



Expansion of India's Physical Education: A review

K.V.S.Naidu

Physical Director

A.M.A.L College,

Anakapalli, Andhra Pradesh

ABSTRACT: Physical education is helpful for creating intimacy with society. In physical education team spirit is very important. Team is like a family. It is a miniature form of society. Team is the centre where the person gets opportunity to know the importance of cooperation with other people. According to the saying "With One Hand No Clap", the person cannot get complete advantage of physical education on his own. This limitation motivates man to cooperate with others. Thus man develops faith in the feelings of communality and oneness with others. This faith becomes a part of man's character and connects man with his or her family, society, nation, and the world. Physical education prepares an ideal citizen unknowingly and unintentionally.

KEYWORDS: Physical education, Health is wealth, Sports

INTRODUCTION

The lively proverb and facts of human life is 'Health is wealth'. We know that healthy mind lies in healthy body. Now a day's video games and computer games have taken the place of our traditional games. Man does not have time to play indoor or outdoor games in the modern age of technology. Sport is important for man's all round development and for living healthy life. Today very fast changes are seen in the field of physical education. First of all man gets physical education and then gets social

education. Thus man's social education has the basis of physical education. Today it has become technological education. Thus very deep change is seen in education. The education has become so much dependent on technology that man does not spare enough time to take care of his or her body which is a very valuable gift of nature to man. Man has stopped physical exercises because of technological tools and other facilities. Previously man used to remain healthy by playing various outdoor games and thereby doing physical exercise. Now the games are



played on computer so the life has become idle. The body has become the storehouse of various diseases. Physical education makes the immunity of our body stronger and so makes body more beautiful. Physical education is helpful for creating intimacy with society. In physical education team spirit is very important. Team is like a family. It is a miniature form of society. Team is the centre where the person gets opportunity to know the importance of cooperation with other people. According to the saying "With One Hand No Clap", the person cannot get complete advantage of physical education on his own. This limitation motivates man to cooperate with others. Thus man develops faith in the feelings of communality and oneness with others. This faith becomes a part of man's character and connects man with his or her family, society, nation, and the world. Physical education prepares an ideal citizen unknowingly and unintentionally. And such ideal citizen breathes in the air of freedom in the society being free from limited narrow mindedness. He creates happiness not only for himself but also for the society. Thus people devoted to the society, nation and the world can be prepared through physical education.

Modern view of Physical Education

We are living in a highly developed age and much of the development has taken place in the recent past. We saw developments in all the fields and physical education is no exception to it. The person who is mentally and physically fit is considered an ideal person. Today, view of educational system and institutions have also changed. Global perspective has been raised because of the modern concept of physical education. One of most important factors in cross culture integration today is concept of physical education. Sports have a unique language and it can provide a means for international understandings. With the help of various sports, friendly relationships can be established between the people of different nations. Education through the physical activities is the basis of new physical education pattern. Now, various physical activities are believed to contribute in physical, mental and intellectual strength of an individual. Today, this field has become very wide and developed, where much importance is being given to physical activities and the results it provides.



Development of Physical Education in India

Development before Independence:

1. The first institute imparting physical education was founded by H.C. Buck in 1920 in Madras. He named it YMCA College of Physical Education. Hanuman Vyayam Prasarak Mandal was founded in Amravati offering certificate, diploma and degree courses in physical education. The aim was to propagate the cause of indigenous games and sports, i.e., Kho-Kho, Wrestling, Kabaddi, etc. The systematic progress of physical education can be traced back from the recommendations of the Central Advisory Board of Education, which was constituted by the Government of India, to investigate and advise the Government, on the co-ordination of activities in the fields of physical education. A valuable contribution of the Board was the publication of "A National Plan of Physical Education and Recreation" which gives a comprehensive survey of the physical education and offers valuable suggestions, immediate and long-term for their improvement. It also includes two syllabi of physical education for boys and girls separately up to the higher secondary stage.

Prior to independence the Government of India:

Prior to independence the Government of India had taken following steps for the encouragement of sports: (i) The establishment of the All India Council of Sports, (ii) The setting up of State Sports Councils in different States, (iii) The establishment of Coaching Centers under the Rajkumari Sports Coaching Scheme. In order to develop character, leadership and to build up a reserve of potential officers to expand rapidly in a national emergency, N.C.C. were organized in the Colleges and Schools from the year 1944.

After independence a Committee was set up to investigate the condition of physical education. The idea of N.D.S. (National Discipline Scheme) took shape after the Prime Minister Pundits Nehru in an address early in 1964 to N.C.C. cadet in Delhi, exhorted them to be ready to defend the country in times of emergency. The originator of the scheme was Shree J. K. Hansel, the Deputy Minister of Rehabilitation, Government of India. First of all the Schema was experimented in Kasturba Nike tan an institution in Delhi for displaced widows and their children and orphans. Being impressed by the success of the scheme, Prime Minister suggested



implementing the scheme all over India, to meet the challenge of growing indiscipline among the student community and to infuse in younger generation the right qualities of leadership and patriotism. Accordingly, the Planning Commission, after carefully examining the expansion proposals, allocated fifty lakh rupees in the Second Plan period. Realizing the importance of physical education the Secondary Education Commission 1952-53 recommended that:

- (a) Physical activities should be made to suit the individual and his capacity for physical endurance;
- (b) All teachers below the age of 40 should actively participate in many of the physical activities of students and thus make them a lively part of the school programme;
- (c) Full records of the physical activities of the students must be maintained;
- (d) The training in physical education should be comprehensive enough to include all aspects of health education;
- (e) The teachers of physical education should be associated with the teaching of subjects like physiology and Hygiene and be given

the same status as other teachers of similar qualifications:

- (f) The existing facilities of teachers of physical education should be expanded by increasing the seats in the existing colleges, by the opening of new colleges where necessary and by reorganizing some of the institutions as All India Training Centers to which aid may be given both by the Centre and the States.

Though the recommendations of the Commission regarding physical education are undoubtedly very useful but unfortunately in India we are not having any effective programme of physical education either at schools or at colleges. A committee was set up by the Union Minister of Education on May 28, 1959, under the chairmanship of Sri Hrudaynath Kudzu, M. P. to examine the question of co-ordination and integration of different schemes in the field of physical education, recreation and youth welfare. One of the most important suggestions made by this Committee is that at the school stage, there should be an integrated programme of physical education woven in to the fabric of the educational system. The Government of India accepted the proposal and intended to launch this programme in



all middle, high and higher secondary schools under the new name of National Fitness Corps to create consciousness in the general masses of the need of being physically fit; a scheme of National Physical Efficiency was launched in 1960.

Government instituted National awards for their revealing proficiency of a very high order in physical ability. According to the advice of All India Council of Sports, different activities of sports were encouraged.

Though steps were taken from time to time to popularize the Scheme of Physical Education, yet much remains to be done in this field at the different stages of education.

For the development of the satisfactory programme of physical education, Kothari Commission, 1964-66, suggested following principles:

(i) The physical education programme should be planned for desirable outcomes keeping in the mind the interests and capacity of the participants.

(ii) The traditional forms of play, indigenous games and physical activities of our country should receive due emphasis in the programme.

(iii) The activities promoted should develop in each child a sense of personal work and pride.

(iv) A sense of sharing responsibility in a spirit of democratic co-operation should grow from experience on playground;

(v) The programme offered should supplement other programmes of education and not duplicate them;

(vi) The programme should be within the financial means;

(vii) The programme should reach all rather than a selected few;

(viii) Special instruction and coaching should be providing for students with talent and special aptitude.

Physical Education & Sports: Indian scenario:

Experience grown and responses developed out of participation in big muscular activities. All-round development of individual – physical, mental, social, moral is the real aim of Physical Education. It is the same as in General Education. In the Indian context, Physical Education is perhaps the only aspect of education which has not been given due attention. That is due, most probably to the fact that we have remained



satisfied with what the British have handed over to us, with no sincere efforts on our part to prepare any concrete and far-reaching programme for Physical Education especially suited to our conditions. We have ever-stressed the academic aspects, the physical one being relatively untouched. This has resulted in an increasingly large number of Indians who are neglecting their bodies, to whom Physical Education is similar to physical training, whose physical fitness is not what it should be they are getting "soft". One of the main objectives of any Physical Education activity is to maintain and improve the health of the youngsters in our school and colleges. And the School has the responsibility to see that all students achieve and maintain optimum health, not only from a moral point of view, but from the standard point that educational experience will be much more meaningful if optimum health exists.

A child learns easier and better when he is in a state of good health. Even ones' values have much to do with health building and destroying activities. Unfortunately, a large number of people suffer from „value illnesses“, i.e. they know what they are supposed to do to keep well, yet they fail to do so. They know that

tobacco smoking can cause death from Lung Cancer; even then they do not give up smoking. They understand how alcohol affects the driving ability, yet they drive in a state of drunkenness. They appreciate the role of regular exercise in weight control, yet they do little to alter their sedentary way of living. Education and health & medical authorities have therefore, long recognized the need for a programme of Director Physical Education activities in school curriculum. It is during the formative and rapidly growing period of elementary school-age that foundation of proper habits, attitudes and appreciations toward all physical activities, including play is implied and desirable citizenship traits acquired, so that in adulthood he will be equipped with the knowledge, sound thinking processes, physical stamina and emotional maturity to live effectively in an ever changing and highly complex society. In that respect, teachers bear a major responsibility in answering that challenge effectively. It is said, "An idle mind is the devil's workshop".

Meta – Analysis: The results of prior research, reviews and reports give us an analytical view in the form of current trends of Physical Education and their scenario in practice in



India. In India Physical Education can no longer afford to remain „ a sleeping titan“. „Update or perish“ is the need of the time. Challenges for

up-dotation emanate from two aspects – developments in various sectors of our national life and pressure, endogenous and exogenous.

Trends / Challenges	Scenario in practice
Inclusion and Disabilities (APE)	A no. of Institution has developed pre-service adapted Phy. Edn. Teacher training program.
Attitudinal change of teachers	Evaluation of attitudinal training becomes very problematic teacher training programme
Need for quality research	Now according to UGC it is mandatory to conduct RET for the entrance to Ph.D programme.
Collaborative venture	Co-ordination among various agencies and institution is yet to be obtained
Organizing a number of seminars, workshops and conferences	Several educational institutions are now conducting seminars, workshops etc. successfully.
To run on fitness	Emphasizing more on competition than on fitness
Universalization of Physical Education activities in schools	According to WHO's technical report, in many Indian schools Physical Education is conceived as non-education fun activity and inferior to academic subjects.
Teacher Evaluation	It is a matter of question to all of us though being deeply felt its necessity.
Adapted physical educators and advocating the parents.	No such application
Practical experiences in regular Physical Education teacher training programme	In recent years many regular Physical Education teacher-training programmes have started this course
Teaching non-traditional sports to students	More and more non-native sports need to be incorporated.
Emphasis on health & nutrition	Recently most elementary schools have specified health classes for students.
Massive importance of technology.	Use of ICTS in TEP is yet to be emphasized.
Phy. Edn. as an eclectic science	Non-educational fun activity in most of the schools
Teachers in playing multiple roles	A few concrete steps have been taken in last three decades to operationalize the qualitative improvement in Teacher Education Programme (TEP)
Emphasis on value education	
Concerns and commitments of teachers to the changing needs of society	
Phy. Edn. should be performance and excellence oriented education	
Emphasis on several self-supporting courses in the field of profession	In India there is a lack of those provisions in teacher training / general under graduate level.

**Conclusion:**

It is clear that many governments in developing countries are eager to promote physical education and sport for the masses, but the problems faced by such countries are immense and in some cases overwhelming. This does not mean that the respective governments from developing countries and international organizations in the developed world should not try to improve the situation, but this needs to be done in conjunction with governments and with local organizations. One must be aware that there can be real problems if the West sets the agenda and blunders in with the best of intentions. Cooperation and partnership are the key words in this situation. It is difficult to offer advice from afar, as for many in the developing world; sport and physical education are an irrelevance. There is a moral obligation on Western nations to offer assistance where appropriate so that physical education becomes a basic need in developing countries.

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