CHAPTER VI

★ CONCLUSIONS AND SUGGESTIONS
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CONCLUSIONS AND SUGGESTIONS

* Conclusions.
* Suggestions.
In recent times, expansion of knowledge, redesigning and reframing many concepts in science have highlighted the Inadequacy of existing physical education programmes and brought about a necessity for a radical reform of physical education curriculum.

Present study will provide the basic requirement for the formation of a curriculum to make it a unified approach for framing guidelines for constructive Physical Education curriculum for the physical educational training institutions and the Universities of Maharashtra State. This has been elaborated in a subsequent chapter.

The data were collected through questionnaires to collect essential information on current status of the physical education curriculum in the physical educational training institutions in the Universities of Maharashtra. Three types of questionnaire were prepared. The type I questionnaire was sent to 1156 Lecturers working in 172 Physical Educational Training Institutes located in urban and rural areas. Out of these 856 Lecturers responded the questionnaires, 597 male Lecturers from urban area and 354 male teachers from rural areas and 133 female teachers from urban and 72 female teachers from the rural colleges responded.

The second II type of questionnaire was sent to 8 university Directors and Head of the Department's of Physical Education and culture, All of them responded the questionnaire.

The III type of questionnaire was meant to study the need, interest, and attitude of the trainees who were undergoing various physical education courses of one year duration, and the students who were undergoing with physical education as one of the optional subjects at graduation level. Questionnaires were sent distributed and collected personally.
Out of 13200 male and female students, in all 1340 respondents 600 male and 230 female students from urban areas and 380 male and 130 female students from rural areas responded the questionnaire.

In all 1540 male and female students who were studying physical education as one of the optional subjects responded the questionnaires, i.e. 556 male and 300 female students from urban areas and 400 male and 284 female students from rural areas. The interview were also conducted with educational authorities and professional experts in the field of physical education.

The data thus collected through this procedure were then analyzed and interpreted by proper procedure and to verify the significance of the students responses, with those of Lecturers and University Directors and Head of the Departments of Physical Education.

On the basis of results obtained from the study, the researcher framed and suggested guidance for construction of syllabi for physical educational training institutions and to formulate a suitable curriculum for the students who were undergoing different courses in physical education.

The data thus collected were analysed and following conclusions have been drawn.

CONCLUSIONS

QUESTIONNAIRE - TYPE - I

NATURE OF PHYSICAL EDUCATIONAL TRAINING INSTITUTIONS AND ITS SET-UP.

1. There were 172 physical educational institutions were affiliated to Eight universities in Maharashtra. These were located in urban and rural areas. There were in all 80 colleges which were located in urban areas, out of
these 71 colleges were unaided and 09 colleges were grant in aid in, all 55 colleges were located in rural areas, all these colleges were non-aided. The percentage of the private aided colleges was very high in the urban areas as compared to rural colleges in rural areas.

COURSES CONDUCTED BY INSTITUTIONS.
2. The percentage of provision for conducting higher degree courses in physical education was higher in the urban areas. These courses are not conducted by any rural institution except Dr. Babasaheb Ambedkar Marathwada University, Pune and Amravati Universities conducted M.Phil and Ph.D. courses in physical education.

ENROLLMENT OF STUDENTS
3. The ratio of the enrollment of the students for various courses in physical education was more in urban areas than rural areas as the students from rural areas did not find course in physical education good from the point of view of job, and it may be because of poor economic condition.

LECTURERS WORKING IN INSTITUTIONS
4. The percentage of female teachers working in the training institutions was found to be very low as compared to male teachers in both urban and rural areas.

INFRASTRUCTURAL FACILITIES
5. Majority of the physical education training institutions do not have facility of playgrounds proper college buildings, infrastructural facilities like laboratories etc. For physical education in both urban and rural areas.
DESIGNATION AND STATUS OF TEACHERS.

6. All the male and female teachers from urban and rural areas were Lecturers. There were Seven (07) directors in the seven universities, and only one teacher was found to be working as a professor and Head of the department of physical education and sports. From the academic qualifications point of view it was found that science post graduate teachers were less in number as compared to Arts and Commerce post graduates. As regards professional qualifications of the teachers it was observed that very few had done M.Phil. and Ph.D. in physical education. This may be due to lack of facilities for these courses.

TEACHING EXPERIENCES OF TEACHERS.

7. Majority of teachers were found to have less than ten years experience. This was because till recently, there were not many colleges of physical education in Maharashtra. The Lecturer’s who had put more than ten years experience were in urban aided physical education colleges only. They possessed specialization for practical guidance to students in Indian and Foreign games.

Most of the male and female teachers had attended courses in physical education and sports and refresher courses in physical education.

PARTICIPATION OF TEACHERS IN SEMINAR AND CONFERENCES

8. 48.13% male and female teachers had attended seminars in physical education and 22.31% male and female teachers had attended conferences in physical education, only 08.76% female teachers from rural areas had
attended seminars and conferences very few teachers from Marathwada and Vidarbha had presented papers in seminars and conferences at National and International Levels as compared to teachers from Bombay and Pune Universities.

PUBLICATION OF PAPERS IN JOURNALS.

9. The teachers from urban areas had published papers in journals in physical education and sport. The percentage of publication of papers in journals by the teachers from rural areas was absolutely nil. This reflects on the academic activity of teachers. The publication of books on physical education by teachers from various universities was found to be very less and these teachers were from urban areas only. No male and female teacher from rural areas had published any book on physical education and sports.

ORGANISATION OF PROGRAMMED AND ACHIEVEMENTS

10. Most of the teachers from urban areas of different universities had organised games and sports activities in their respective colleges. However the percentage of those organizing sports meets and games was very low in rural physical educational institutions. This may be due to lack of facilities for playgrounds or even places for Indoor games. 47.31% male teachers and 12.14% female teachers had themselves as players in games and sports. 23.13% male teachers and 02.45% female teachers acted as referees in sports and games, 67.28% male and 15.42% female teachers from urban and rural areas had achieved places at regional level in games and sports. The percentage of achievement at National Level of the teachers, was found to be negligible.
OPINION AND SUGGESTIONS ABOUT SYLLABUS.

11. Very few teachers responded regarding the outcome of the syllabus in terms of development of different aspects of the personality as these teachers seemed to be satisfied with the syllabus. But those who did not either did not know or were undecided.

OBJECTIVES OF PRESENT SYLLABUS.

12. Majority the male and female teacher from urban and rural areas were of the opinion that most of the physical education training colleges did not help to achieve the objective of syllabus because of lack of infrastructure facilities, activities were not based according to the interest of the students and the syllabus was too much to complete in one academic year. Teachers from the rural colleges were not efficient in dealing with theory as well as practical work.

SUITABILITY OF PRESENT SYLLABUS FOR MALE AND FEMALE

13. All 74.04% male and female teachers from urban and rural areas were of opinion that present syllabus in force in different universities in Maharashtra were suitable for both male and female students.

RECOMMENDED PROGRAMMES FOR SYLLABUS

14. Training programme, Instructional Programme, coaching programmes and Intramural programmes were recommended by majority of the teachers to be made compulsory in the Syllabus.
15. From 09.92% to 14.48% teachers from urban and rural areas had organised, recreative games, minor games, athletics, football, gymnastics and Indoor games in their training institutions. 15.53% male respondents from urban areas had organised intramural programmes in their colleges.

16. Most of the colleges from urban areas had organised extramural competitions in outdoor games, Indoor games and Aquatic competitions during 1993 to 1996 and had achieved places in extramural competitions and held positions in different games and sports activities.

**QUESTIONNAIRE - TYPE - II**

**NATURE OF UNIVERSITY DEPARTMENT OF PHYSICAL EDUCATION**

1. Out of (08) Directors, Professors and Head of the departments of universities in Maharashtra responded. They reported that the percentage of physical education colleges located in the urban areas was higher than the colleges located in the rural areas. But in the universities which introduced physical education as an optional subject at the graduation level, the percentage of such colleges located in the rural areas was more as compared to those in urban areas. This was an advantage to the rural students.

**NATURE OF AFFILIATED COLLEGES.**

2. As regard to the nature of physical education institutions the percentage of the aided colleges in the urban areas is very low and there is not a single aided physical education college found in the rural areas. However the percentage of the un-aided physical education colleges were higher both in urban and rural areas.
SET UP OF DEPARTMENT OF PHYSICAL EDUCATION

3. About the separate physical education department to the universities and the personnel’s controlling the department, it was found that Bombay university did not have the Director. Shivaji university department was controlled by one Athletic coach. There were only few universities in Maharashtra having separate department for physical education. Amravati and Dr. Babasaheb Ambedkar Marathwada University run departments with teaching staff for Master’s degree in physical education.

TEACHING DEPARTMENT OF PHYSICAL EDUCATION

4. There were only three universities in Maharashtra i.e. Amravati, Dr. Babasaheb Ambedkar Marathwada University and Pune universities having teaching department for physical education with one to three teaching staff members or coaches for different games and sports activities.

COURSES CONDUCTED BY THE UNIVERSITIES

5. Out of eight(08) Universities there were six(06) universities conducting post graduation i.e. M.P.Ed and M.Ed.(Physical Education) courses of one duration. Amravati and Pune universities were conducting M.Phil. courses under education faculty. Similarly Amravati, Pune and Dr. Babasaheb Ambedkar Marathwada University were conducting Ph.D. courses in physical education. ACTIVITIES AND PROGRAMMES CONDUCTED BY DEPARTMENTS.

6. All the seven (07) university Directors who responded stated their department conducted extramurals, Interamural, Intercollegiate and Inter University tournaments and competitions.
PARTICIPATION OF COLLEGES IN PROGRAMMES.
7. The percentage of participation of colleges in Inter collegiate Tournament in Indian games was high and even in sports activities like Athletics etc, but the participation in Indian or Foreign games seems to be very low. It was because of non availability of infra structure facilities in the colleges.

PARTICIPATION OF UNIVERSITIES IN INTER UNIVERSITY TOURNAMENT.
8. Most of the universities took part in Inter university tournament and competitions during 1993 to 1996. The achievement of these universities in these competitions and Tournaments seemed to be very limited to the sports and games activities as they had position in various games and sports. The percentage of participation of women teams in these competitions was very low.

RATING OF PHYSICAL EDUCATION SYLLABUS.
9. 87.5% university Directors, Professors and Head of the Department of Physical Education and culture rated the present syllabus of physical education in the universities of Maharashtra as unsatisfactory.

RECOMMENDED SUBJECTS FOR THEORY.
10. Majority of the university Directors, Professors and Head of the Department of Physical Education recommended that the traditional subjects needed to be dropped from the syllabus and new subjects, like Sports Journalism, Sports Management, Sports Psychology, Sports Engineering, Sports Nutritions, Sports Statistics and application of
Computer Science in sports should be included in the syllabus. These subjects would help the students either to be self employed or to go for other jobs than teaching.

**DURATION OF PRESENT COURSES.**

11. By and large majority of the university Directors professors and Head of the Department were of the opinion that the duration of the courses seems to be inadequate.

**OPINION ABOUT THE OBJECTIVES OF THE SYLLABUS.**

12. 87.5% university Directors, Professors and Head of the Department were of the opinion that most of the curriculum of physical education in the physical education training institutions in Maharashtra did not help to achieve the objectives of syllabus, because of lack of infra structure facilities, activities and that the syllabus were not based according to the interest of the students, and that syllabus were too much to complete in one academic year.

**SUITABILITY OF SYLLABUS FOR MALE AND FEMALE.**

13. Majority of university Directors were of opinion that present syllabus inforce in different universities of Maharashtra were suitable for both male and female students.

**RECOMMENDED ACTIVITIES IN SYLLABUS.**

14. 87.5% university Directors had recommended that Aquatic games, Archery, Shooting, Indoor games and self defence activities like judo and karate activities to be included in the syllabus for practical guidance.
SUGGESTIONS FOR IMPROVEMENT OF CURRICULUM.

15. All the university Directors, Professors and Head of the Departments of physical education and culture suggested that there should be a uniform syllabus required for the whole country. Syllabus should be reviewed after every five years and it should to be prepared by experienced and experts faculty members. Subject should be included in the syllabus which are job oriented.

QUESTIONNAIRE TYPE III-A

1. There are only three universities in Maharashtra which included physical education as one of the optional subject at graduation level in the Arts faculty. The percentage of the colleges located in the urban areas were less than those the rural areas.

2. The percentage of male and female students from rural areas were comparatively less than the students of urban areas who had selected physical education as one of the optional subject at graduation level.

3. Majority of the male and female students from rural and urban areas stated that their colleges did not have big playground facilities. 55.58% students from urban areas considered that their college building as suitable and 47.40% male and female students from rural areas were of opinion that their college buildings were inadequate. A big number of students from urban and rural areas reported that their colleges were not well equipped.

100% male and female students from urban and rural areas stated that their colleges did not provide laboratory facilities for physical education.

4. Majority of the male and female students from urban and rural areas selected physical education as one of the optional subjects at graduation
level because of job opportunities, easy subject, interest in games and other reasons like social, physical fitness and development of motor qualities.

5. The percentage of participation of male students from urban areas in foreign games was higher as compared to female students from urban and rural areas. Kabaddi and Kho-Kho games were more popular than other games. The reason was that most of the colleges did not have infrastructure facilities to provide such facilities to play other than indigenous games.

6. Most of the students were interested in sports, and games activities, social and gymnastic and other activities.

7. 12.92% students had achieved distinction at taluka level and regional level, however the achievement of students at district and National Level was 3.11% to 3.50%. The overall participation of students at different level ranged from 3.11% to 12.53%.

8. Majority of the students considered the present syllabus at graduation level as fair and satisfactory.

9. 29.93% students stated that more weightage was given to theory. A course in which physical education is included should give more practical training and therefore more weightage should be given to practical aspects. 9.87% students suggested to introduce new subjects and new activities and games for practical guidance.

10. Majority of the students recommended that the traditional subjects needed to be dropped from the syllabus and new subjects like sports psychology, kinesiology, corrective physical education, and safety education should be introduced for further education and employment.

11. By and large students from urban and rural areas recommended activities like Aquatic games, Indoor games, Archery, and foreign games in the syllabus for practical activities.
12. 54.15% students from urban and rural areas were of opinion that their teachers were not well qualified and they were average or satisfactory and were inexperienced in teaching.

13. Most of the colleges organised only Indian activities like kabaddi and kho-kho as intramural activities. This may be because of lack of play grounds or the other games were expensive to conduct.

14. Majority of the students stated that their colleges organised extramural programmes and priority was given to Indian games and to Athletic activities only.

15. 62.20% male students from urban and rural and 37.9% female students from urban and rural areas felt that present syllabus of physical education at graduation level was more male based than female.

16. Majority of the students responded that they aspired to be sports teacher after graduation.

17. Most of the students suggested that History of physical education, Health education, officiating and coaching games, anatomy and physiology subjects would be more useful at graduation level.

QUESTIONNAIRE - TYPE - III - B

1. A. the aided colleges of physical education were found in urban areas. This is a disadvantage for students of rural areas. More colleges were found in urban areas than rural areas.

2. The enrollment of male students was higher than the female students. This was because of the less number training institutions of physical education in rural areas. Two reason be given for low enrollment from rural areas. One that the graduates from rural areas do not find course in physical education good from the point of job. And secondly, it may be because of
poor economic condition that they cannot afford to pay fees of non grant in aid colleges.

3. The ratio of the male and female students from rural areas seemed to be very low. The students preferring aided colleges for training in physical education were most from urban areas.

4. More than 78% colleges had medium or small playground facilities and 27% colleges provided the facility of big playground. 30% colleges in the urban and rural areas did not have suitable college buildings. 30% physical education training institutions provide laboratory facilities and 69.6% colleges did not have such facilities.

5. The students gave reasons for joining physical education courses in were job, easy course, interest in games and sports and other reason could be social like marriage etc.

6. Majority of the male and female students took part in games like Cricket, Basketball, Football and Hockey. It is heartening to note that female students also took part in these games. Female students participation from rural areas was less in number than their counter parts in urban areas.

Most of the training institutions did not have infrastructure facilities as to provide facilities to play other than kho kho, kabaddi or some indoor games. Most of the students were found interested in games and sports few participated in gymnastics and small number was interested in social and cultural activities.

7. As regards to the achievements of the students in games and sports, the rural students participation at District, National and State Level was less than the urban college students. However the achievement of male and female students at taluka level from rural areas seemed to be the same. The
over all participation of students at different levels ranged from five percent to fifteen percent. This is much to be desired.

8. Majority of the students from urban and rural areas considered the present syllabus introduced in different universities of Maharashtra as good.

9. 83.94% students felt that more weightage was given to internal assessment in order to make the course easy to pass the examination, 76.4% students stated that more weightage was given to theory and it was easy to score good marks in the examination.

10. Majority of the students recommended that the traditional subjects needed to be dropped from the syllabus and new subjects like sports, Psychology, Sports Management, Sports Engineering, Sports Journalism, Sports Nutrition, Sports Statistics and Application of Computer Science in Sports should be introduced in the syllabus.

11. Most of the students desired that there should be variety of activities and suggested to move from traditional activities.

12. 70.27% students were of opinion that their Lecturers were well qualified, 69.38% expressed that they were experienced, 29.68% were of the view that teachers were not very qualified. These Lecturers were from the rural physical education training institutions.

13. Most of the physical educational training institutions from urban and rural areas were organising intramural programmes. 87.06% colleges had organised Indian games, however the percentage of foreign games activities found to be 53.00%. These were mostly organized in urban areas.

14. Mostly the extramural programmes were organised in the urban aided institutions. Very few colleges from rural areas provide such practical knowledge of organisation.
15. Majority of the students male and female, from urban and rural areas felt that present physical education courses were suitable for both male and female students.

16. The students had shown their interest in sports and games and were of view that physical education was important as any other academic subject and expressed that they would choose their career after passing the course, majority of the students wanted to become a sports teacher in future.

17. The students suggested that, Anatomy, Physiology, Kinesiology Biomechanics, First aid and Physiotherapy subjects would be more useful in physical education courses.

SUGGESTIONS

1. There were very few grant-in-aid colleges in urban areas. Most of the physical education colleges were non-aided and were found in rural areas. This situation does not help students from rural areas. They cannot go in this colleges as they connot pay high rate of fees.

   It is therefore suggested that colleges with good reputation and all the necessary facilities should be given grants by the state government

2. Considering the opinion of male and female teachers working in physical education training institution that these institution did not help to achieve the objectives of syllabus because of lack of infrastructural facilities, activities were not based according to the interest of the students and the syllabus was too much to complete in one academic year. Teachers from rural colleges were not efficient in dealing with theory as well as practical work.

   It is therefore suggested that these physical educational training institutions should provide playground facilities, laboratories, infra-
structural facilities to trainees which are based on needs and interest.

syllabus should be more need based. Qualified teachers should be appointed
in these physical educational training institution both in rural and urban
areas in a proper ratio of 1:10

3. There were very few physical educational training institutions having
provision for conducting higher degree courses in physical education in
urban areas. These courses were not conducted by any rural institution.
This is due to lack of financial resources and many trained and qualified
persons do not wish to go to urban areas. It is therefore, suggested that
adequate seats are reserved for those who come from rural areas in
courses of higher education like M.P.Ed., M.Phil, Ph.D. and these
should be persons who are willing to serve in rural areas.

4. Very few physical educational personnels working in physical
educational training institutions had attended and participated in the
seminar and conferences in physical education.

Therefore it is suggested that for faculty improvement, it is essential
that teachers who are working in the training institution must provide
opportunities for such type of seminars and conferences. U.G.C and
universities should provide ample funds for such type of courses.

5. Very few teachers from urban physical educational training institution
had published papers in the journals of physical education and sports,
and the publication of books on physical education by the teachers from
various universities was found to be very less. The percentage of
publication of papers and publication of books on physical education
from rural areas was absolutely nil:

The college management's should encourage, inspire the teachers to
publish papers and if possible write books in regional language or English.
There is no dearth of publishers who are after good books. Teachers who do not participate and present papers in conferences or do not publish at least one paper in a year should not be given increments. At the time of upgradation of scales this should be looked into and unless there are published papers, a teacher should not be given higher scale.

6. Very few physical educational training institutions from urban areas had organised games and sports activities in their respective colleges. However the percentage of those organising such activities was very low in rural physical educational institution. This may be due to lack of infrastructure facilities for playground, or even place for indoor games.

Therefore, it is suggested that ways should be sought by which physical educational training institution could offer opportunities to trainees to participate in all types of formal and informal programmes for practical guidance and experience. The opportunity for participation in extramural sports programme should be made available for every student of the physical educational training institutions.

7. Since physical education is closely linked with health education it would be appropriate to include the following facilities to achieve health for all through health education programmes.

It is therefore suggested that compulsory establishment of health service center in physical educational training colleges or institution and universities for regular medical check-up and supervision of health and fitness of students through these centers.

8. As large number of students entering physical educational training institution are not thoroughly trained in the fundamental activities therefore it is necessary that such training institutions programmes were need to stress this phase of physical education. The institutional
programme should be designed in such a way that these stress on recreation and leisure time activities as well as physical conditioning.

It is therefore suggested that strenuous sports, training, coaching instructional, intramural and extramural, recreational programmes should be made compulsory and must be included in the university curriculum, because of continued interest of students in such programmes which provide social and emotional development essential for highly organised team games and help in formation of friendship and higher achievement at various academic and professional levels.

9. There are only three universities in Maharsahtra which included physical education as one of the optional subject at graduation level in arts faculty. The percentage of such colleges located in the urban areas were less than those in the rural areas. The students complete at their graduation with physical education in three years, study theory and practical which students undergoing physical education course of one year duration after graduation. Thus, they repeat the same syllabus. When they go in B.P.Ed and they find no interest in the course.

It is therefore suggested that the syllabus or curriculum at graduation level should be changed or reviewed keeping in mind the B.P.Ed syllabus.

10. Considering the opinion of the teachers working in physical educational training institutions, professors and head of department of physical education and culture and the director of sports, that the duration of such courses seems to be inadequate.

It is therefore, suggested that the syllabus of training institution should not load too much with theory. Only necessary aspects of physical education should be included in the syllabus.
The overall syllabus of physical education in the universities of Maharashtra seems to be unsatisfactory and its suitability for both male and female students are inadequate more weightage is given to theory and internal assessment. The student without background of sports and games are attracting towards these courses.

It is, therefore, suggested that the traditional subjects needed to be dropped from the syllabus and new subjects should be included in the syllabus, which would help the students either to be self employed or to go for other jobs than teaching.

**CURRICULUM SUGGESTED**

The curriculum is the body of experience that lies between objectives and teaching method and its evaluation, it is a full programme of activities to be done that will realise the aim and objectives. For its success, the pupils will always depend on effective teaching methods, useful teaching materials proper evaluation techniques.

Curriculum Planning And Its Implementation

Physical education and sports programmes must meet the individual and social needs. Specific recommendations are made to setup the proper curriculum of physical education for physical education training institutions and for Universities based on the objectives of physical education programmes.

**SETTING OBJECTIVES**

In setting objectives it is essential to determine desirable ends for learning.
OBJECTIVES

1. To develop in each individual physical capacity to greatest possible range

2. To develop skills and ability as well as organic development, strength, vigour, vitality and neuromuscular coordination.

3. To develop not only muscles and other organs, but to stimulate growth and development of an individual as a personality with respect to appropriate social and psychological outcomes as well.

4. To provide situation demanding judgements in time and space and gradually more complicated game situation to establish situations favourable to creative intelligence.

5. To encourage activities involving Grace and rhythm and improve reaction time as well as wide range of individual and team game skills conducive to participation and its resultant benefits.

6. To contribute to realisation of the democratic ideals of the daily life of the students on the playgrounds.

7. To foster social growth by providing friendly and sociable contacts by means of games, sports, camping and related activities.

8. To encourage close co-operative with the general health and guidance services within the colleges for well co-ordinated programmes to achieve optimum health, both mental and physical for each student.

9. To co-ordinate activities of the colleges centre programmes with that of the community.
**SUGGESTED CURRICULUM**

The course of study shall be in three parts.

**Part I**  Theory (University Examination).

**Part II**  Practice Teaching (Internal and External University Exam).

**Part III**  Practicals Skill Test (Games, Sports, Indigenous and other physical activities).

**SUGGESTED COMPULSORY SUBJECTS FOR THEORY.**

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<th>Subjects and Papers</th>
<th>Hours Per Week</th>
<th>Total Marks External Examination</th>
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<td><strong>Paper - I</strong></td>
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<tr>
<td>a) Experimental psychology.</td>
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<td>b) Sports psychology and sociology.</td>
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<td><strong>Paper - II</strong></td>
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<td>a) Foundation of Physical Education.</td>
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<td>b) Current Trends in Physical Education.</td>
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<td><strong>Paper - III</strong></td>
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<td>a) Management of physical education and sports.</td>
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<tr>
<td>b) Recreation, Camping and Youth Leadership.</td>
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<td><strong>Paper - IV</strong></td>
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<td>a) Human Anatomy, Physiology and First Aid.</td>
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<td>b) Health Education and corrective Physical Education.</td>
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<td><strong>Paper - V</strong></td>
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<td>a) Rules of games and sports.</td>
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<td>b) Maintenance of Sports facilities.</td>
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<td><strong>Paper - VI</strong></td>
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<td>a) Methodology of education and physical education.</td>
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<td>b) Methodology of school subjects.</td>
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### PART - I

**SUGGESTED OPTIONAL SUBJECTS (Any One) FOR THEORY.**

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<th>Subjects and Papers</th>
<th>Hours Per Week</th>
<th>Total Marks</th>
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<tr>
<td><strong>Paper - I</strong></td>
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<tr>
<td>a) Measurement, evaluation in physical education and sports</td>
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<td>b) Sports Statistics.</td>
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<tr>
<td><strong>Paper - II</strong></td>
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<td>a) Management of university sports and</td>
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<tr>
<td>b) Sports Departments.</td>
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<tr>
<td><strong>Paper - III</strong></td>
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<td>b) Sports Goods manufacturing and marketing.</td>
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<tr>
<td><strong>Paper - IV</strong></td>
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<tr>
<td>a) Sports Nutrition and</td>
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<td></td>
</tr>
<tr>
<td>b) Adopted Physical Education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Paper - V</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Sports Bio Mechanics and</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>b) Computer Application in Sports.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| TOTAL                                          | 4              | 100         |

### PART - II

**PRACTICE TEACHING.**

<table>
<thead>
<tr>
<th></th>
<th>Hours per week</th>
<th>Internal Assessment Marks</th>
<th>University External Assessment Marks</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic School Subject lessons</td>
<td>2</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>Physical Education lessons</td>
<td>2</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>Coaching lessons in games and sports</td>
<td>2</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

|                                                      | 6              | 150                       | 150                                  | 300         |
PART - III

PRACTICALS SKILLS TEST

<table>
<thead>
<tr>
<th></th>
<th>Hours Per Week</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Major Games (Two games selected).</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>(50 marks for each games).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(specialisation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Track and field events.</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>(any five events)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(20 marks for each events).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Other physical activities.</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>(Any five selected).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(20 marks for each activity).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>6</td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>

SUGGESTED ACTIVITIES FOR PRACTICALS:

Participation in and learning teaching methods and techniques of any two of the following games.

A. **MAJOR GAMES:**
   1. Archery
   2. Basket ball
   3. Cricket
   4. Foot ball
   5. Hand ball
   6. Hockey
   7. Kabaddi
   8. Kho Kho
   9. Shooting
   10. Soft ball
   11. Table tennis
   12. Volley ball.
B. **TRACK AND FIELD EVENTS**

Any five of the following events.

1. **TRACK EVENTS (Any two of the following).**
   1. 100mts run
   2. Hurdles
   3. Middle and Long Distance Running.
   4. Steeple chase.

II. **FIELD EVENTS (Any three of the following).**

1. Long jump
2. High Jump
3. Tripple jump.
4. Pole - vault.
5. Shot put
6. Disc throw.
7. Jevelin throw
8. Hammer throw

Rules of all the above Track and Field Events.

C. **OTHER PHYSICAL ACTIVITIES (Any five of the following).**

1. Aquatics
2. Combatives (wrestling, judo, karate, lathi etc.)
3. Gymnastics
4. Indigenous activities (Dands and Baithaks, Yoga Asnas, Surya Namaskar and Lazium).
5. Light apparatus (Doumbles, Wands, Pole Drills, Flag Drills)
6. Rythmics. (Folk Dances, Aerobics etc.)
7. Drill Marching.
8. Callesthenics (Mass P.T.)
SUGGESTIONS FOR FURTHER RESEARCH

Recommendations are made here for the further research studies in the field of Physical Education. Studies are required in the following areas:

1. On the leadership behaviour in physical education.
2. On the staffing pattern of the teaching departments in the physical educational training institutions of India.
3. Role of teaching departments of physical education in the physical educational institutions for achieving excellence in sports competition.
4. Physical education and sports programmes in the departments of physical education of Indian agricultural universities.
5. Comparative study of the curriculum of physical education in India and abroad.
6. Evaluation of curriculum and programmes of physical education, its comparative study in the various states of India.