CHAPTER - II

HISTORICAL DEVELOPMENT OF PHYSICAL EDUCATION
IN INDIA AND IN ORISSA
Physical Education which has practical bearing on the needs of the individual and the requirements of the society has rendered valuable service to the country. The mental and moral nature of man is interlocked with his physical well-being. But history reveals that the emphasis in the past had been more on academic side without due consideration of the physical welfare of the student youth. It is further seen that progress of physical education in every country had depended mainly on its political, economic and social development. History also reveals that physical education has always been used by countries for building the youth for defence of the country. In course of time physical education received attention as a measure against the problem of student Indiscipline. Later, it was considered necessary as a part and parcel of the educational system to achieve the goal of education. The scientific aspect of physical education was then studied by experts and as a result of which it was developed and utilized in formulated programmes and schemes for youth development through sports and other physical activities.

2.1 Historical Development of Physical Education in India

In India physical education emphasized physical development, good health and character for development of
the individual, as well as the defence of the country. The Indian National Congress established in 1885, recognised the role of physical education in the freedom movement of the country. This political consciousness led to the establishment of Vyayam Shala, Akhadas and Talim Khanas. Some were already in existence, but many more were founded by political people with the aim of national regeneration through physical education. These centres of physical education provided opportunities to the young and the old to take part in indigenous physical exercises. This revival of traditional form of physical training encouraged a sense of national unity and a desire for political freedom. More and more people took part in these exercises for self defence. This resulted in Akhada movement in India.

During this movement in the early part of the 20th Century, the exercises were carried out in Vyayama Shalas, Talim Khanas and Akhadas. These institutions tried their best to maintain and promote the traditional activities among the youth of the country and inculcated amongst them love for physical fitness, nationalism and patriotism. However, under the British rule no systematic efforts could be made to promote physical education to achieve these ideals. The first step in this direction was taken in 1937 when the Congress Ministry came to office in the Bombay State.
The history of physical education can be studied along with classification of various periods of Indian political history which is divided into the following ages.

1) Vedic Age - (2000 B.C. - 1000 B.C) 
2) Epic Age - (1000 B.C - 600 B.C) 
3) Historical Age - (600 B.C - 300 A.D) 
4) Nalandian Period - (300 A.D) 
5) Rajput Period - (300 A.D to 1200 A.D) 
6) Muslim Period - (1200 A.D - 1750 A.D) 
7) British Period - (1750 A.D - 1947 A.D) 
8) Post Independence Period - (1947 upwards) 

1) VEDIC AGE

Much of the description about Aryans who migrated to India from Central Asia comes from the Vedas. The Vedas are not only the religions books, but they also contain references to the social and political life of the people.

Inhabitants of India during this period were strong and sturdy. They generally loved pastoral and agricultural life. Archery, horse riding and chariot racing were their common sports. In fact, these sports were not meant for pleasure only, they were devices of war as well.
Yogo seems to have originated during this period. 'Pranayam' was considered a sacred duty. 'Pranayam' is a yogic exercise practised by the sages of the time to have complete control of the breathing process so as to fortify the body and purify the soul. Some of the physical exercises were 'Surya Namaskar' which helped keeping the body healthy.

EPIC AGE

The exploits of the Indians of this period can be gathered from the 'Ramayana' and the 'Mahabharata', which were composed during this period. Both epics reveal that this period was a period of great turmoil and wars. On the other hand the system of education was quite elaborate. This system had apart from scriptural studies, physical education as one of the compulsory items. Archery, Javelin throwing, sword fighting, club fighting, wrestling, horse riding and chariot racing have been elaborately described in these books. The names of such warriors as Ram, Laxman, Ravan, Megghanatha, Bhima, Arjuna, Karna, Bhisma, Drona etc. have become immortal for their valour. There were no separate teachers for physical education; but the knowledge of arms and armaments was given by the same teachers who were well versed in scriptural studies too. There used to be Gurukhuls (Schools) where pupils lived a celebrate life upto the age of 25 years and learnt all physical activities along with mental education.
HISTORICAL AGE: (100 B.C)

The ancient religion of the Hindus had its first jolt in this period. There was a great revolt against the existing social disparities, rigid caste system, the Brahanamical dominance and orthodox acceptance of the scriptural authority. There was general discontent among the masses against the tyrannical dominance of the priestly class. This spiritual awakening gave birth to two great religions namely 'Jainism' and 'Buddhism'. These religions were religions of peace and non-violence. Yet due emphasis was also given to physical training. Meghasdhana who visited India during the period of Chandragupta Mourya has referred to a very elaborate system of physical training for the army. Wrestling, sword fighting, Javelin throwing, horse racing etc. were very common sports in those days. Training in the art of war was both intensive and extensive.

4) NALANDA PERIOD

Nalanda was a great city of learning where more than 6000 students, not only from different parts of the country, but also from foreign lands used to study. Along with religious and philosophical studies, physical education was given due emphasis and was taught to students in a systematic manner. Besides 'Pranayam' and
'Surya namaskar' other forms of physical exercises were done every day without exception all the year round. The life of students used to be very hard during this period.

5) RAJPUT PERIOD

There was revival of Hinduism during this period. The Rajputs were divided into hundreds of clans and often fought among themselves. There was no central authority, however they remained supreme upto 13th century.

The Rajputs called themselves pure Kshatriya and their profession by birth was fighting. That's why during their was day, they had adopted a wonderful system of physical-cum-military training. From the early age the Rajput children were taught how to use swords and daggers effectively. Horse riding, Javelin throwing, archery, wrestling, hunting and mace fighting etc. were very popular activities. Girls were also taught how to ride a horse without saddle.

Dancing and music have been part and parcel of the Rajput life. The religious fairs (melâs) were good examples of this activity.

6) MUSLIM PERIOD

This period was also marked by much strife in which both the Hindus and Muslims took part for supremacy of the one over the other. Many traditional activities
like 'Yogo' and 'Pranayam' were given a set back. Hunting seems to be a very popular sports of this period. Sports like wrestling, boxing, swimming, sword fighting and Javelin throwing were given due emphasis. Pigeon flying and animal fighting were also very popular during the period.

7) **BRITISH PERIOD**

Physical education had always existed in the Indian society in one form or other, but had never been considered as a part and parcel of school curriculum. No doubt the English are a sports loving people, yet they also did not pay any attention to the inclusion of physical education in the school educational programme. In 1833, Government of India shouldered the responsibility of education and in 1870, education was made a state subject, the centre only retained the supervisory powers. For the first time, the Indian Education Commission in 1882 recommended physical training in school education. It recommended that physical training be promoted in schools in the interest of the youth by encouragement of native games, gymnastics, drills and other exercises. This spurred the interest of the school children to take physical activities. In 1894, the question of making it a compulsory subject in schools was considered but no
definite policy came out of this. Western games such as Polo, Cricket and Hockey were becoming popular.

Private organisations for physical education like gymnasia, Vyayam Shala, Akhadas and Kreeda mandals contributed much for the spread of traditional interest in the matter. Dandas, Baithakas, Yogic exercises, folk dances, wrestling and exercises with light apparatus received greater attention. Indigenous games like Kho-Kho and Atye-patye also became popular. Physical education such as drills and P.T. exercises were imparted in some schools by ex-serviceman re-employed by school authorities. They also prepared the students as Scouts for school ceremonies. The outstanding development of scientific physical education in pre-independent India goes to the Y.M.C.A. College of Physical Education, Madras founded in 1920 by Mr. H.C. Buck. In 1931, the Govt. College of Physical Education, Hyderabad and in 1932. The Christian College of Physical Education Lucknow, were established. In 1934, The Training Institute of Physical Education, Khandiyali (Bombay) came into existence. In 1914, 'Vyayam Prasarak Mandal' Amaravati, was set up to serve the cause of Physical Education in India. In 1924, this institution started a five weeks summer course for youngmen and women. A youth completing this course was awarded the title of 'Vyayam Visharad'. Here, in 1945, the National Association of Physical Education and Recreation of India was formed.
PHYSICAL EDUCATION PRIOR TO 1882

The primary object of the schools that were established before the creation of the Department of Public Instructions, Bombay was the development of mind by teaching facts without least attention to the development of the body. During this period, physical education of the students, was totally neglected.

Things began to change a little better after the creation of the aforesaid department. Some institutions began to take some steps for providing physical education in their institutions. For example, the Elphinstone College, Bombay established a cricket club in 1862 to 1863. The Poona College had a Mull Khomb and a Gynastic Trainer in its staff in 1867. By 1881, this Poona College had clubs for boating, cricket and tennis and the Government schools gymnastics were provided and Indian games were introduced. However, it may be said that physical education was comparatively neglected in private schools and colleges of this period.

Miss Carpenter, the well known social worker of England, paid a visit to Bombay in the sixties of the last century. She drew the attention of the government of Bombay to the urgent need of providing physical education in government schools. The subject thus received its first consideration as a matter of policy after 1866. One
of the results of her suggestion was the introduction of physical education in the training colleges for men. In all these institutions gymnastics and drills were introduced as a part of the school routine. It is not possible, however, to know the extent and manner in which physical education was introduced in primary schools as a result of this training. But here also, as in the secondary schools, the result of this training. But here also, as in the secondary schools, the result must have depended mostly on the personal interest of the teacher.

The second result of her suggestion was the introduction of a clause in the revised grant-in-aid code which permitted sanction of building grants for gymnasium. The third result of her suggestion was to draw the attention of departmental officers to the problem of physical education. The Inspectors were now required to submit a special report on physical education and these were annually published as an appendix to the Directors Report with effect from 1879-80.

b) PHYSICAL EDUCATION BETWEEN 1882 AND 1912

The Indian Education Commission recommended that physical developments be encouraged by promotion of native games, gymnastics, school drills and other exercises suited to individual school. This recommendation was accepted by the government, as a result of which physical education began to receive much greater attention than before.
This trend was further strengthened by the call of the universities and public leaders to give more attention to physical education. Between 1882 and 1892, the Bombay Government took a number of measures for the development of physical education. The Central Sir Dinsha Manikji Pelit Gymnasium in Bombay was given a building grant as well as a recurring grant to its staff on condition that it trained competent teachers of gymnastics. This may be described as the first training scheme organised for the teachers of physical education in Bombay state. Besides, Bombay Government granted land for play grounds to schools wherever government land was available. All the government high schools were provided with gymnasias and play ground. Equipments for physical education was supplied to primary schools. Inspectors were instructed to pay particular attention to physical education. School gymkhana became a more regular feature of secondary schools. As yet no regular grant was available, but special grant for physical education was given for purchase of apparatus.

Early in 1894, it was suggested to Bombay Government that in colleges and schools, attendance at the gymnasium should be made compulsory. No students would be permitted to appear at any higher examination of the university unless he produced a certificate of attendance.
in the gymnasium or play grounds from the Principal of his institution. The aforesaid suggestion was circulated among the principals of colleges and high schools, but the response was not favourable. After careful consideration the Government felt that there was no need for insisting on compulsory attendance in physical training classes. The reports of Director of Public Instructions showed that there was a distinct voluntary inclination towards physical exercises and that was a better way of promoting physical education than by making it compulsory. The government decided to watch with interest the progress of the voluntary movement, and if it continued at the present rate, the necessity for compulsion would not arise.

It is an idle speculation to imagine what might have happened if physical education had been made compulsory in 1894-1895 as suggested by the Bombay Government. But it appears that a good opportunity was lost for no apparent reasons. During the next 18 years, physical education continued to plod on along the general lines as indicated earlier during the early British period and thereafter.

A gradual feeling began to develop that the policy laid down in 1894-95 had become obsolete and that the time to give a new lead had at last arrived.
During the first decade of the twentieth century, physical education based on Swedish gymnastics, games and sports was introduced as a part of the educational curriculum in Britain. The British educational authorities in India, took similar steps in European schools and also schools meant for nobility. The missionary schools also followed suit. For example, in 1903, the St. Joseph's High School at Biliary in South India used the after school hours for physical training exercises for all students.

The government of India itself was aware of its own responsibility to help lay the foundation of a sound system of education all over the country. So in 1912 the education department of government of India sanctioned a non-recurring grant of 25 lakhs for distribution in all provinces for school hygiene and acquire of play grounds. This encouraged organised games in the country as a part of educational programme.

In 1908, Dr. J. Henry established the first 'Young man's Christian Association (Y.M.C.A) in India at Calcutta. Soon many other Y.M.C.A. Associations came into existence in the country. With the advent of Y.M.C.A, The Indian Physical education programme changed from Swadeshi
gymnastics and military drills to one of individual and team sports and recreation activities. In addition to English sports of field hockey, rugby, football, track and field athletics was given due encouragement. The Y.M.C.A. approach to calisthenics and drills was quite different from that of the retired military instructors of the previous years. The playground movement was initiated and recreation systems were established in big cities and towns.

Out of the grant of Rs.25 lakhs, the Y.M.C.A. in India also received a substantial subsidy to meet the salaries of the physical director, whose services were also utilised by the Education Department of Government of India. Mr. P.C. Wren was the first physical director of the Y.M.C.A in India. Under his leadership a class was held in 1913 in Poona by the Education Department to train teachers to teach simple physical training exercises and games in their respective schools. A handbook for the guidance of these teachers was also published.

This grant enabled all the European schools in Madras to create a post of physical director and to give further impetus to organised games in such schools.

The drive for educational reforms started by Lord Curzon in the early years of the twentieth century was reflected in the field of physical education also. Plans
for the training of teachers of physical education and
the organisation of physical activities on modern lines
were prepared and put into effect in 1913. In the same
year, Mr. Wren was placed on special duty to train
teachers. As a result of his initiative, the drill system
devised by him was adopted in almost all government
schools. It was soon reported that the system was serving
its purpose very well and the exercises served as an
excellent means of relaxation. But mainly owing to the
small number of trained teachers, the work of Mr. Wren
did not have any lasting impact in the growth of physical
education.

After the end of the first World War in 1918 there
was general awakening in all sections of Indian society.
Education was looked at from national point of view for
the first time.

The national awakening of the Indian people and
the growth of Vyamashalas, Akhadas and Talim Khanas has
been dealt with in earlier pages.

An organised programme of physical activities
based on children's activities was regarded an essential
for good education. A great need was now felt for trained
physical teachers. To fulfill this demand the Y.M.C.A. at
Madras took the lead and established the National
Y.M.C.A. school of Physical Education in India in 1920.
The school functioned well under the devoted principal Mr. M.C. Buck. In 1931-32 this school became known as the Y.M.C.A. College of Physical Education and gained international reputation. Since 1940 the institution became co-educational and offered three types of courses Diploma, Government Certificate High Grade and Government Certificate Lower Grade. Thousands of young men and women had been trained as teachers of physical education since then.

By the end of 1920, the well organised government schools had a good lay-out for physical education. Outdoor games received a good deal of encouragement and became popular. Private sports clubs were formed at important centres in main cities. By this time, the importance of physical education as a part of education curriculum received recognition from the higher education authorities. Drill masters were employed in schools. They conducted all physical activities with enthusiasm. But their educational qualification was too low and hence much different from other members of the school staff and this tended to set them apart.

Government, therefore, decided to make a more permanent arrangement for training teachers for physical education. For this purpose, a special post of the Director of Physical Education was created in 1925, and Mr. Fred Weber of the Y.M.C.A, Bombay was appointed to it. He conducted courses
of physical training and mass drill in several cities of the province. The system advocated by him was taken up in government secondary schools and given considerable publicity.

The government college of physical education was established at Hyderabad, Deccan in 1931, with Mr. Weber as Principal. Physical education was made compulsory in all the primary, middle and high schools of the former state of Hyderabad. He remained principal of the college till 1945. In 1952, the college was put under private control and was known as the Academy of Physical Education. It then reverted to government control. Its course lasts one academic year. At the end of the course, graduates were awarded 'Diploma' and non-graduates certificates.

Mr. Wren, Mr. Weber and others could not succeed in making any lasting impression on physical education in schools. This was so because they had no training institutions to work through. Further the continuity of their work was broken by the untimely retrenchment of Mr. Wren in 1930.

In 1930 Mr. James Buchan, Physical Director of the Y.M.C.A. Calcutta called a meeting of citizens for the organisation of youth welfare councils on provincial basis. The object of the councils was to promote the health of the Indian youth through extension of health services and instructions in schools. It aimed to provide
qualified teachers of physical education by establishing a college of physical education in each province. His plan proved to be major success in the development of physical education both before and after independence of India.

In 1932, the Government of Bengal established the Government College of Physical Education at Calcutta. Mr. James Buchanan was appointed as principal. His intensive training of teachers was so highly regarded that there was a great demand for 'Buchanan trained' teachers of physical education. In 1956, the college became coeducational.

In 1932, The Christian College of Physical Education was established at Lucknow under private missionary management, Dr. Arthur W. Howard was appointed principal. The college was a unit of Lucknow Christian College and was under the control of its Board of Governors. The College was recognised by the Department of Public Instructions, Uttar Pradesh. The course lasted for one academic year, admitting graduates to the diploma course and under graduates to the certificate course.

An experiment in physical education undertaken by the Bombay University during the period deserves special mention. The physical education committee (1927) writes that the Principals of three Art Colleges at Poona (Rawbinson, Kanitkar and Shah) have for more than one year successfully carried out a scheme of compulsory
physical training of students of the colleges. The scheme created treat enthusiasm among the students and has worked very successfully for over three college terms. The interesting part of this experiment is that games, drills and gymnastics have been coordinated and a touch of military training has been given with a view to create interest.

The Government was not able to take adequate measures for development of physical education during this period. The inadequacy, however, was made up to some extent by non-official efforts. These were the days when the movement for National Education was at its height and physical Education found a prominent place in it. The task of creating public interest in this matter and of training specialised teachers of physical education was undertaken.

A large number of teachers trained by three H.V.P. Mandal, Amaravati, worked in the schools of this state particularly of Vidarbha.

These institutions did a lot in popularising physical education among the people and in promoting the cause of indigenous games and exercises. It was mainly owing to the efforts of these institutions that physical education made a little progress during this period.
Prior to 1937, physical education was generally regarded as being confined to 'school drill' which was entirely optional in character and frequently loaded down upon even by the pupils. To be delicate in health and 'strong' in mind was a matter of pride in those days.

Since 1937, physical education has been regarded as a part of general education and made compulsory for all school children in Bombay. The first syllabus for physical education was introduced in 1928. In the light of experience gained, the syllabus from class I to IV, V to VIII, and XI was revised from time to time. The Government also introduced a scheme for medical inspection of school children on compulsory basis. Every student was required to undergo medical examination at least thrice during his school life.

**ROLL OF CENTRAL ADVISORY BOARD OF EDUCATION IN THE DEVELOPMENT OF PHYSICAL EDUCATION.**

The Central Advisory Board of Education was established in 1935 by the Government of India.

The Board adopted a specific resolution at its twelfth Meeting in 1946, where in item XVIII of the proceedings given special importance by mentioning the note that the Board then proceeded to consider the question of making physical education an examination subject in High Schools. While the Board were in sympathy with the objectives of the proposal that schools should take all
possible care for promotion of physical welfare of children in their care, they were unable to accept the view that 'physical fitness' could be included as an examination subject. Apart from practical difficulties, the Board felt that their object of physical education would be defeated if the suggestion was accepted. Further, the Board were of opinion that establishment of an expert committee on physical education would not serve any useful purpose. The Board in the first instance would like to see what provisions have been made in regard to the health of the school child in the first five year programme of educational development.

BOARD'S FIFTEENTH MEETING (1949)

Physical training became a compulsory subject from this year and the council of physical culture is steadily widening its sphere of influence, through money grants and technical advice over the general population both in urban and rural areas.

In this meeting the Board took note of the interim report of the committee for physical education and suggested that in preparing its final report, the committee should keep the following points in mind:
(a) In allocation of expenditure between central and provincial governments for the implementation of the programme of physical education, the contribution of the centre should be 50 percent and not 90 percent. (b) The cooperation of the Ministry of Defence should be secured
for furthering the development of physical education in the country and full benefit be taken of the physical training schools at Poona and other centres by the said ministry.

BOARDS NINETEEN MEETING (1952)

The Board in its Nineteenth Meeting considered the report of its committee on the promotion of youth movement in India. It emphasised the need for opening annual training camps to train scouts leaders including guides. It also stressed the need for starting olympic organisations for promotion of athletetic activities. The Board also recommended the opening of youth hostels and providing travel and other facilities for students and advised that special attention should be paid to the needs of children leaving schools at the age of 12. Further suitable organisations should be set up for their educational and other needs.

BOARD'S TWENTEETH MEETING (1953)

The Board in its twentieth meeting further recommended that the state government should promote hobbies and establish scout and guide organisations and stressed the importance of athletics and N.C.C. in the schools.
The Board in its twenty first meeting considered a note on students indiscipline prepared by the secretary, Ministry of Education. It recommended that the Central government should give loans on easy terms to state governments for improving facilities like school and college hostels and play grounds. The state governments should similarly float loans for the purpose and students in secondary schools and colleges should be given greater opportunities for participating in such co-curricular activities as the N.C.C., scouting and guiding and other social services.

**POST INDEPENDENCE ERA**

India regained her freedom in 1947. This necessitated the formulation of new educational policy to build up a new nation. The subject of education was entrusted to the states and the centre retained the affairs of co-ordination and formulation of national policy on education keeping in view national objectives. A large number of schools were established in the country. Education was made free and compulsory up to the age of 14 years. Hundreds of new colleges and universities came into existence to forster to the needs of the country.

Through physical education was considered part and parcel of school education, the drive was still not sufficiently vigorous. No doubt, a considerable number of
institutions for training teachers for physical education had come up after independence but the administrative machinery remained almost the same. A number of new schemes were put into operation to boost up the standards of sports. But most of these schemes either met with utter failure or were limping only. The off-quoted slogan "catch them young" became a thing of the past.

The Ministry of Education, Government of India set up (i) Central Advisory Board of Physical Education and Recreation in 1950 (ii) All India Council of Sports in 1954. The purpose of these bodies was to suggest ways and means to further the cause of physical education and sports in the country.

**NATIONAL PHYSICAL EFFICIENCY DRIVE**

The introduction of the National Physical Efficiency Drive strengthening the colleges of physical education in the country and encouraging the states sports councils and other agencies to develop play fields, stadia and swimming pools were some of the important steps taken by the Government for promotion of sports and physical education. It was launched by the Ministry of Education in 1959-60. The plan consisted of certain items of physical efficiency tests which prescribed standards for achievements. It was hoped that it would arouse interest in men and women to improve their performances and thus stimulate their keenness for physical fitness.
NETAJI SUBHASH NATIONAL INSTITUTE FOR SPORTS

On the recommendation of the Ad-hoc enquiry committee of 1958, the Netaji Subhash Institute of Sports was established by the Government of India at Patiala. The main objectives were:

i) Producing coaches of high calibre in various games.

ii) Rendering assistance to sports bodies in talent hunt and training of up-coming athletes through its Regional Coaching Centres.

iii) Polishing the National Teams before their participation in International competitions.

iv) Conducting re-orientation courses for physical education teachers.

v) Carrying out Research in issues relating to sports.

vi) Organising seminars, conferences, clinics and tournaments in games and sports.

vii) Helping Afro-Asian countries in the training of their personnel as coaches.

viii) Awarding scholarship to students studying in secondary stage who are proficient in games and sports.

ix) Functioning as the Secretariat of Asian Athletic Coaches Association, Indian Association of Sports Medicine and Indian Association of track and field coaches.
x) Carrying out the rural sports programme of the Government of India.

NATIONAL DISCIPLINE SCHEME

The National Discipline Scheme came into existence on July 24, 1954 at Lajpat Nagar, New Delhi. It was in 1965 that N.D.S. was merged with A.C.C. (Auxiliary Cadet Corps) on the recommendation of the Kunzuru Committee. Finally this scheme came to be known as National Fitness Corps (N.F.C). The aims and objectives of the scheme were (a) To make the youth healthy in mind and body and instil in them a sense of patriotism, self-reliance, tolerance and self-sacrifice. (b) To develop human values and to build in them a desire to serve the country and humanity at large.

The programme of the scheme covered items such as physical training, administration, organisation and cultural programmes.

NATIONAL CADED CORPS

The N.C.C was introduced in the year 1948 by an act of the parliament. Since then it has expanded throughout the country. The scheme was operated by the Ministry of Defence in co-operation with the state governments, through the Director General of N.C.C. It consisted of three sections i.e. senior, junior and girls.
There was a Central Advisory Committee presided over by the Defence Minister to advise the government on all matters concerning the expansion of N.C.C and M.C.C. The training was usually given in schools and colleges.

**AUXILIARY CADED CORPS (A.C.C)**

The auxiliary caded corps came into being in 1952 as a supplement to the Jr. Division of N.C.C. It’s motto was service to the country. Both boys and girls within age group of 13-16 were admitted to the corps. The training included P.T., drill, team games, field craft, first aid, sanitation and hygiene. In addition to these home-nursing was taught to the girls as a special subject. The A.C.C. was merged with the programme of N.C.C. in 1965.

**INDIAN OLYMPIC ASSOCIATION**

In 1927, the Indian Olympic Association came into existence. Since then it has been functioning in India and is affiliated with the International Olympic Committee (I.O.A.).

**COMPULSORY PHYSICAL EDUCATION IN SCHOOLS**

In 1962, after the Indo-Chinese war, the government of India decided to give serious consideration to a scheme of compulsory physical education in schools. It was the policy of the government to rely on the strength of the army in all matters of defence. But the aforesaid
experience showed that the second and third lines of defence must always be replenished by recruitment from the general public. For this a new integrated scheme of compulsory physical education was scheduled to be put into effect from July 1963. The planning commission made a provision for six crores and forty lakhs for the implementation of the new scheme. The scheme covered all students from class VI to class XI. Five periods of not less that 45 minutes each were to be devoted to physical training. However, the scheme failed to come into force in its true spirit.

**DEVELOPMENT BY THE UNION GOVERNMENT IN THE FIELD ALLIED TO PHYSICAL EDUCATION.**

a) **Construction of Stadia**

The Adhoc Enquiry Committee on Games and Sports (1958-59) appointed by the Government of India recommended that 'utility stadiums' should be built on 'shramadhan' basis. This recommendation was expected to be followed where financial reasons might prevent a full sized stadium from being constructed. Under this scheme, financial assistance was to be extended to state government, states sports councils, Municipalities and District Boards for construction of stadia on a matching basis.

Under the scheme, the first stadium was built at Patiala.
b) **Mountaineering**

Mountaineering as a sport of adventure has been gaining much popularity. It deserved special mention after the outstanding success in 1965 by the Indian teams in conquering the summit of the world. The Himalayan Mountaineering Institute set up at Darjeeling was doing much useful work. The Union Government had set up a committee in 1965 to make recommendations about the development of the Eastern Himalayan Mountaineering Institute at Manali.

c) **Arjun and other Awards to sports persons**

The Union Government instituted "Arjuna Awards" to honour sports-men and women for their outstanding performance in games and sports. These awards were instituted in 1961 and twenty sports men in different games were honoured. Nine sports men received these awards in 1962, seven in 1963 and seven in 1964. The awards are given by the President of India in a special function. The "Arjuna Award" is the highest national honour for sports person in India. It is awarded on the recommendation of All India Sports Council.

The Government of India also decorated some sports personalities with the award of "Padma Shree" and "Padma Bhusan".
d) Development of Vyayamasalas and Akhadas

Under this scheme, grants were paid to different Vyayamasalas, Akhadas, sports clubs, recreation centres etc. for purchase of library books and equipments on the basis of 75 percent of the expenditure.

e) Scholarships for Higher Studies in Physical Education

This scheme provided for award of four scholarships for specialisation in some selected indigenous physical education activities. The value of the scholarship was Rs.200/- per month and was tenable for one year. Three candidates were selected for yoga, wrestling and folk dances by The Central Advisory Board of Physical Education and Recreation in 1960-61. Later this scheme was abolished along with the abolition of the Central Advisory Board of Physical Education and Recreation.

THE NATIONAL POLICY ON EDUCATION (1967-68)

The National Policy on education announced by the Government of India in 1968 attached special importance on sports, games and other vigorous physical exercises and stated that the Games and sports should be developed on a large scale and on priority basis, with the object of improving physical fitness and sportsmanship of the average student rather than only training champions.
There should be great emphasis on the provision of playing fields and on the fullest use of stadiums by educational institutions. Coaches should be provided in schools and colleges. Special efforts should be made to develop hockey, football, volley ball, wrestling and Indian games like Kabadi or Kho-kho which cost little but provide for vigorous physical exercise. Hiking and mountaineering need special encouragement.

**N.C.E.R.T CURRICULUM IN PHYSICAL EDUCATION (1975)**

The Council prepared in 1975 a paper on "Approach to the curriculum for the 10 year school" in which physical education was considered as one of the seven compulsory subjects with the object of integrating it into the new pattern of education suggested by the Education Commission in 1966. This council also prepared in 1975 a draft curriculum in physical education for classes I to X. This curriculum covered a large number of optional subjects for the participants. The curriculum also emphasised inclusion of health education under the programme. Guide lines for teacher requirements, playground, equipments and time allocation had also been included in the draft curriculum. This idea was to develop a workable programme of physical education. The draft also pointed out that the chief objectives of physical education was to provide recreation and enjoyment to all pupils. Another objective was to improve the national standards in sports and games.
NATIONAL SPORTS POLICY (1980)

In 1980 the 'All India Council of Sports' framed a national sports policy which mainly dwelt on organisational aspect with emphasis on competitive sports. The idea was to provide coaching to sports so as to win laurels in international field. It recognised the right of every citizen to participate in games and sports and other recreational activities to make the nation strong and healthy.

It also set the primary goal of making all Indian citizens alive to the need for regular physical exercises from early childhood to an advanced age. To achieve this, not only physical education was to be made compulsory curricular subject at all levels of education, but also mass consciousness on physical education was to be aroused. Universal participation was to be ensured by providing easily available facilities.

The Draft National Sports Policy outlined programmes for the improved functioning of the two Central Institutes in Sports and Physical Education, Gwalior and Patiala.

THIRD ALL INDIA EDUCATIONAL SURVEY (1979-82)

It is now realised that the schools have to play a much greater role than merely providing class room instructions. They have to provide facilities and service
to the pupils for their physical well-being while games and sports are regarded as integral part of school education, many of the schools suffer from lack of sports equipments and materials. Data are needed to assess adequacy of sports equipments and materials in schools.

FINDING OF THE SURVEY FROM ADEQUACY POINT OF VIEW (MIDDLE SCHOOLS)

Out of 90,681 middle schools, games and sports materials are available only in 68,226 schools (75.24%), of these 57,208 are in rural areas and 11,016 in urban areas. A comparision between the urban and rural schools shows that (75.24%) of schools in rural areas have these facilities while (73.68%) of the urban schools have these facilities. It is also observed that only 53,380 (58.87%) middle schools have play ground facilities. Thus it is observed that though a large number of schools have games and sports equipment, they do not have play ground facilities. As the over all position indicates, even amongst all the states this figure is quite high, although in no states all the schools have this facility. In case of primary schools; large number of schools under private management have this facility in comparision to local bodies or government.

About adequacy, although (75.24%) of the middle schools have reported availability of games and sports materials, only (23.53%) of schools have reported that
the available equipments is adequate. Again, in case of primary schools, the proportion of schools at this stage in rural areas is comparatively less (20.28%) than those in urban area (40.43%). Thus the position regarding adequacy is far from satisfactory, both in urban and rural areas.

SECONDARY AND HIGHER SECONDARY SCHOOLS

Out of 47,621 High and Higher Secondary Schools and Pre-University Colleges, 33,572 (70.09%) institutions either own their play ground or share it with others. So far possession of games and sports material is concerned, it is observed that 39,046 (91.61%) schools have this facility with them. Thus it is observed that at least 54.74 institutions possess games and sports equipments, but do not have play ground facilities. Coming to states it is seen that more than 80% institutions have got games and sports materials. It appears that in Andhra Pradesh (95%), Assam (95.04%), Haryana (93.08%), Karnataka (93.08%), Jammu and Kashmir (94.04%), Kerala (97.02%), Madhya Pradesh (91.09%), Manipur (90.06%), Nagaland (94%), Orissa (28%), Punjab (95.02%) institutions have facilities for games and sports equipment. In case of secondary schools and Higher Secondary Schools it is observed that (95.04%) of institutions situated in rural areas have sports and games materials with them, whereas the number is only (85.07%) in urban areas. Even in regard to adequacy, it is seen that in (52.08%) institutions, it is adequate, which is much higher that institutions in middle and primary level.
2.2 DIFFERENT COMMITTEE COMMISSIONS
REPORTS ON PHYSICAL EDUCATION

The Government of Bombay was anxious to develop Physical Education. In 1927 a committee under the chairmanship of Mr. K.M. Munshi was appointed to report on physical education, but its recommendations remained in cold storage due to economic stringency that affected India along with other countries of the world. A number of special committees were appointed to investigate into and report upon the various aspect or the problem. Some of them are described below:

SWAMY KUVALAYANANDA-CHOTUBHAI PURANI COMMITTEE (1937):

The popular Ministry in Bombay appointed this First Special Committee in September 1937 (I) to suggest measures for the improvement and development of Physical education in the and (2) to draw up an actual scheme of physical education for primary and secondary schools. The committee submitted its report within three months and there in recommended the following:

1) The ideal and objectives of physical education should be redefined and the need of integrating physical education with intellectual education should be stressed;

2) A standing Advisory Committee or State Board to advice Government on all matters pertaining to
physical education should be appointed;

3) A supervising staff for physical education should be appointed;

4) A Training Institute for the training of teachers in physical education should be established on the same lines as the Y.M.C.A. College of Physical Education at Madras;

5) Short-term courses in physical education for secondary teachers should be conducted;

6) Physical education should be introduced as a compulsory subject in all schools;

7) Indigenous physical education activities should be revived and included in schools syllable and;

8) There should be recognition of gymnasia for grant-in-aid;

Most of the recommendations of this committee were accepted by the Government and it may be said that the development of physical education in the state during this period and after has been mainly guided by the recommendations of this committee. For example, the Training Institute for physical education was established by the Government in 1938 at Kandivli (Bombay) with Mr. P.M. Joseph as the Principal. Mr. P.M. Joseph worked as the principal for nearly 20 years and gave the college a sound foundation. His administrative capacities attracted the attention of the education Ministry, Government of India.
Government appointed this second special committee (1) to report on the working and future development of the training institute for physical education, Kandivli, and (2) to report on the general progress of physical education in the state. This committee submitted its report in 1946 and made the following recommendations.

1) The ideal of world citizenship may be achieved through a properly organized programme of physical education.

2) The State Board of Physical Education should be reconstituted with a full-time paid Secretary.

3) A new post of the State Inspector of Physical Education should be created and he should be given an adequate subordinate staff.

4) The conditions at the training institute for physical education, Kandivli, should be improved and its staff should be made permanent.

5) One year certificate course in physical education should be conducted for matriculate teachers, and private institutions should be recognized for that purpose.

6) Private institutions should also be recognized for conducting short-term courses in physical education for Secondary Teachers.
7) Short-term in Physical Education for Primary Teachers should also be instituted.

8) An examination in physical education should be instituted for all secondary school pupils.

9) A chief school medical officer should be appointed and a scheme for the medical inspection of school children should be organized; and

10) The Grant-in-aid to Secondary Schools and gymnasia should be increased from 25 per cent to 33½ per cent.

Most of recommendations of this committee also were accepted by the Government of Bombay.

THE TARA CHAND COMMITTEE ON SECONDARY EDUCATION IN INDIA (1948)

In May 1948, the Government of India set up this committee. The report of this committee covers all the factors involved in a programme of physical education and the improvement of the standard of games and sports, including Olympic sports.

The committee made detailed recommendations concerning the central institute of physical education for men and women. The committee felt that in drawing up the courses, every endeavour should be made to utilize the indigenous material on physical education to the best advantage to secure its proper integration with the
The committee has suggested a degree of three years duration after Intermediate, the latter part of which should be bifurcated as that student might specialize either in physical education or recreation. The course should involve both theoretical subjects and practical activities. A post-graduate course of one year duration was suggested, open only to those graduates "who shall have put in at least two years in Physical Education or Recreational Vocations", consisting of five subjects as follows: (1) Method or Research; (2) Test and Measurement; (3) Organization and Administration; (4) Study of Physical Education Movements in different countries and (5) One elective in activities.

The committee recommended that youth movements, scout movements etc. should be encouraged in all schools.

**THE RADHAKRISHNA COMMISSION ON UNIVERSITY EDUCATION (1948-49)**

It was appointed by the Government of India to report on Indian University Education and suggest improvements and extensions that may be decided to suit present and future requirements of the country. It made useful recommendations for the promotion of physical education for the students along with other educational programmes.
The general deficiencies of physical education at the time of independence as pointed by the University Education Commission (1948-49) is well observed by the Investigator and summarized as that there is lack of interest both on the part of the students and the authorities, insufficient trained personnel, dearth of playground and equipment, poverty of students, absence of organization, poor types of programmes, small variety of games conflict with academic work, and inconvenience of time. These seem to be the most recurrent obstacles. Further the investigator is of the view that the commission was of the view that little improvement could be accomplished without establishing the prestige and importance of the work. More expert leadership and adequate staff should be provided, and the professional status and pay of physical education personnel should be recognized as on a par with academic instruction. The provision of gymasia, playgrounds and equipment was also essential.

It has come to the notice of the investigator that health habits should be ingrained into school children and systematically inculcated to the college stage if our young men and women are to have the physical and mental health which is essential to individual and national power and happiness.
Further the commission also recommended that (1) a degree course in Physical Education be set up in certain Universities. There should be at least one such degree course in each province; (2) each University and college should appoint a properly qualified (either a M.D. or a Ph. D) director of physical education who should have the status and pay of the other heads of Departments, (3) All the recommendations of the Tara Chand Committee, particularly about the establishment of the central institute of physical education should undergo execution and this central institute should offer as a post-graduate degree to teach advanced courses leading to specialization in various fields of physical education that is organization, administration, recreation etc. such post-graduate course leading to a doctorate should be set up at one university in each province where Directors of physical education may be trained (4) There must be provision of adequate gymnasium, playgrounds and physical facilities. (5) There must be enlarged staff for compulsory physical training during assigned physical education periods. (6) Two years of physical education should be required of all university students except the physically unfit and those in the National Cadet Corps. (7) The department of physical education should be headed by the Director of Physical Education who should look after:-

a) Courses in Physical Education,
b) The gymnasium and gymnastics, boxing, wrestling, indigenous activities, exercises etc.

c) Inter-University and Inter-College Competitions.

d) Intra-mural competitions.

The present plan of National Cadet Corps would not give students the amount of type of training required to make affective soldiers in case of emergency. To make corps more effective for national defence, the following suggestions were made:

a) The centre should take over from the provinces and states the responsibility for the administration of the Corps.

b) The center should detail regular officers and men from the Army, Navy and Air Corps for instruction in the Universities and colleges.

c) There should be a through inspection of all units at least once a year by regular officers who are not associated with the units.

A special session of the Central Advisory Board of Education was convened in April 1950 to discuss the afore-referred Report of the Radhakrishnan Commission on University Education (1948-49) which had recommended that the University Grants Commission be set up for allocating grants. It was also at the suggestion of the Board that the Central Advisory Board of Physical Education and Recreation was established in 1950, and the recent development of physical education in the country is
largely due to this happy beginning.

THE MODALAIR COMMISSION ON SECONDARY EDUCATION (1952-53)

A number of commissions were appointed in the past to survey Indian Education. The Indian Education (Hunter) Commission of 1882. The University Commission of 1902, The Calcutta University (Sadler) Commission of 1917, The Hartog Committee of 1929. The Sapru Committee of 1934 and the recent Radhakrishna Commission of 1948-49 all of which dealt incidentally with certain aspects of Secondary Education. But no Commission had so far been appointed to survey the problems of secondary education as a whole. So the Mudalier Commission had been entrusted with this responsibility.

The appointment of this commission had been made very opportunately because there was clear evidence of serious interest in this problem all over the country.

Many recommendations of the above listed commissions had not been implemented. Many responsible people had therefore, questioned the likelihood of any steps being taken to examine and implement the recommendations of this commission. In reply, this commission wished to point out that India's needs of today after Independence were different from what they were in the past under foreign domination.
This Secondary Education Commission under the Chairmanship of Dr. Laxmanswami Mudaliar made it clear.

i) that economising in health education and physical welfare is unsound economy because the state has to spend much more on medical services than it would under properly organised schemes of physical and health education.

ii) that unless physical education is accepted as an integral part of education and the educational authorities recognize its need in all schools, the youth of the country, which forms its most valuable asset will never be able to pull their full weight in national welfare.

iii) that physical education is much more than mere drill or a series of regulated exercises; it includes all forms of physical activities and games which promote the development of the body and mind.

The commission recommended that the training in physical education should be comprehensive enough to include all aspects of health education; physical activities should be made to suit the individual and his capacity for physical endurance; full records of physical activities should be maintained; teachers of physical education should be given the same status as other teachers of similar qualifications; and other teachers of
the school below the age of 40, along with the physical instructor, should actively participate in the many of the physical activities of students. The teachers of physical education should be associated with the teaching of subjects like physiology and hygiene and the existing facilities for the training of teachers of physical education should be expanded by increasing the seats in the existing colleges, by opening new colleges, where necessary and by reorganizing some of the institutions as All India Training Centres to which aid may be given both by the centre and the states. Regarding health education, the commission emphasized the need for a properly organized school, medical services in all states and a through medical examination of all pupils with follow up and treatment where necessary.

The commission also recommended that for special subjects like physical education, domestic science, Art, Music, etc. there should be attached to the Director's office certain experts in these subjects who will inspect the different schools periodically and help in improving the standards of teaching.

The Central Advisory Board of Education appointed a special committee to look into the important recommendations of the Mudaliar Commission on Secondary Education (1952) and to indicate their order of priority. The report of this committee was the basis of two programmes implemented during the Second Five Year Plan, that is the conversion of selected secondary schools into
multi-purpose schools and the replacement of the old secondary system by the new higher secondary system.

SEMINARS ON PHYSICAL EDUCATION (1958)

The Union Ministry of Education arranged two Seminars on Physical Education in 1958 as follows.

1) THE ALL INDIA SEMINAR FOR PRINCIPALS OF COLLEGES OF PHYSICAL EDUCATION.

The seminar for principals was held at Madras in February, 1958. Some of its most important recommendations were as follows:

i) There should be medical examination of all school children;

ii) There should be more Degree Colleges of Physical Education in the country, at least one in each zone; and

iii) There should be a National Research Council of Physical Education preferably at Delhi which should undertake research projects for practical application.

2) THE ALL INDIA SEMINAR ON PHYSICAL EDUCATION FOR STATE INSPECTORS AND UNIVERSITY DIRECTORS

The All India Seminar for state Inspectors for Physical Education and University Directors of Physical Education was organised from 16th to 30th May, 1958, at Mahabaleswar, under the directorship of Sri D.G. Wakharkar, by the Union Ministry of Education.
Such seminars were expected to bring together the workers in the field of physical education, with a view to studying their problems intensively and sharing the views and experience at a stage, when physical education was undergoing changes in contents and methods and when there was a great need for the workers in the field to understand these modern ideas and trends.

The object of the seminar as suggested by the Union Ministry of Education, was to discuss the present system of inspection and supervision of physical education and also the development of physical education at college/university level in the context of the National plan of physical education and Recreation prepared by the Central Advisory Board of Physical Education and Recreation, and to discuss the development of physical education activities in the community as a whole.

**MAJOR RECOMMENDATIONS:**

Major recommendations of the seminar are summarised as follows:-

1) **PHYSICAL EDUCATION AT THE SCHOOL LEVEL**

a) Physical Education should be a curricular subject in the schools at all levels and should be on par with the subjects.

b) The programme of physical education and recreation should cater to the needs, interests and capacities of the pupils and should have "Carry over" value.
It should promote normal growth and development, maintenance of health, acquisition of skills and desirable social attitude and behaviour.

c) Leadership in the field of physical education should consist of:

i) qualified staff
ii) specialist coaches, and
iii) student leaders.

d) Any of the following qualifications should be considered as an approved qualification for a person to work as a physical education teacher in a secondary school.

1) A Degree in Physical Education
2) A University Degree with a Diploma in Physical Education
3) A pass in Intermediate or its equivalent with a certificate in physical education;
4) A pass in Matric or S.S.L.C. or S.S.C. or S.F. Examination with a certificate in Physical Education.

e) In Primary Schools, Classroom teachers should teach Physical Education.

f) Periodical refresher courses should be organised for in-service physical education teacher.
g) Special coaching camps should be conducted for school physical education teachers at Government cost.

h) Playgrounds should be provided by schools as laid down in the National plan of Physical Education and Recreation. Schools may, however, have playgrounds with the following minimum limits:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
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<tbody>
<tr>
<td>1) High Schools</td>
<td>5 Acres</td>
<td>3 Acres</td>
</tr>
<tr>
<td>2) Middle Schools</td>
<td>3 Acres</td>
<td>2 Acres</td>
</tr>
<tr>
<td>3) Primary Schools</td>
<td>½ to 1 Acre</td>
<td>½ to 1 Acre</td>
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i) Schools having excess open space may be required to permit the use of such open space by the neighbouring schools.

j) Each school should have an indoor Gymnasium with the dimensions of 60' x 15'.

k) Schools should provide daily one period for physical education in the time table.

l) The syllabus given in the National Plan of Physical Education and recreation should be followed in all schools with suitable modifications wherever necessary.

m) Medical inspection should be compulsory for all pupils.
In order to plan and promote physical education, a Department of Health, Physical Education and Recreation should be created in each university.

The University Grants Commission be requested to make adequate grants to the Universities for the establishment of the Department of Health, Physical Education and Recreation.

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

The universities should include compulsory and optional physical education activities. The N.C.C. should not be substituted for the physical education programme.

People should be educated in the worthy use of leisure. This should be achieved only through publicity of the right kind, that is press, film-strips, exhibitions, demonstration, conferences, lecturers, publications, etc.

The term "inspection" should be replaced by 'supervision'. The aim of supervision should be to help the teachers of physical education in their work. In order to make supervision serve its purpose fully, the following staff may be provided in each state:
1) Deputy Director of Education for Physical Education and Recreation.

2) Two State Physical Education Officers for men's branch and women's branch separately.

3) Regional of Divisional Physical Education Officers (Man's and women's branches separately), each in charge of a unit of about four district physical education officers.

4) District Physical Education Officers (Men's and women's branches separately), each in charge of about 50 high schools.

4) FUNCTIONS OF THE SUPERVISORY STAFF

1) Deputy Director of Education for Physical Education and Recreation should be an administrative officer for physical education and recreation. He should co-ordinate various allied activities in the state.

2) State Officers for Physical Education should be responsible for the supervision of physical education in schools, training colleges and institutions of physical education in the state, assisting the Deputy Director of Physical Education in the formulation of various plans and schemes and to submit their own plans. In addition, they should organise coaching camps, refresher courses, youth
- festivals and school rallies. Finally, they should co-ordinate the work of the Divisional and the District staff of Physical Education.

3) Divisional or Regional Officers for Physical Education should have the same duties as the State Officers, in relation to their region or division.

4) District Physical Education Officers should be responsible for the supervision of 50 High Schools and visit to 50 primary and/or middle schools inclusive of Co-ordination institutions.

5) **RECREATION FACILITIES TO PUBLIC**

1) Municipal Corporations should have recreational sections where trained organizers should be appointed.

2) A special tax should be included in the budget for the provision of recreational facilities to the public.

**THE AD-HOC ENQUIRY COMMITTEE ON GAMES AND SPORTS(1958-59)**

There was much criticism in the press and among public of the poor performance of Indian teams in international competitions and the general decline of sports in the country. Indian athletes had not been able to secure even the 7th or 8th position in Olympic
competitions. India's position was second in Asian Games held in Delhi in 1951, fourth in Manilla in 1954 and seventh in Tokyo in 1958. The Government of India therefore appointed an Ad-hoc committee in 1958 under the chairmanship of the Maharaja of Patiala to investigate the persistence of low standards in sports in India and the performance of the Indian teams in international contests, such as Olympics and Asian Games, and to recommend measures for improvement. Its terms of reference were to enquire into the reasons for the poor performance of Indian competitors in international contests, to suggest measures to arrest the gradual decline in the level of performance; and to recommend steps for the improvement of standards.

MAJOR RECOMMENDATIONS

1) More facilities and better opportunities for training and competition should be provided and greater administrative efficiency achieved.

2) Greater facilities should be provided in educational institutions in the form of equipment, playgrounds and funds.

3) Incentives in the form of credit for achievements in sports and games should be provided.

4) Health, power of endurance, physical well-being of young people should be developed by improvement in nutrition.
5) The term of the office bearers in a National Federation or Association should be limited to three years with option for re-election for another term of three years.

6) No office-bearer in one National Federation/Association should simultaneously hold office in any other National Federation/Association.

7) The All India Council of sports should be reconstituted and it should consist of 11 to 15 members including a Chairman, nominated by the Government of India.

8) There should be a Central Plan of Coaching. The importance of physical education teachers should not be under-estimated. There are 31 institutions in the country which are yearly training thousands of teachers of physical education. They can be utilized in carrying out the central plan of coaching. Planned coaching at all stages is essential. There is a vast talent potential in the country which should be exploited by intensive and planned coaching. The colleges of physical education should re-orientate their training programmes and should pay more attention to games and sports.
9) A beginning should be made immediately with the establishment of a central training institute to provide first class coaches in different sports and games.

10) National Federation/Associations should appoint their selection committees, as far as possible on a permanent basis and every selection committee may be constituted for a period of two years.

11) National Federation/Associations should choose as Managers the right type of persons for the performance of their difficult and onerous task.

12) Sports and games should be organised in rural areas through Vyayam Shalas, Vyayam Mandalas, Akhadas etc. and in co-operation with the community projects. Sports festivals should be organised and sports events encouraged on the occasion of fairs. Indigenous sports like Kabadi and indigenous style of wrestling should be encouraged.

13) If schools and colleges and universities have to play their part in the development of sports and games in the country, they must have the minimum requirements in respect of playgrounds and equipment. The following standards have been recommended:
A College : 10 acres for playground.
(with a student population of 1000 to 5000)

A High School
(With a student population of 500 to 1000) : 5.6 acres

A middle school : 3.5 acres
(with a student population of 200 to 500)

A Primary School : 1 acres

14) Where separate playgrounds cannot be made available for each educational institution, a common pool for a group of institutions should be created.

15) Standards equipment should be manufactured in the country so as to be available at cheap rates to all and facilities for its manufacture should be provided.

16) For the development of sports and games in the country it is essential that umpiring and referring should be of a high order.

17) The rules on amateurism laid down by the International Federations and the International Olympic committee should be strictly followed in the country.

18) Utility type stadia should be constructed on a Shramadhan basis, if this is not possible, the ground should at least be enclosed.
THE KUNZRU COMMITTEE (1958-59)

The Kunzru Committee is also known as the committee for co-ordination and Integration of schemes operating in the field of physical education, recreation and youth welfare. It was appointed by the Government of India in 1958-59. It recommended guidelines for coordinating and integrating various schemes relating to physical education and youth development. It submitted its report in 1964.

It may not be out of place to mention here that Pt. H.N. Kunzru was thoroughly acquainted with the developments in the field of Physical Education and sports over a period of more than 20 years. He was instrumental to replace U.T.C. by N.C.C. & A.C.C. He was the Chairman of Nation Cadet Corps Committee (1946) which launched the N.C.C. schemes in 1948. The culmination of the recommendations of the Kunzru Committee (1958) took place in the formation of National Fitness Corps in 1965.

THE SCHOOL HEALTH COMMITTEE (1960)

The School Health Committee was appointed under the Chairmanship of Srimati Renuka Ray by the Government of India in February 1960 to assess the present standards of health and nutrition of school children and suggest ways and means of improving them.
TERMS OF REFERENCE

a) To examine the present position of school health programme in the country in all its aspects (excluding physical education, games and sports), that is, prevention of diseases, medical care and follow up service, nutrition, health, education healthy environment etc. of the students at all stages of education and to suggest: (1) further survey of studies if required, and (2) how the work of various agencies such as medical, social and welfare associations can be co-ordinated to assist in the promotion of health of school children.

b) To examine studies and survey so far made to assess the nutritional standard of school children and to indicate: (i) further survey or studies needed in any specific areas, and (ii) to give concrete suggestions to institute appropriate measures to improve standards of nutrition among school children recommending, inter-alia ways and means for financing and organising such a programme.

c) To examine and recommend the possibility of entrusting Primary Health Centres and other organisations for conducting a comprehensive and realistic school health programme in association with the local education administration. The recommendations should include measures to develop an effective school medical service suitable to the country.
d) To examine the present facilities available for promoting nutritional standards of pre-school children and to suggest practical measures to improve the present position.

THE KOTHARI EDUCATION COMMISSION (1964-66)

It was appointed by the Government of India by resolution dated 14th July 1964 to advise Government on the national pattern of education and on the general principles and policies for the development of education at all stages and in all respect.

RECOMMENDATIONS ON PHYSICAL EDUCATION

The commission views on Physical Education are as follows:

There has been a tendency in recent government schemes of physical education to emphasize only the physical fitness value of physical education and ignore its educational values. It must be emphasized that such education contributes not only to physical fitness but also to physical efficiency, mental alertness and the development of certain qualities like perseverance, team spirit, leadership, obedience to rules, moderation in victory and balance in defeat. A satisfactory programme of physical education can be developed only on the basis of the following principles:

1) The 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 our 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 co-operation should grow from experience on playground and also in the 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 a selected few.

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

Physical education should include developmental exercises, rhythmic activities, sports and games, outing activities and group handling activities. All these have simple and advanced forms. The simpler activities should be introduced in the early classes, the more advanced ones should be gradually provided as boys and girls become more and more mature.

The very young are not psychologically and physically mature for formal and vigorous forms of activities. Their sense of basic movements and coordination have to be developed gradually.
The syllabus for the young at the pre-primary and the early primary stages should be based on their desire to imitate movements around them, their spirit of play, their wanting to dare and to do something better than their comrades. This is the most vital stage of 'education through movement'. A child should develop mastery over basic skills, such as walking properly, running, dodging, throwing etc. Higher forms of coordination like accuracy and precision must wait for the next stage.

As the child grows into the pre-adolescent stage his interests and capacity change and physical education should provide for more challenging activities, opportunities for simple team play and finer forms of skills. The adolescent in the secondary school desires to imitate the activities of the adults, and he should be taught sports, games and athletics in their standard form. Skills learnt earlier should be perfected through guidance and practices. It is an age when boys and girls desire excellence and the physical education syllabus must include techniques for good performance.

At the primary stage, except in the last two classes a common syllabus for boys and girls can be used. From there onwards, the syllabus should be planned separately keeping in mind their respective interests and abilities. Rhythmic activities will have an appeal for
girls, non-contact and less strenuous games such as badminton, throw-ball, etc. are popular. The more vigorous games, such as basketball, net-ball and hockey may be brought in at a later stage. Athletic items in standard form should also find a place.

The preparation of programmes of physical education for all stages should take into account not only what is useful but also what is possible in view of the limitation of facilities, time and number of teachers. In recent years, a number of schemes like the National Plan of Physical Education prepared by a group of experts at the request of the Ministry of Education, the National Discipline Scheme and the Auxiliary Cadet Corps with several common activities began to view with one another. The committee tried to bring about a compromise between the claims made by the enthusiasts of different schemes, and the result is a mixed programme of physical education called the National Fitness Corps. There is a danger that in the implementation of the new scheme, the educational purposes of the programme might be forgotten or neglected.

THE ISHWARBHAI PATEL REVIEW COMMITTEE ON THE CURRICULUM FOR THE TEN YEAR SCHOOL (1977)

Dr. P.C. Chunder, Union Minister of Education and social welfare, in his capacity as president of NCERT, felt that an objective assessment of the syllabus and text-books should be made and, therefore, in June 1977 he
appointed a Review Committee under the Chairmanship of Shri Ishwarbhai Patel.

OPINION OF REVIEW COMMITTEE ON PHYSICAL EDUCATION

By nature the urge of most children is to be active. The child needs both mental and physical activities without which the harmonious development of both body and mind cannot be achieved.

In general, the aim of physical education should be to provide physical and mental satisfaction through movements of various types and by creative physical activities. It should develop alertness of mental and physical response to commands and directions, and help to maintain suppleness of the body. It should stimulate respiration and circulation and thus aid growth in children and ensure health. It should encourage children to be happy and independent, and to approach physical tasks with confidence.

SUGGESTED PROGRAMME

(a) Primary Stage (Classes I to VI) :- The activities should be of two types : (i) those which involve functional movement and aim at muscular co-ordination, that is dance, games, gymnastics, and (ii) those which are concerned with movements as a "means of exposition".

(b) Middle and secondary stage (Classes VI to X): At the middle stage there should be basic courses
reinforcing what has taken place in the primary stage. The programme may be varied. Even then account must be taken of the immaturity and lack of bodily development and stamina.

NATIONAL POLICY ON EDUCATION 1986
(Programme of action (1992))

No information about the present position of health, yoga and physical education in the school education curricula of different states and Union Territories is available. However, at present, adequate participation and satisfactory performance in sports and physical education is not considered a necessary condition for promotion to the next higher class in the case of other subjects.

PHYSICAL EDUCATION AND SPORTS

Action in following areas will be necessary to implement the policy objectives of the National Policy on Education, 1986:

i) In deciding the curriculum load the need to allocate sufficient time to sports and physical education which the National Policy on education, 1986 holds as an integral part of the learning process, should be kept in mind.

ii) Physical education and yoga should be introduced for at least 45 minutes per day, preferably just after assembly.
iii) Approved games should be included in the school time table for at least two periods in a week.

iv) Special incentives will need to be given to students who perform well in sports and games.

v) Special incentives may be considered for subject teachers who perform extra duty in conducting classes in physical education, yoga, sports and games.

vi) The basic equipment, such as football and volleyball may be provided to each school. Similarly, some amount of contingency may be provided to each school.

vii) A scheme for the creation and improvement of playgrounds should be taken up on a phased basis under JRY and NRY.

viii) An intensive and extensive programme of teachers training to equip all subject teachers with the necessary skills to impart training in physical education, games and yoga will be necessary.

ix) The present programme to train and recruit physical education for high schools should be expanded.

x) New schools may be established/recognised only if playgrounds are available.

xi) A comprehensive system of Inter-school tournaments and championships in select disciplines should be introduced over a period of time. This system should culminate in a National school championship.
xii) Special cash awards to winning schools and a special system of incentives for successful athletes also need to be introduced.

As the co-ordination and co-operation of all state Governments and Union Territories will be necessary to implement the above suggestions, it is recommended that this issue may be taken up and discussed as a special agenda item in a special meeting of Central Advisory Board of Education.

The following are the other proposals of National Policy on education, 1986:-

i) For private schools and colleges, special schemes to encourage investment in sports infrastructure may be introduced by providing income tax benefits to any investment or endowment made for sports or sports promotion. The Ministry of Finance would be approached in this regard.

ii) Special incentive of girls, scheduled castes and scheduled tribes should also be evolved to ensure that their participation remains proportional to their population.

iii) Special and attractive alternative will have to be evolved for students who are physically unable to participate in sports and games.
Implementation of these proposals will require constant monitoring and review. A monitoring system would be evolved for this purpose at the central and the state levels.

2.3 HISTORICAL DEVELOPMENT OF PHYSICAL EDUCATION IN ORISSA

Orissa, during the period under review, contained mainly the four regulation districts of Balasore, Cuttack, Puri and Sambalpur and one non-regulation district of Angul. The areas which constitute modern Orissa, besides the above noted five districts, were scattered under different political jurisdictions. The major part of those areas remained under a number of small chiefs who ruled in their inaccessible areas but acknowledged British suzerainty.

Although Orissa had been under British administration since 1803, the education in Orissa was more backward than any other province of India of equal importance by 1866. There were in 1866 in all 77 schools of all grades and the number of pupils was 3,536.

The extremely backward state of education was mainly due to the indifference of company's Government. There was total absence of any attempt on the part of the Government to provide the people with the means of education, even though vast sums were annually expanded in other parts of Bengal. On the negligence of the Government to develop education, Dr. E. Roer, the Inspector of Schools, south-west division, said: "It is to be regretted that no new educational operations can be
carried out, for Orissa is at a disadvantage, compared with other districts. For the whole of Orissa, with an area of 52,995 square miles and a population of 4,534,813 souls, less is expended than for the small district of Howrah, with an area of 800 square miles, and a population of 7,50,000 souls."

The company’s rule ended with the Revolt of 1857 with the transfer of power to the crown in 1858, the nature and content of administration did not change for the better abruptly. The legacies of the old system continued till a culminating tragedy occurred. The Orissa famine of 1866 may be regarded as the apitome of the company’s unsympathetic administration.

In the terrible famine of 1866 it was well-known how the want of educated persons aggrevated the sufferings of the people of Orissa. T.E. Ravenshaw wrote: "No other province in the presidency was so deficient of intelligent and public-spirited residents who would appreciate the facts bearing on the prospects and means of the people, and who would give practical information to authorities as would have been the case in any district of Bengal proper, and in carrying, out remedial measures." Government was well aware of the risk of a general want of the enlightenment of the people. After the famine, a policy of progress was adopted for the material and moral improvement of the people of Orissa. Measures were adopted for the spread of modern education in Orissa.
There existed numerous pathashalas or elementary village schools in the length and breadth of Orissa. Most of them did not conform to the standard prescribed by the education department. They were never inspected by the departmental authorities. The mode of teaching of village school masters was primitive and in some respects clumsy.

The progress of secondary education by 1905 was very deplorable. There were only 12 High Schools with 2,598 pupils and 84 middle schools with 4,728 pupils.

The Government depended on the grant-in-aid system for the extension of secondary education. But in Orissa the operation of grant-in-aid system failed to elicit adequate private effort in the spread of education. Here it had to content against poverty and conservatism of the people. In spite of these obstacles, a few secondary schools were opened by this system. The two incentive of English education imparted in secondary schools were the increased prospects of lucrative employment and the chances of obtaining a university career by means of scholarships given at the entrances examination.

The Government encouraged the physical training in the secondary schools for the physical development of the students. In due course physical education was made a compulsory subject in all the M.E. and High Schools.
Drill was taught in all the secondary schools for boys. There were whole-time drill instructors at all the Zilla schools and First-Grade Training Schools. Drill sheds were provided during the period, 1912-1917 for all Government High Schools for boys. In some cases, drill was reported to be well-taught, but in many privately managed schools, not much attention was paid to the subject.

In 1916, arrangements were made for the training of 4 (four) drill masters of Orissa at Cuttack annually under the control of the Young Men's Christian Association. The Director of Physical education, Bihar and Orissa, first appointed at the close of the year 1922, held a class for two months in 1923 at Patna in which 17 drill masters were trained. Of them 5 belonged to Orissa.

The Director of physical education visited the secondary schools of Orissa in July 1923. He did a good deal to lighten up and render more useful the drill periods in the schools of Orissa. As per his suggestions, two specially good drill masters were selected from Orissa and were sent to Patna for a further course. On the completion of the training the best one was posted to the first grade training school at Cuttack as this school supplied most of the teachers for the secondary schools of Orissa.
In 1925, two young men who completed their course of training in the Young Men's Christian Association school at Madras were posted as Inspectors of Physical Education, one for Patna and Tirhut and the other for Bhagalpur, Chotnagpur and Orissa. The refresher courses for drill and gymnastic instruction were held by the Inspector of Physical Education at Cuttack during the year 1927-28. It resulted in appreciable improvement in the quality of the physical instruction given in High and Training Schools.

A third Inspector of physical education was appointed at the close of the year, 1927. The senior most Inspector remained in charge of the whole province but without Patna division as his special charge. Out of the two Junior Inspectors, one remained in charge of Tirhut and Bhagalpur another in charge of Orissa and Chotnagpur.

In accordance with the suggestion made by H.C. Beck of the Young Men's Christian Association at Madras, three posts of Inspectors of Physical Education were abolished at the end of the year 1930. It was decided that an Inspector trained at Madras was to be attached to each of the five secondary training schools of Bihar and Orissa. Consequently one Inspector was attached to the secondary training school at Cuttack.

Physical Education continued to have a fair share of attention in all the secondary schools. It may be said that by 1936 the subject had become a part of the curriculum in all the well-organised institutions. Drill was taught in all classes of schools thought not as efficiently as could be desired. Gymnastic exercises were practised in some schools, but they were not popular with the great bulk of the students. Cricket and football were gaining popularity in secondary schools situated in urban areas. Country games were also played in many school.
Physical Education, a bit of uncommon, is not confined within four walls; it can be summarized as that field of education which starts from evolutionism and physically from a child's embryonic stage, for an unending process in every part of field, that is seen, touched, unseen and computerized body of knowledge, mechanically arranged, as a whole, scientifically synchronized. Departmental side of perusal, linked with every field of education and an organized experience related to general education which attempts to lead the individual and group institution, according opportunities for the learning of neuromuscular activities of skills, acquisition of organic vigour, development of desirable social attitude and envelopment at creative expression through participation in large muscular activities. Further it is the birth right of an individual or being to act & react, with much more freedom, for the wholesome development of total personality.

Implication of physical education on such light, has wider effect on the society. But how far it has become fruitful in Orissa is the point of discussion and probable remedies for the renovation and successful injection in to.

Physical education is meant for all and subjugates a vast era in the educational spectrum. But it is just like the fingers in the hand. It is experienced a deemed
effect, just like little fingers of a hand in rural areas in comparison to middle finger effect in urban areas municipal areas, cosmopolitan towns, & so, very as the fingers of a hand in neglected portions. That is why, physical education is fetched a lot and lossed relatively most.

Before calculating the degree of success we have to see the uprising obstructions of the devt. of physical education in Orissa. It is commonly accepted that, India is a hot sub-continent, Orissa cannot be out of it. In comparison to the European states, Indian player lack the gene problem, and the problem having effected by the climatic conditions. The way of behaving, expressing, immotions attitudes sounds differences among the hot & cold continents.

Before thinking of success of physical education in Orissa, it is better to know the state of nature and social customs prevailing.

The communication & communicating agencies have yet not reached the wider range of rural areas. Still the blind belief of adverse effect of education exists just like the thinking of the conservatives in pre-independence era. Though to great extent, the impact of education and physical education have fatched, still the conservative ideas remains within, not to loss time of engaging in physical activities.
The twentieth century is out going and the twenty-first century is knocking the thresh-hold of its inauguration. Maximum problems haunt the path of progress of physical education in Orissa. Narrowness of inhabitants of education institutions, sponsoring authorities is perceived well, Technical problems (Instruments Problem Technical personnels refresher course) is another barrier for the progress. Doll motives, initiations of the students for participating in physical education activities are felt.

Down fall of moral ethics, and impositive impact of influences chalked out from pressure groups (politicians, Hooligans and influencial persons), and occupation of geographical map of institution, which create bar against the upliftment of the physical education.

In, Orissa educational system is such that, it explains a variety of feathers of a wing by nature. University level, autonomous bodies, Govt. Colleges/Schools, leading private school/colleges and other private school & colleges. The point of focus is that, there is no uniformity of salary, gradation and other facilities, which creates problem in the progress. By nature the man behaves like crab in the society and hankering for power accumulation gives a blow against.
It is true that it has successfully achieved relatively in Townships but, not to a great extent. In rural areas what actually rampants is out of sight.

Above all, we have harvested well in such state of nature, the fruit of physical education to a great extent. The inferiorities, inequalified and inabilities should be wiped out than a golden age will reign over the soil of Orissa as a whole in India.

Talking on remedies for the promotion of physical education in Orissa, the first & foremost duty is to detach it from the unnecessary pressures, both from the Govt. side (Politicians involvement) and local side (Hooligans & influencial persons) and narrowness from the side of educational institution should be evaluated.

The moral teaching and ethical value should be taught to the pupils so, that it will bring good morning for the physical education. Inspite of this physical education should be a prescribed course of studies in educational curriculum. Sufficient scopes should be raised for the enrichment of physical education in the institutions. Motivational activities or, scenes should be imparted to them for ensuring better result in physical education.

Further, technical facilities should be provided to bring a bright future for the physical education. The most justified provocating inequalities for the
upliftment is it should not be a toe in the hands of Director of Sports. Because it is narrow to the true scene of the term relating to the physical education. Further, in a Govt. level, a separate wing choosen from the technical personnels should set up to think, to do and to chalk out plans for the promotion of physical education.

The most steering points in the institutions are the raised amount for the development of games and sports and Government allotment of policies prepared and planned. Whether practically regulated is to be judged and evaluated. The technical problem (Instrument side) should be fulfilled at least to the moderate height so that it will ripe better crop. And sufficient scopes should besupplied for attracting youths.

The most dignitory problem in it is the identical mask from the lower height of educational institutions to the top, with very low educational qualification. The technical personnels, in-respect of their qualification, has no command over their students, though having depth. In addition to this a deem-interest is felt because of salary sanctioned is very low and status they maintain to in respect to their services. This prime object should be satisfied for the greater interest of the physical education.
The physical education though it has justifiably riped a good results, relatively to the in-effectiveness havocked inwardly to a great extent. In this year of dynamism & space advantataurism, no things remain constant. The experiments are going on planners think to secure most. Policies are changing. The man is going to enter the incoming twenty first century. The age is passing through numerous complecixities. In the midst of diversity there is unity. Benevolent personnals turn will come, who will think of better physical education. Later is to be seen better.

PRESENT STATUS OF PHYSICAL EDUCATION IN ORISSA:

Participation in physical activities and physical education in general is important elements in today's culture. Physical education and sports are prominently displayed by the media to a far greater extent at present than in past. Physical education and sports are inseparable from human life and are an integral part of total educational process. Little or less some how we are doing physical activities every day.

Even the child immediately after birth is indulging with some type of physical activities for the development of the body. Participation in games and sports and physical activities help an individual to develop the physical, mental, social and imotional aspects of an individual.
The State Orissa cuts a very sorry figure in the sports scene of our country incomparision to other states. The basic system of school education in Orissa provides very less amount of facilities and equipments for grooming talents in sports and physical activities.

Realising the importance of the above fact, the Govt. of India have been pleased to make physical education compulsory in the educational system as per CARP committee report. But in Orissa, the status of physical education is very panic due to negligence by the major public and higher authorities. The system of physical education has not achieved a remarkable status in our state. The other causes are lack of funds, facilities and suitable curriculum for physical education. Physical education personnels are not getting due status and scale at par with other subject teachers.

Besides, a large number of athletes are coming from the grass root level, and it is a regretted fact that we are not giving much attention to the primary and M.E. school physical education system. There are no facilities, funds and P.E.T's at Primary and middle standard level. The child spent 8th of his time at school. The educationists and psychologists have also admitted that, if we will teach the school subject in a play way method, the child will learn in a better way. Hence we fell the prime need of physical education from primary state to the degree level as an examinable subject and a key person who is none other than a PHYSICAL EDUCATION TEACHER AT primary and M.E. Level be appointed.

If the status of Physical Education teachers is raised to a respectable position and a large number of unemployed physical education teacher will get appointment at Primary and M.E. Level, then the investigator sure that they will work hard to get maximum achievements in games and sports.
2.5 SECONDARY EDUCATION IN ORISSA:

Today Orissa is educationally the most backward province in the Indian Union. Most of the districts are far away from the target of universalisation of elementary education, the literacy levels are also very low; the quality of education at all levels is very poor, all levels of education are also characterised by massive under-investment; and the economics are poor and extensively rely on external aid. There is the need to adjust the educational policies in the state to changing socio-economic and political environment.

Educational policy statements are found in a variety of official documents, such as manifestos, reports of special commissions and committees, educational plans, education acts, orders, circulars and reports of national and international agencies.

The major problem of education now is widening the gap between the well intended policies and the poor achievement. The gaps can be explained by variety of factors-social, political, economic, administrative, and attitudinal.

The policy proposals and financial allocations do not match, charging relative priorities like mass literacy programmes have affected educational development or secondary and higher education.
SECONDARY EDUCATION (UP TO 1936)

During British rule the present system of Secondary Education was established with two different ends in view. There were a number of British educationists and reformers who thought that contact with western science and political thought will bring about an Indian renaissance. There were also large number of administrators who sought to create an educated class who would carry out administration of the country according to British ideas. Following the famous Macaulay's minute greater emphasis was laid on the spread of English education in India. As English Schools became a passport for entering into Government jobs, pupils flocked to these institutions and these schools were established on the ashes of indigenous ones. This was the condition throughout India.

In the pre-independence period the growth of secondary education in Orissa though quick, it was not at all satisfactory. The number of secondary schools were very few and scattered.

After acquiring separate identify in 1936, attempts were made for all-round development of the state. Though, through the recognition of first grade training schools at Cuttack, the opening of training college at Cuttack, the provision of vocational subjects
in the curriculum, emphasis on physical education and strengthening of inspecting staff, the improvement or quality of secondary education was perceptible still then the position of secondary education was far from satisfactory from quantitative point of view which can be seen from the following table.

**TABLE 2:1**

<table>
<thead>
<tr>
<th>GROWTH OF SECONDARY EDUCATION IN ORISSA, 1936-37</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of High Schools</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Government 5</td>
</tr>
<tr>
<td>District Board 6</td>
</tr>
<tr>
<td>Aided 18</td>
</tr>
<tr>
<td>Un-Aided 3</td>
</tr>
</tbody>
</table>

**SOURCE:** Development of Education in Orissa, 1936.37.

**SECONDARY EDUCATION BETWEEN 1936 & 1947**

The sorry state of affairs in secondary education continued till 1943, when Orissa had her own university. The Utkal University provided the necessary impetuous for the rapid progress of secondary. As facilities for higher education in the University were made easily available, pupils rushed to different secondary schools. This encouraged private and Government agencies to start more and more schools throughout the length and breadth of the
So the need of following a common syllabus in all the secondary schools was felt. The university conducted its first matriculation examination in 1944. The following table shows the rapid progress of secondary education within three years of the establishment of the Utkal university.

**TABLE 2:2**

PROGRESS OF SECONDARY EDUCATION IN ORISSA.

(1942-43 to 1946-47).

<table>
<thead>
<tr>
<th>Institution</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of High Schools</td>
<td>52</td>
<td>89</td>
<td></td>
</tr>
<tr>
<td>No. of Middle Schools</td>
<td>228</td>
<td>273</td>
<td></td>
</tr>
<tr>
<td>No. of Pupils in High Schools</td>
<td>13,145</td>
<td>19,705</td>
<td></td>
</tr>
<tr>
<td>No. of Pupils in M.E. Schools</td>
<td>24,784</td>
<td>28,581</td>
<td></td>
</tr>
</tbody>
</table>

**SOURCE**: Progress of Education in Orissa, 1942-43 & 1946-47.

The Secondary Stage or Education is a link between the primary education and the university education. In the pre-independence period, it was the weakest stage in our educational system. But in the post-independence era, the expansion of secondary education has been far greater than that of primary education.
The secondary education comprises of High Schools and Higher Secondary Schools in Orissa. The Board of Secondary Education prepares the curriculum and conducts examination for the High Schools. The later (+2 Stage) is administratively separated from the university and is placed under the control of council of Higher Secondary Education. At the wake of independence, the state had only 106 High Schools.

The Government of Orissa have now decided to embrace the ambit of secondary education with the stipulation of opening at least one High School in each Grampanchayat. It is aimed at in respect of secondary education is consolidation and quantitative improvement rather than expansion in number. Distinctive features like frequent and long lasting cease work and strikes, etc. are perhaps the only method to make the administration responsive in the field of secondary education.

The school education in Orissa has adopted the national grading pattern of 5+3+2+2. But it has the traditional set up of 5+2+3+2 with the class-VIII constituting a part of the secondary education. The Department of school and Mass Education with five directorates or Elementary Education, Adult Education, Teachers Education, Secondary Education and Text-book production and marketing is responsible for overall supervision, monitoring and co-ordination or all
programmes in the school and mass education sector. The secondary education comprises High Schools and Higher Secondary Schools. The Board of Secondary Education prepares the curriculum and conducts examination for the High School. The later (+2 Stage) is administratively separated from the university and is placed under the academic control of the council or Higher Secondary Education.

In the wake of independence the State had only 106 High Schools. But due to the merger of Oriya speaking tributary state the number of schools as well as students increased considerably. At the beginning of 1st five years plan there were 184 high schools with an enrollment of 72,456 pupils only. But by the end of 6th plan the total number of high schools were 3360 with an enrollment of 390,000 students whereas this number has considerably increased towards the end of 7th plan (1980-90) and 4487 high schools with an enrollment of 7,70,007 students were catering to the needs of secondary education out of which 409 Government High Schools and 4078 where non-government High Schools. During 1990-91, three new Government High Schools were opened. Besides, three Private High Schools were taken over. Three new inspectorates were created for better supervision of teaching in schools. During the 7th plan period 31 high schools were vocationalised. The vocational education was extended to other 150 high schools during 1990-91 and 1991-92 session. For improvement or science teaching, 890 high schools have
been provided with science books. As per the review report made by the Director of Elementary Education, Orissa, it is revealed that 4487 high schools are engaged in imparting secondary education in the state by the end of 1990-91. During 1990-91, the enrollment and the number of teachers have registered an increase of 1.3% and 0.10% respectively over the previous year, although the teacher pupil ratio has remained constant at 1:20. The progress of secondary education from the last year of 7th plan (1989-90) up to the year 1993-94 has set up an increase of 9.67 percent in the number of institutions, 3.64 percent in enrollment and 15.48 percent in the number of teachers. The teacher pupil ratio was 1:20 at the end of the plan.

Table 2:3, 2:4 and 2:5 reflects the progress or secondary education in Orissa in matters of institutional growth, student enrollment and number of teachers respectively.
<table>
<thead>
<tr>
<th>YEAR</th>
<th>HIGH SCHOOLS</th>
<th>PERCENTAGE OF GROWTH</th>
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<tbody>
<tr>
<td>1947-48</td>
<td>106</td>
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</tr>
<tr>
<td>1950-51</td>
<td>172</td>
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<td>61.63</td>
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<tr>
<td>1965-66</td>
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<tr>
<td>1973-74</td>
<td>1974</td>
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<tr>
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<td>2167</td>
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<td>2443</td>
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<tr>
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<td>37.53</td>
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<td>3955</td>
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<td>4239</td>
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</tr>
<tr>
<td>1995-96</td>
<td>5808</td>
<td>11.03</td>
</tr>
<tr>
<td>1996-97</td>
<td>5985</td>
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**Source:** Directorate of Elementary Education, Orissa, Bhubaneswar.
<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
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<tbody>
<tr>
<td>1947-48</td>
<td>0.14</td>
<td>0.01</td>
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<tr>
<td>1950-51</td>
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<td>1957-58</td>
<td>0.63</td>
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<td>1973-74</td>
<td>1.57</td>
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<td>1978-79</td>
<td>1.95</td>
<td>0.68</td>
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</tr>
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<td>1995-96</td>
<td>5.21</td>
<td>2.01</td>
<td>8.23</td>
</tr>
</tbody>
</table>

**SOURCE**: Directorate of Elementary Education, Orissa, Bhubaneswar.
## TABLE 2:5

GROWTH OF NUMBER OF TEACHERS IN HIGH SCHOOLS IN ORISSA.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Year</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>In the wake of Independence</td>
<td>N.A.</td>
</tr>
<tr>
<td>2.</td>
<td>At the beginning of 1st Five year plan</td>
<td>N.A.</td>
</tr>
<tr>
<td>3.</td>
<td>At the end of 6th Five Year Plan (1984-85)</td>
<td>33,485</td>
</tr>
<tr>
<td>4.</td>
<td>At the end of 7th Five year plan (1989-90)</td>
<td>38,365</td>
</tr>
<tr>
<td>5.</td>
<td>At the end of 1990-91.</td>
<td>38,425</td>
</tr>
<tr>
<td>6.</td>
<td>At the end of 1992-93.</td>
<td>40,242</td>
</tr>
<tr>
<td>7.</td>
<td>At the end of 1993-94.</td>
<td>44,289</td>
</tr>
<tr>
<td>8.</td>
<td>At the end of 1994-95.</td>
<td>44,425</td>
</tr>
<tr>
<td>9.</td>
<td>At the end of 1995-96.</td>
<td>45,785</td>
</tr>
<tr>
<td>10.</td>
<td>At the end of 1996.</td>
<td>47,069</td>
</tr>
</tbody>
</table>

**SOURCE:** Directorate of Elementary Education, Orissa, Bhubaneswar.

From the quantitative point of view as the majority of students are becoming unsuccessful, the percentage of success during the period 1988-89 to 1993-94 was 31.90 to 46.84 which reflected clearly in table 3:6. What is aimed at in respect of Secondary Education is consolidation and quantitative improvement rather than expansion in number.
TABLE 2:6

RESULT OF HIGH SCHOOLS FOR 1988-89 TO 1993-94 SESSION IN ORISSA

<table>
<thead>
<tr>
<th>S. NO.</th>
<th>Year</th>
<th>Appeared (No.)</th>
<th>Passed (No.)</th>
<th>Percentage of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1988-89</td>
<td>1,38,192</td>
<td>64,549</td>
<td>46.71</td>
</tr>
<tr>
<td>2.</td>
<td>1989-90</td>
<td>3,04,974</td>
<td>97,370</td>
<td>31.93</td>
</tr>
<tr>
<td>3.</td>
<td>1990-91</td>
<td>3,65,941</td>
<td>1,52,831</td>
<td>41.76</td>
</tr>
<tr>
<td>4.</td>
<td>1991-92</td>
<td>3,84,657</td>
<td>1,73,130</td>
<td>45.01</td>
</tr>
<tr>
<td>5.</td>
<td>1992-93</td>
<td>3,99,037</td>
<td>1,73,570</td>
<td>43.50</td>
</tr>
<tr>
<td>6. *</td>
<td>1993-94</td>
<td>2,93,784</td>
<td>1,37,578</td>
<td>46.84</td>
</tr>
</tbody>
</table>

* Annual Examination only.

SOURCE: Board of Secondary Education, Orissa, Cuttack.

The Government of Orissa have now decided to embark on the ambit of Secondary Education with the stipulation of opening at least one High School in each Grampanchayat. Besides, the process of upgradation of UGME Schools to High Schools will continue in the coming years in order to meet the growing need. The Government have also formulated specific guidelines for extending the scope of recognition and grant-in-aid to High Schools from 1994-95. The scheme of vocationalisation of secondary education started in 1988 with a view to providing skill and profession oriented courses envisages to cover 500 High Schools per annum.
during the 8th period. Further the scheme for improvement of science education has received adequate coverage for promoting scientific attitude and temper as also environmental awareness in the younger generation, that is aimed at in respect of secondary education is consolidation and quantitative improvement rather than expansion in number.

The High Schools that are bound in the State of Orissa can be classified into two categories. That is the Government High Schools and the Non-Govt. High Schools, while the Government High Schools are completely controlled and managed by the State Govt., the Non-Govt. High Schools are controlled and managed by the State Government as well as by the Private managements. The Non-Govt. High Schools are again classified into two heads like that of the non-govt. aided high schools and the non-govt. non-aided high schools. The non-govt. high schools are established by the private management and normally receives grant-in-aid from the government in phased manner like that of the non-government colleges of Orissa. But the terms and conditions of receiving grant-in-aid from the Government is somehow different in case of non-government high schools. Recently, just a few months ago, the government of Orissa has declared the non-government high schools existing up to 7.6.94 as "take over schools" in order to bridge the gap between the Government High Schools and the Non-Government High School. But unfortunately the teachers of these taken
over High Schools are facing a lot of problems as their cadre is not yet fixed. Obviously, all High Schools are affiliated to the Board of Secondary Education, Orissa. These schools discharge the same duties as others, follow the same course, prepare the students for the same examination and are controlled by the same Government officials.

The teachers of the Non-Government Schools are selected by the Selection Board. Most of the benefits that are enjoyed by the Government school teachers are also enjoyed by the Non-Government Teachers. Thus, the difference between both the categories of teachers is only a question of degree. The difference among these teachers are:

i) The teachers of Government High Schools are appointed by the Director and their services can be terminated by him only or superior officers in accordance with the requirements of Article 311(i) of the Indian Constitution. On the other hand, the teachers of the Non-Government schools are appointed by Private Management and are guided and governed by the provisions of Orissa Education Act, 1969.

ii) The transfer of the teachers in these different categories of schools are confined to their respective groups of schools.

iii) Both the categories of teachers are entitled to get retirement benefits but at different rates.

iv) The teachers of these two categories are selected and appointed by two different authorities.
The researcher has given important information from fourteen committee commission reports from 1937 to 1986 and given necessary quotation. In each and every report, they mention that the physical education should be introduced as a compulsory subject in all schools, but unfortunately it is not implemented yet. It is in pen and paper, yet. So why all this committee recommended when they know very well that this recommendation will not be implemented properly.

In the year 1958, the Union Minister of Education arranged two seminars on physical education. One seminar for physical education college principals and another one was for state Inspectors and University Directors. The second seminar's major recommendation was the provision of play grounds for high schools, middle schools and primary schools (5 Acres, 3 Acres and 1 Acres) and indoor gymnasium for school children. Till now, in Orissa, there is no play ground for middle and primary schools and there is no indoor gymnasium in high schools, middle schools and primary schools. It is still a dream for the students of Orissa.

As per National Policy of education 1986, it was recommended that, the new school may be established/recognised only if play grounds are available. But in Orissa, those members of schools who have strong political background, got recognition side tracking the requirement. Availability of a playground is not a matter for them. So this recommendation has not been carried out in the state of Orissa.

The researcher feels that if the committee commission recommended such a thing, it has to be implemented. The state government and also the central government should workout methods and provide finance to implement recommendations in phases if necessary.
REFERENCE


