective universities, in Maharashtra State.
## Curriculum areas of Physical Education Course of One Year

### Duration At

**AMRAVATI UNIVERSITY**

<table>
<thead>
<tr>
<th>Nomenclature</th>
<th>Duration of Course</th>
<th>Broad Classification Course of Subjects</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.P.Ed. Bachelor of Physical Education</td>
<td>One Year Duration</td>
<td>1. Philosophical Sociological Foundations and History of Education &amp; Physical Education.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Educational and Sports Psychology.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Organisation &amp; Administration and Supervision and Current Trends in Education and, Kinesiology.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Anatomy, Physiology and Exercise Health Education and, Kinesiology.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Educational and Methodology.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Officiating and Coaching.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Examination shall consist of the following Three parts namely:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part - I Theory</td>
<td>600</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part - II Skills External/Internal</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part- III Teaching Ability or Practice Teaching External/Internal</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Marks for Theory &amp; Practicals</td>
<td>1200</td>
</tr>
</tbody>
</table>

Table - 1
## Curriculum areas of Physical Education Course of One Year

**Duration At**

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY**

**AURANGABAD**

<table>
<thead>
<tr>
<th>Nomenclature</th>
<th>Duration of Course</th>
<th>Broad Classification Course of Subjects</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.P.Ed. Bachelor of Physical Education</td>
<td>One Year Duration</td>
<td>1. Principles and History of Physical Education.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Principles of Education &amp; Psychology.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Organisation &amp; Administration of Physical Education &amp; Recreation Youth Welfare &amp; Youth Services.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Anatomy, Physiology and Physiology of Exercise Body Mechanics Kinesiology and, Health Education.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Officiating and Coaching.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Methods of Instructions Methodology of Physical Education &amp; School Subjects.</td>
<td>100</td>
</tr>
<tr>
<td>The Examination shall consist of the following Two parts namely</td>
<td>Part - I Theory</td>
<td></td>
<td>600</td>
</tr>
<tr>
<td></td>
<td>Part - II Skills/Practice Teaching</td>
<td></td>
<td>600</td>
</tr>
<tr>
<td></td>
<td>Total Marks for Theory &amp; Practicals</td>
<td>1200</td>
<td></td>
</tr>
</tbody>
</table>

Table -2

125
### Curriculum areas of Physical Education Course of One Year

**Duration At**

**BOMBAY UNIVERSITY**

<table>
<thead>
<tr>
<th>Nomenclature</th>
<th>Duration of Course</th>
<th>Broad Classification Course of Subjects</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Ed. (Physical Education)</td>
<td>One Year Duration</td>
<td>1. Scientific Foundations &amp; Comparative Background of Physical Education.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Psychological foundations of Education.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Physiology of Exercise Coaching and Guidance.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. School Organisation and Current Trends in Physical Education.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Practice of Education (Special Methods).</td>
<td>100</td>
</tr>
</tbody>
</table>

The Examination shall consist of the following Two parts namely:

| Part - 1 Theory               | 500 |
| Part - II Practical Work      | 500 |

**Total Marks for Theory & Practicals** 1000

Table -3
## Curriculum areas of Physical Education Course of One Year

### Duration At

**NAGPUR UNIVERSITY**

<table>
<thead>
<tr>
<th>Nomenclature</th>
<th>Duration of Course</th>
<th>Broad Classification Course of Subjects</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.P.Ed. Bachelor of Physical Education</td>
<td>One Year Duration</td>
<td>1. Principles and History of Physical Education.</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Educational and Sports Psychology.</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Organisation &amp; Administration and Supervision of Physical Education.</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Anatomy, Physiology and Exercise Health Education and, Kinesiology.</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Educational and Methodology.</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Officiating and Coaching.</td>
<td>80</td>
</tr>
<tr>
<td>The Examination shall consist of the following Two parts namely</td>
<td>Part - I Theory</td>
<td>600</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part - II Skills</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part- III Teaching Ability or Practice Teaching.</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Marks for Theory &amp; Practicals</td>
<td>1200</td>
<td></td>
</tr>
</tbody>
</table>

Table - 4

127
## Curriculum areas of Physical Education Course of One Year

**Duration At**

### NORTH MAHARASHTRA UNIVERSITY.

<table>
<thead>
<tr>
<th>Nomenclature</th>
<th>Duration of Course</th>
<th>Broad Classification Course of Subjects</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.P.Ed. Bachelor of Physical Education</td>
<td>One Year Duration</td>
<td>1. Principles &amp; Psychology of Physical Education.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Organisation and Administration, Officiating &amp; Coaching in Physical Education.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Anatomy, Physiology of Exercise Kinesiology, Body Mechanics and, Health Education.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Methodology and Historical Development in Physical Education.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Content cum Methodology of one school subject.</td>
<td>100</td>
</tr>
<tr>
<td>The Examination shall consist of the following Two parts namely</td>
<td>Part - I Theory</td>
<td>600</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part - II Practical Work</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Marks for Theory &amp; Practicals</td>
<td>1100</td>
<td></td>
</tr>
</tbody>
</table>

Table -5
Curriculum areas of Physical Education Course of One Year

Duration At

POONIA UNIVERSITY

<table>
<thead>
<tr>
<th>Nomenclature</th>
<th>Duration of Course</th>
<th>Broad Classification Course of Subjects</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Ed. (Physical Education)</td>
<td>One Year Duration</td>
<td>1. Foundations of Education, Physical Education and Recreation.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Psychological foundations of Education and Physical Education.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Anatomy, Physiology and Physiology of Exercise Body Mechanics Kinesiology and, Health Education.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Officiating and Coaching of sports and games ; Evaluation procedures.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Organisation and Administration of Education and Physical Education ; History and Recent Developments in Physical Education.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Methods of Instructions Methodology of Physical Education &amp; Methodology of School Subjects.</td>
<td>100</td>
</tr>
</tbody>
</table>

The Examination shall consist of the following Three parts namely

<table>
<thead>
<tr>
<th></th>
<th>Part - I Theory</th>
<th>Part - II Practical Work</th>
<th>Part - III Practice teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Marks for Theory &amp; Practicals</td>
<td>600</td>
<td>600</td>
<td>1200</td>
</tr>
</tbody>
</table>

Table -6
## Curriculum areas of Physical Education Course of One Year

**Duration At**

### SHIVAJI UNIVERSITY, KOLHAPUR

<table>
<thead>
<tr>
<th>Nomenclature</th>
<th>Duration of Course</th>
<th>Broad Classification Course of Subjects</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.P.Ed. Bachelor of Physical Education</td>
<td>One Year Duration</td>
<td>1. Foundations of Physical Education &amp; Psychology of Physical Education &amp; Sports.</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Organisation &amp; Administration of Physical Education and Health Education.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Anatomy, Physiology and Physiology of Exercises.</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Kinesiology and its application.</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Rules of Games and Sports.</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Advance coaching of Sports and Games &amp; Elementary Statistics.</td>
<td>90</td>
</tr>
<tr>
<td>The Examination shall consist of the following Two parts namely</td>
<td>Part - I Theory 630 + 140</td>
<td></td>
<td>770</td>
</tr>
<tr>
<td></td>
<td>Part - II Practical 170 + 460</td>
<td></td>
<td>630</td>
</tr>
<tr>
<td></td>
<td>Total Marks for Theory &amp; Practicals</td>
<td>1400</td>
<td></td>
</tr>
</tbody>
</table>

Table - 7
Curriculum areas of Physical Education Course of One Year

Duration At

SWAMI RAMANAND TIRTH MARATHWADA UNIVERSITY.

<table>
<thead>
<tr>
<th>Nomenclature</th>
<th>Duration of Course</th>
<th>Broad Classification Course of Subjects</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.P.Ed. Bachelor of Physical Education</td>
<td>One Year Duration</td>
<td>1. History &amp; Principles of Physical Education &amp; Sports.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Organisation, Administration and Methods in Physical Education &amp; Sports.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Anatomy, Physiology, First-Aid and Physiotherapy.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Health Education &amp; Yoga.</td>
<td></td>
</tr>
<tr>
<td>The Examination shall consist of the following Three parts namely</td>
<td>Part - I Theory</td>
<td>600</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part - II Teaching Practice</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part - III Practicals.</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Marks for Theory &amp; Practicals</td>
<td>1400</td>
<td></td>
</tr>
</tbody>
</table>

Table - 8
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