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**PRESENT STATUS AND FUTURE PROSPECTS OF PHYSICAL EDUCATION AS A  
COMPULSORY SUBJECT IN MEERUT UNIVERSITY**

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**ABSTRACT**

The present study examines the present status and future prospects of physical education as a compulsory subject in Meerut University. The sample was comprised of 35 students of different college of Meerut University and 35 lecturers (Physical Education and other subject) working in Meerut University were selected on the random basis. The item scale included the questions which also helped at times to conduct semi-structured interview. The nature of questions were open ended, and close ended.

The raw responses received from the subject through the administration of item scale were tabulated in row score, percentile statistical technique was used in the data analysis, result shown that most of the students received the information of physical education program from the teachers, majority of the student's wants to take part in the physical education programme and majority of the students agreed that physical education programme is beneficial for the all round development and helpful in the profession of physical education.

**INTRODUCTION**

National Sports policy and education policy of Govt. of India desired that physical education should be made compulsory for broad-basing. The base for talent, selection and achievements of medals in the international competitions, today the world has become competitive to that extent that a friction of second can make you lose or win the medal. For such competitiveness natural ability of a bod becomes a natural factor which is demented by

the input of systematic training, laboratory testing, social support, award, reward and recognition of the sports competitors. In such a scenario, India needs and will have to accept the fact that physical education is a compulsory need at the grassroots level in this direction. On C.B.S.E. has provided for compulsory participation in games and sports at senior secondary level physical education is an academic subject. Many Universities are offering physical education as an elective subject in under graduation programme to realize the aimed.

Compulsory Physical education programme in Meerut University, an applicable effort was made to introduce compulsory physical education from the year 2005. Such a program of highly valuable objectives must be implemented effectively. In this regard there is a need for assessment of identifying the profile of the compulsory physical education programme; the assessment of the input of resources and its utilization.

## **REVIEW OF LITERATURE**

Henninger, Mary (2007), the purpose of this study was to understand factors that influenced the career trajectories of veteran urban secondary physical education teachers. The careers of these teachers were studied from the theoretical perspectives of teacher efficacy and teacher career development. Participants included 9 secondary urban physical education teachers (4 females and 5 males). Data were collected using 7 qualitative methods. Data analysis involved constant comparison through the process of open and axial coding followed by a cross-case comparison (Strauss & Corbin 1998). Findings indicated that organizational contexts of these veteran urban physical education teachers played the most salient role in shaping their beliefs and behaviours. Although the organizational contextual factors reported were similar across this group of teachers, individual responses differed greatly. These differences delineated teachers into two groups of stayers: lifers and trouperes. Knowledge of workplace conditions specific effects on teachers' career trajectories provides valuable information for initial preparation of novice teachers and for further professional development.

**Wright steer (2005)**, This article discusses the standard and practice for K-12 Physical Education in Singapore. A National curriculum (NC) guides instructions in all subjects, including physical education. A physical education syllabus committee has been formed and tasked with receiving the physical education curriculum and revising the standards for implementation in 2006.

**McKey, Alexander (1999)**, Surveyed Canadian facilities of education with training in elementary, secondary and physical and health education to determine the extent to which their students received sexual health training on average, 15.5 percent of the programme provided compulsory training in sexual health education 26.2 percent had related optional course, and 39.3 percent provided compulsory and/or optional.

**Kalina, David (2006)**, this article examines the steps in creating a facilities master plan. The facilities master plan is a long-range look at the development of one's facilities combined with an implementation plan that indicates the steps, sequence and costs to get one there. There are three basic steps : (1) analyzing what one has (assessing one's facilities to determine the cost necessary to renovate and upgrade one's buidings and systems to "likenew"condition and looking at the quality of the academci9 space to determine if additional money should be included to reprogramme spaces to make them more appropriate for delivering curriculum using current technology and pedagogy); (2) determining what one needs tin the future (projecting future enrollment and determining the number and type of programs one will offer); and (3) creating the plan to transition of one' school from today to tomorrow prioritizing needs and matching them up w3ith differing financing models, looking at reserves available, bonding capacity and other sources of revenue). It is concluded that building a plan for the future requires a solid foundation. The work one does in creating the facilities master plan becomes the foundation upon which one will build one's vision of the future.

### **OBJECTIVE OF THE STUDY**

1. The understaning and sourse of the compulsory physical education programme.
2. The learning outcomes of the curriculum.
3. The availability of the future courses for study in continuation to under graduate physical education programme.

### **HYPOTHESIS**

1. The compulsory physical education programme is beneficial for students of Meerut University.
2. It is supported that compulsory physical education programme helpful for al round development and career profession.

## METHODOLOGY

### Sample

35 students of different colleges of Meerut University were selected. 35 lecturers (of physical education and other subject) working in Meerut University. The subject were selected at random basis for the purpose of the study.

### Administration of Item Scale

In order to determine the present status and future prospects of the compulsory physical education programme in Meerut University. The questionnaire was administered to all the subject through personal contact by the researcher himself, the entire items scale was filled up in the presence of the research scholar. As and when required semi-structured interview was conducted based on the question of the scale to draw information.

### Collection of Data

The row response received from the subject through the administration of item scale were tabulated in row score.

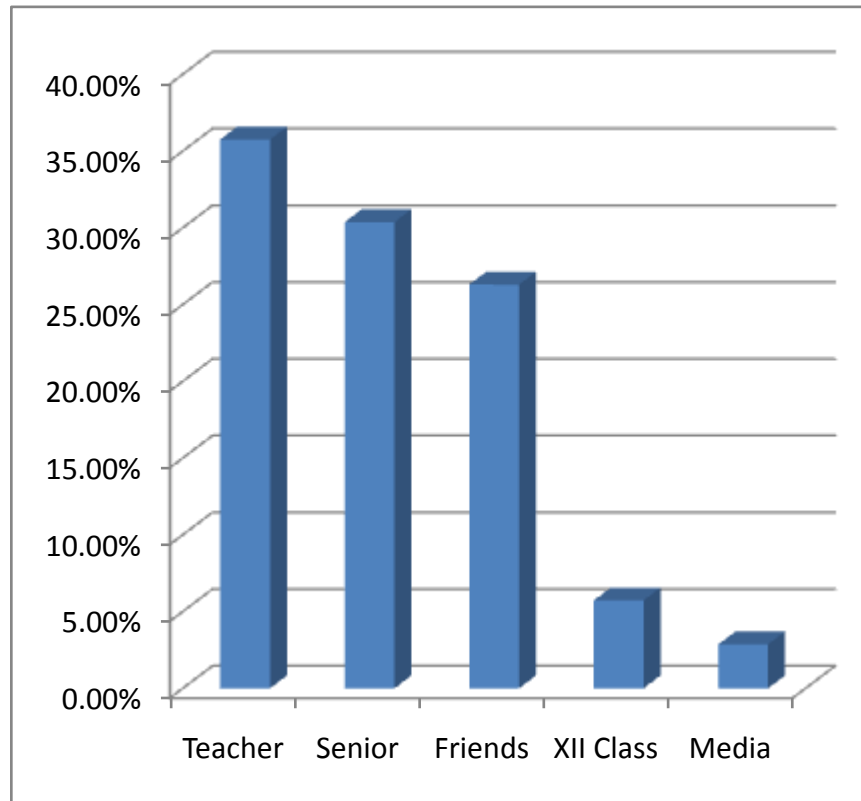
### Statistical Procedure

Percentile statistical technique was used in the data analysis.

## RESULT AND DISCUSSION

**Tale 1**  
**UNDERSTANDING ABOUT COMPULSORY PHYSICAL EDUCATION PROGRAMME, AND SOURCE OF INFORMATION AND AWARENESS**

ITEMS	RESPONSE IN %	
	YES	NO
Understanding about Compulsory Physical Education Programme	100%	0%
<b>SOURCE OF INFORMATION</b>		
	Teacher	35.75%
	Senior	30.37%
	Friends	25.3%
	XIIth Class	5.72%
	Media	2.86%



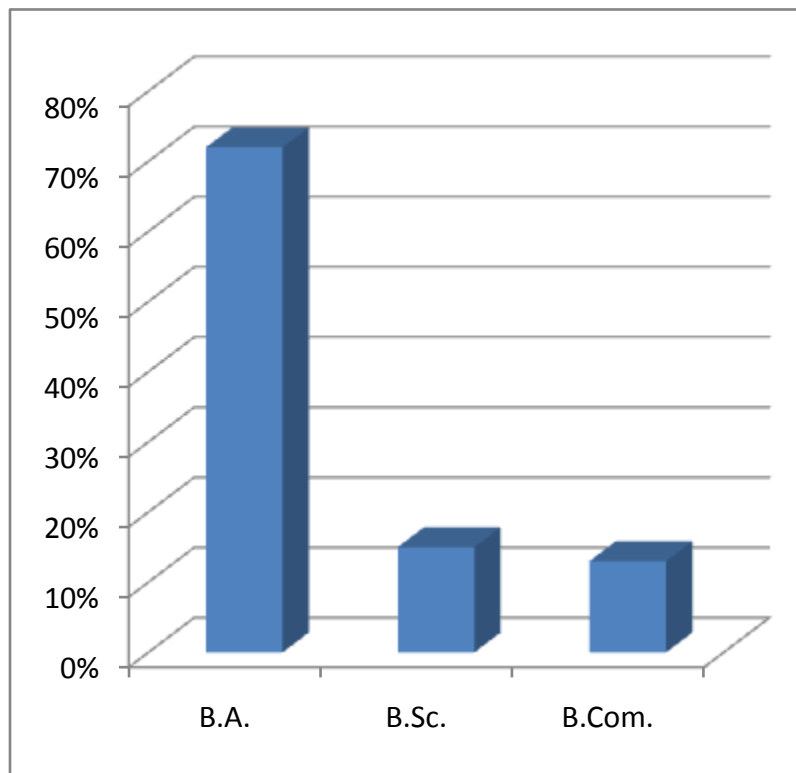
**Diagram-1**

Table 1 and Diagram 1 present that 100% of the sample understands the physical education as a compulsory subject in the university at Meerut further; they learn about it from various sources of information. For 35.75% the teachers are the source of information, for 30.37% senior students, for 25.3% the friends and another 5.72% from their experiences of XIIth class and 2.86% learn it through the news and media.

In the present study, it has been noticed that majority student learns about the compulsory physical education programme from teachers seniors and friends. Prospectus does not have any role to give information about the compulsory physical education programme.

**Table 2**  
**PARTICIPATION AND DISTRIBUTION IN COMPULSORY PHYSICAL EDUCATION PROGRAMME**

ITEMS	RESPONSE IN %	
	YES	NO
Taking part in Compulsory Physical Education Programme	84.37%	15.63%
<b>DISTRIBUTION AMONG VARIOUS STREAM OF EDUCATION</b>		
1.	B.A.	72%
2.	B.Sc.	15%
3.	B.Com.	13%



**Diagram 2**

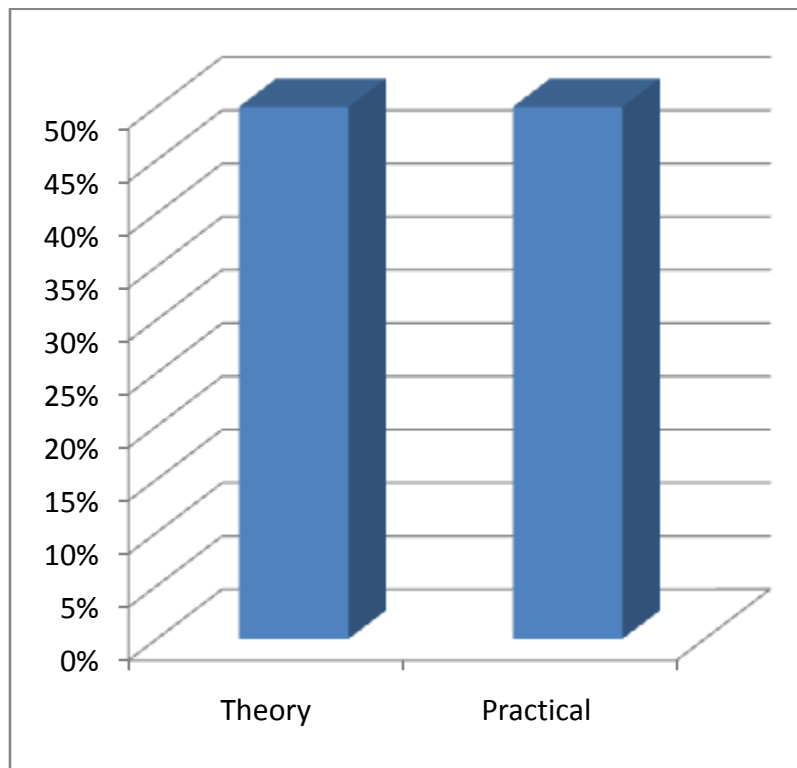
Table 2 and Diagram 2 presents that 84.37% taking part in compulsory physical education programme while 15.63% don't take part in compulsory physical education programme. Further out of the students who are taking part in compulsory physical education programme it is noted that 72% are from B.A. 15% are from B.Sc. at 13% are from B.Com.

Majority of the students are from B.A. that take part in compulsory physical education programme in University. However 13% are from B.Com. and 15% students of B.Sc., who are taking part in compulsory physical education programme do attend the class but, do not actually participate in the programme. Thus, B.A. steam dominates the distribution of people who are taking part in compulsory Physical Education programme. Such result indicates that it is not sufficient to offer the compulsory physical education programme, rather, it is expected to be interactive for the choice of students, which is also supported by Steven(2005) who stresses that curriculum of Physical Education should be on sound base and appealing to its participants.

**Tale 3**

**EXAMINATION SCHEME; COMPULSORY PHYSICAL EDUCATION  
PROGRAMME**

S.No.	ITEMS	MARKS IN %
1.	Theory	50%
2.	Practical	50%



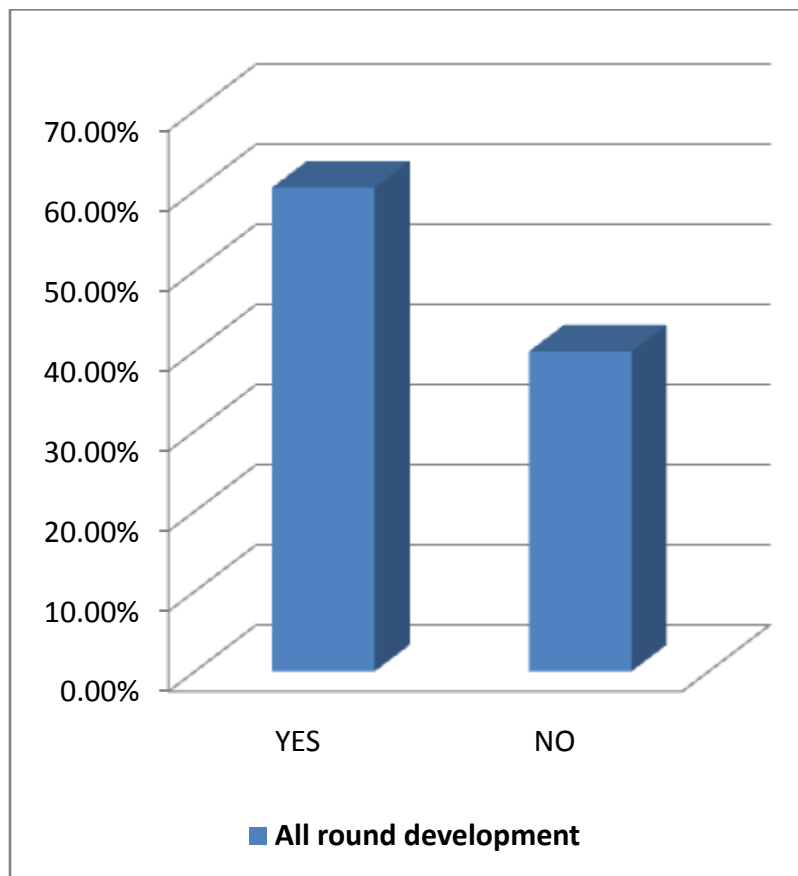
**Diagram 3**

Table 3 and Diagram 3 indicates that examination scheme of compulsory physical education programme in Meerut University has distribution of marks as 50% in theory and 50% in practical.

**Tale 4**

**ALL ROUND DEVELOPMENT**

ITEM	RESPONSE IN %	
	YES	NO
All round development	60.06%	39.94%



**Diagram 4**

Table 4 and Diagram 4 indicates that 60.06% at the students of Meerut University feel that compulsory physical education programme as beneficial for all round development.

Compulsory physical education programme is meeting the fundamental objective of all round development.



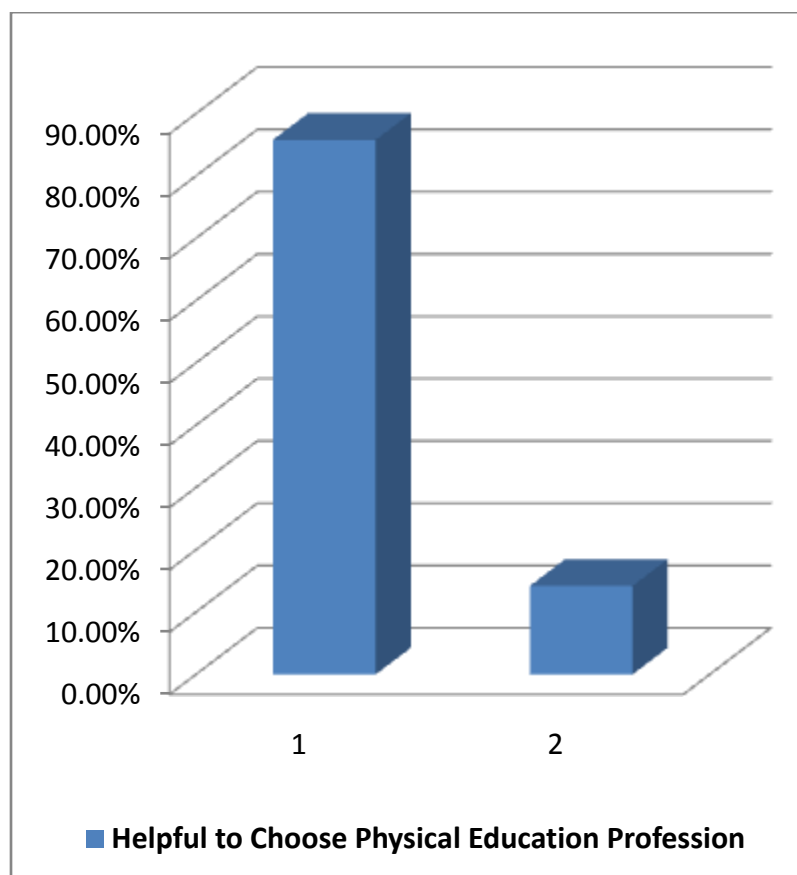
Interesting the results are in the direction of advocacy of the nation sports policy (1986).

The results of the Table indicate the factors to the considered for better implication of the Compulsory Physical Education Programme in the Meerut University are in confirmation with the recommendations of Sport Policy of Government of India, which stresses upon the all round support to implement physical education in schools and colleges.

**Tale 5**

**HELPFUL TO CHOOSE PHYSICAL EDUCATION PROFESSION**

ITEM	RESPONSE IN %	
	YES	NO
Helpful to Choose Physical Education Profession	85.8%	14.2%



**Diagram 5**

Table 5 and Diagram 5 indicates that 85.85% of the students at Meerut University feels that it help to chose physical education profession.

Compulsory physical education programme is a high motivator for students to choose physical education and profession in future. However, it is contradictory to the finding of non-availability of P.G. courses of physical education in Meerut University.

The result of the Table No. 5 reflects that physical education is also viewed as a career option by the students which is supported by the vision of Govt. of India.

## **CONCLUSION**

On the basis of analysis of the data hypothesis no. 1 (The compulsory physical education curriculum is beneficial for students at Meerut University is accepted since the study supports that the compulsory physical education programme is beneficial for the students.  $H_2$  –it is supported that compulsory physical education programme helpful for all round development and career profession is also accepted that the physical education curriculum is helpful for all round development and in career perspective for effective implementation of compulsory physical education programme in future, it may be offered as a subject which is given marks than merely grades.

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