Appendices
Dear Vice-Chancellor,

The question of providing a Degree Course in Physical Education which may be different from Physical Education Courses offered in the Physical Education Colleges had been under the consideration of the Commission for some time past. A Working Group was constituted to consider this question.

While the Working Group was not in favour of introduction of Physical Education as one of the subjects at the undergraduate level, it agreed that there was a need for a degree course in Physical Education (including sports) in its wider concept which would be different from Physical Education Course in Physical Education Colleges. As recommended by the Working Group a committee was constituted to work-out the details of organising such a course. After a series of meetings, the committee prepared a final plan for organising a three year Degree course in Physical Education, Health Education and Sports which is different from the Physical Education Course conducted by the Colleges of Physical Education. The report of the committee duly approved by the Working Group was considered by the Commission at its meeting held on the 16th February, 1985. The Commission desired that the recommendations of the Working Group constituted by it to work-out the details of the Degree Course in Physical Education including Sports may be circulated to the Universities. Accordingly a copy of report of the Committee as accepted by the Commission is enclosed.

The Report covers the objective, scope, duration and content of the course, eligibility for admission criteria, evaluation procedures, staffing pattern and qualifications for teachers, infrastructure facilities, equipment, reference books and opportunities for employment and further studies for the graduates of this course.

The main recommendations of the Committee are summarised as under:

1. The course may be of three-year duration and may be designated as Degree in Bachelor of Science (Physical Education, Health Education and Sports). This will be different from course conducted by colleges for Physical Education preparing teachers in Physical Education.

2. The course provides facilities for students with an aptitude for sports and games to study this discipline scientifically and achieve a reasonable level of attainment in four sports/games or in two sports/games and an Orientation-Oriented course besides studies, Gymnastics Yoga and excel in one sport/game of their choice.
The course may be introduced in a phased manner in not more than one college of general education (Arts, Science, Commerce and Multi-disciplinary colleges) in a distinct on a highly selective basis, making use of the facilities in the SHPES field-stations, already established by the HSIIS Patiala.

(4). Except in Foundation Course, English/Urdu/Regional Languages, the weightage for theory and practicals should be 50:50.

(5) To begin with at least four teachers in various fields of physical education, health education and sports may be necessary to undertake instructions in theory or practicals, besides the teachers in English and Hindi/Regional Languages which may be otherwise available in the college. Number of teachers may be increased to at least 5 in second year and at least 6 in third year. Persons competent to teach vocation-oriented courses should be entrusted with this responsibility.

(6) Not more than two vocation-oriented courses may be provided by a college. A college is required to provide facilities for compulsory programmes, viz. Track and Field, Gymnastics and Yoga, at least four games/sports from each of the Group II and III, besides two vocation-oriented courses.

(7) Graduates of this course should be eligible for employment in various services available to other graduates. They will also be suitable for employment in various sports institutes/Clubs or industrial centres and all other institutions which desire to have orientation in sports and games.

(8) The product of this course should be eligible for admission to the B.Ed., B.P. Ed., Two-Year MA (P.Ed.), M.Sc. (P.Ed.), M.T., and postgraduate diplomas in health education, physiotherapy.

(9) Besides the minimum qualifications as prescribed by the UGC for the appointment of Lecturer in Physical Education in Universities and Colleges, the Committee recommend that it should be highly desirable if the candidate also has:

(a) One year degree diploma in Yoga/game/sport from a recognised institution.

(b) Universities/State level participation in Yoga/ game/ sports.

Persons competent to teach vocation-oriented courses should be entrusted with this responsibility.

I shall be grateful if the detailed syllabus and courses of study for the three-year degree course in Physical Education,
APPENDIX 2

EDGINTON ATTITUDE SCALE

DIRECTIONS

Attached you will find a list of statements about physical education. Feelings about these statements vary among people. There are no right or wrong answers. Please answer each statement according to your own feeling about physical education.

Please put your answers on the provided answer sheet. You are to tick/cross out the box on the answer sheet to indicate how strongly you agree or disagree with each statement. The numbers in the boxes on the answer sheet are to guide you. They stand for the following:

3. Agree  4. Very Strongly Disagree
5. Strongly Disagree  6. Disagree

PLEASE BE SURE TO ANSWER EVERY STATEMENT

1. Physical education is mainly concerned with muscle building.
2. Physical education should be eliminated from the curriculum.
3. Physical education is too strenuous for the average student.
4. Knowledge of various sports learned in physical education helps students to become more understanding spectators.
5. Physical education should develop in students an understanding of
   the importance of exercise to health.

6. Respect for human personality should be one of the qualities
   sought in a physical education class.

7. Credit should not be given for physical education.

8. Physical education has little value and should be eliminated.

9. Skill learned in physical education is of value in social life.

10. Co-operation is not necessary in physical education activities.

11. Physical education is not as important as other academic classes.

12. Emotional expression can be brought under control through
    participation in game.

13. Physical education helps students to develop poise.

14. The main purpose of physical education is to cause fatigue in
    students.

15. Physical education should not be considered as a part of general
    education.

16. The intellectual processes are related to the physical processes of
    the body.

17. Physical education should be a required subject.

18. Physical education should introduce only activities that are useful
    during the teenage years.

19. Grade should not be given in physical in physical education.
20. A student should learn to respect his opponent in physical education.

21. Physical education helps student adapt to group situations.

22. Physical education does little in developing desirable standard of conduct.

23. Tolerance, obedience and respect for the rights of others are learned in physical education.

24. Physical education should be an elective subject after the ninth grade.

25. Exercise is of little importance in maintaining good health.

26. There is a scientific basis for physical education.

27. To participate in games is undignified.

28. Physical education once or twice a week is inadequate.

29. Written test should be given in physical education.

30. Physical education is mainly concerned with team games.

31. Physical education should be required in every grade.

32. Students have little opportunity in physical education to receive recognition.

33. Physical education classes provide opportunities to make friends.

34. Physical conditioning is an important part of physical education class.
35. No real learning takes place in a physical education class.

36. Physical education is harmful if an individual is physically weak.

37. Credit should be given for physical education.

38. Physical education had little to offer for the unskilled individual.

39. Varsity athletes should be excused from physical education classes.

40. The programme in physical education should be organised so there is progression in the learning of skills.

41. Callisthenics' should be eliminated from physical education.

42. Participants in physical education learn to co-operate as members of the group.

43. Physical education is important in the growth and development of students.

44. The physical education programme should include activities leading to sports appreciation.

45. Activities in physical education offer students opportunities to make quick decisions and responses.

46. Physical education contributes to physical development.

47. Physical education should be a relaxation period between academic classes.

48. The activities in physical education programme do little to develop physical fitness.

49. The programme in physical education is the same year after year.
50. Students get all the physical activity they need outside of school.

51. Student’s a long walks would be a good substitute for physical education.

52. Learning the rules of activities is an important part of physical education.

53. The rules of sportsmanship should be practised in physical education.

54. Physical education is not an important phase of education.

55. There is a little carry-over value from physical education.

56. Physical education classes should not be free play periods.

57. Flexibility is important in physical education.

58. Some callisthenics should be included in physical education.

59. Physical education is needed for a complete education.

60. Little intelligence is required for physical education.

61. Physical education classes should provide challenging activities.

62. Physical education is a waste of time in school.

63. Individual sports learned in physical education can be useful in later life.

64. Physical education is mainly for the physically gifted.

65. Co-ordination can be developed in physical education.

66. Strength cannot be developed in physical education.
## ANSWER SHEET

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निर्देश

इसके पीछे के पृष्ठ पर कुछ कवच विटे गए हैं जिनका सम्बन्ध आपकी वादलों तथा आपके व्यक्तिव व घुशों से है। प्रत्येक कवच के सामने दो चार्ट बने हैं। जो कि उस कवच के संबंध में आपके 'है' या 'नहीं' चुनार को सूचित करते हैं। कवच की पढ़ने के बाद जो उत्तर आपके ऊपर लागू होने। उसके नीचे दो बारे में शही का निर्धार (✓) लगा दें। यदि समय की कोई शीमा नहीं है फिर भी आप काम को यथासीम समाप्त करने का प्रयास करें। आप निसंकेच उत्तर दें; आपका उत्तर पूर्ण रूप से गुण रखा जाएगा।

Estd.: 1971

Phone : 65780
कथन

1. स्कूल के प्रभावादेश द्वारा कुछ बातें करने पर मुझे बहुत चक्किबाट महसूस होती है।
2. परीक्षा का समय बढ़ी बढ़ी ही मैं मानसिक तनाव (Mental tension) के प्रस्त ही जाता हूँ।
3. बच्चन का अध्यापक (Class Teacher) द्वारा स्टाक-रूम में बुलाये जाने पर मुझे बहुत बरस लगता है।
4. देवी हो जाने पर भी मुझे कक्षा में बातें की कोई संकोच नहीं होता है।
5. भीतरी जिक्र के बातों ही मैं ऐसा महसूस करता हूँ कि मुझे कुछ नहीं बताता है और लेकिन बहुत भूल रहा हूँ।
6. वैज्ञानिक बागर किसी बच्चे के बारे में स्कूल के कार्यालय में बाना पड़ा तो मुझे बरस लगता है।
7. भाग मेरे माता-पिता के साथ विज्ञान करता है तो वे मेरे बारे में क्या कह रहे होंगे, इससे मुझे चिंता होती है।
8. मैं हुनेशा बच्चे परीक्षाफल के लिए घर पर है।
9. मूर्ति-पत्र (Home work) नहीं करके बातें पर भी कक्षा में बातें की मुझे बरस नहीं लगता है।
10. वहीं भी पत्र में निसन प्रख्यात (Low marks) बातें पर मैं देखें दोस्तों एवं पर बापों को बिचारने में लक्ष्य का बनाना करता हूँ।
11. कक्षा अध्यापक (Class Teacher) बागर बना कर नई कोई भूल पूछते तो मुझे बरस लगता साधिता है।
12. द्वितीय के विज्ञान द्वारा विज्ञान क्षमा में कुछ भूल खाने पर मुझे बच्चन बहुत होती है।
13. भाग मुझे यह पता चलता है कि जिसी छात्र या मेरे दोस्त की बनामालिक न होने के कारण भी क्या सबा मिलने मजबूत हो होता है तो मैं कहीं तनावप्रस्त हो जाता है।
14. परीक्षा के समय बाहर मैं यह स्वभाव देखता हूँ कि रंग-रंग मिलने पर भी मुझे कुछ बात नहीं मिलता।
15. पड़ाते समय यदि कक्षा अध्यापक मेरे साथने बाकी बहे हो जाते है तो मैं भी लेखते हो जाता हूँ।
16. प्रभावादेश से बात करने में मुझे भी कोई बच्चन नहीं होती है।
17. परीक्षा खुश होने के समय के कुछ पूर्व अबत मैं स्कूल, नहीं तो पाता हूँ तो मुझे खिल्ला होता है।
18. कक्षा में पहली बैठन पर मैं कुछ नहीं बुझता हूँ।
19. परीक्षा खुश होती है इसकी उत्सुकता मुझे हुनेशा बनी रहती है।
20. संस्कृत का अध्ययन मेरे लिए मानसिक तनाव का कारण बन जाता है तो मैंक हमारे संस्कृत का उल्लोचण बहुत ही कोर्ट्स लगता है।