



# PHYSICAL EDUCATION

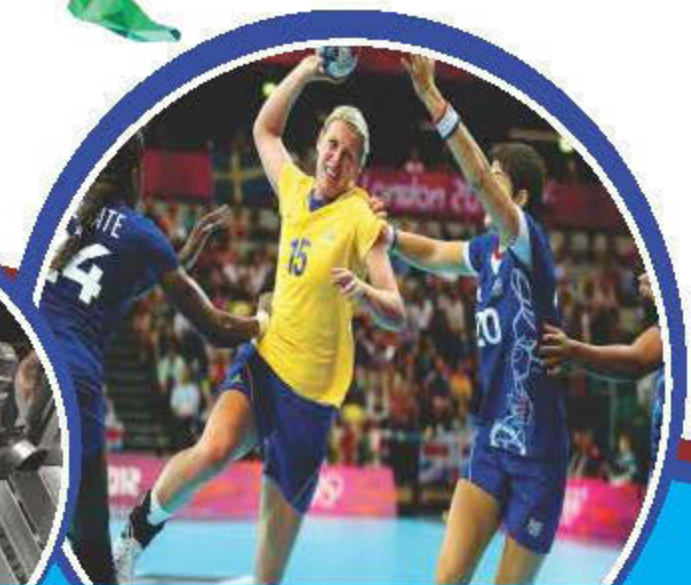
**A textbook for B.A. (General) 1st year (Semester I & II)**  
As per the syllabus issued by Panjab University, Chandigarh

- CHAUDHRY
- KANWAR
- HARPREET

**Vishvas**



**B.A.-I**



# PHYSICAL EDUCATION

A textbook for B.A. (General) 1st year (Semester I & II)

As per the syllabus issued by Panjab University, Chandigarh

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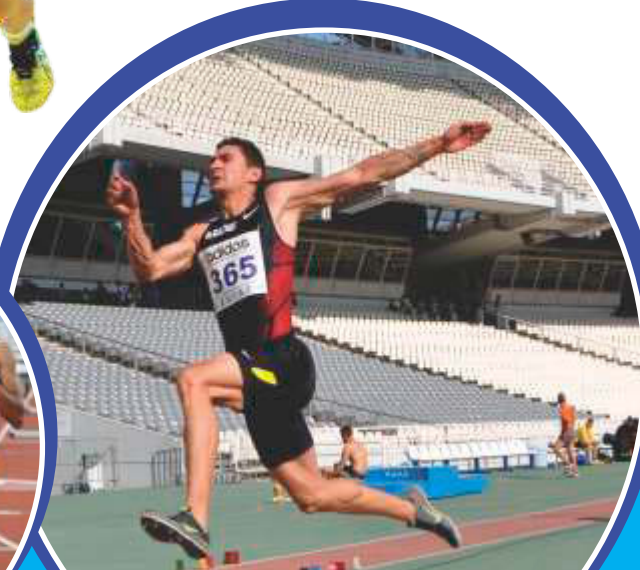
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**Vishvas**



# PREFACE

The present attempt of writing this textbook for **B.A. (General) 1st year semester 1 and 2 as per the syllabus issued by Panjab University, Chandigarh** was motivated by the desire shared by some of the professionals to update and improve the quality of content. This edition has been introduced to include inspiration with a view to refine the existing content. It is hoped that this book will be found useful by the students.

We have tried to present this book in the simplest and easiest vocabulary that caters to the needs of all categories of students. Therefore, the entire book is compartmentalized into two semesters and each semester includes five units on the basis of latest syllabus. We have given quotations, pictorial representations to support and explain our views. This book would expose the readers not only to the basic concept of Physical Education but also impart further knowledge about related concepts.

In spite of great care some errors might have crept in, so we request all who have been engaged in different segments of the field to provide us valuable feedback and constructive criticism, so as to make further improvement in this effort by the authors.

Last but not the least, we want to express our sincere thanks to our teachers for extending their moral support and encouragement.

We are pleased to convey our deep sense of gratitude to Vishvas Publications Pvt. Ltd. for their untiring efforts to bring this book well in time.

Authors

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## About the Authors

### Harpreet Kaur

- Presented Research Papers in International and National Level Conferences and Seminars.
- Publications in International and National level journals.
- Co-author of textbooks in the area of Physical Education and Sports.
- Represented India as player in Softball Asian Championship held at Manila, Philippines.
- Represented GNDU three times in All India Inter-varsity & won Gold Medals in all the three editions.
- Six times Gold Medalist in Senior National Championships.



Harpreet Kaur

### Dr. Sonia Kanwar

- Presented Research Papers in International and National Level Conferences and Seminars.
- Publications in International and National level journals.
- Author and Co-author of textbooks in the area of Physical Education and Sports.
- AIBA qualified referee and judge (In boxing)
- Officiated during 3rd Asian Women Boxing Championship held at Kaohsiung (Taiwan)
- Officiated in Asian Women Boxing Championship held at Ulanbatar Mongolia.
- Represented India as player in International Judo Championship held at Almaty, Kazakhstan.
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Dr. Sonia Kanwar

### Ravinder Chaudhry

- Acted as Photo finish judge and technical official in 11 International Athletics Championship.
- Acted as Manager of Indian Athletics teams 9 times in various International Athletics Championship.
- Author and Co-author of textbooks in the area of Physical Education and Sports.
- Attended IAAF Congress held at Osaka (Japan) in 2007.
- Member of Delegation Team of Athletics Federation of India during the Beijing Olympics held in 2008.
- Represented India in 48th IAAF World congress held in Daegu (Korea) from 24th to 27th August, 2011.
- Member of Delegation Team of Athletics Federation of India during the London Olympics held in 2012.
- **Recent achievements :** Officiated in Asian Junior Athletics Championship held at Vietnam from 3rd to 7 June, 2016.



Ravinder Chaudhry with Sebastian Coe  
Sebastian Coe is a holder of four Olympic medals and eight world records in middle-distance running. Presently he is President of IAAF.

We congratulate **Ravinder Chaudhry**, one of the author of this book for being elected as Vice President, Athletics Federation of India, Hony. Treasurer, South Asian Athletics Federation and member of Road Races and Marathon Committee, Asian Athletics Association.

—Publisher

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Entire syllabus given in the Units II to V will be covered to set six short answer type questions in first question/Unit of the question paper which is compulsory. The topics of unit II to V are as under :

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**2.3 Muscular System :**

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# SYLLABUS PHYSICAL EDUCATION

**B.A. (General) 1st year (Semester I & II)**

*(As per the syllabus issued by Panjab University, Chandigarh)*

**Max. Marks: 65**

**Theory Marks : 60**

**Internal Assessment Marks : 05**

## **Semester–I**

### **UNIT-I**

Entire syllabus given in the Units II to V will be covered to set six short answer type questions in first question/Unit of the question paper which is compulsory. The topics of unit-II to V are as under :

### **UNIT-II**

#### **Education :**

- Meaning and concept of Education

#### **Physical Education :**

- Meaning and definition of Physical Education, its aim and objectives.
- Need and importance of Physical Education in the Modern Society and its relationship with other subjects.

#### **History of Physical Education :**

- Pre and Post Independence Development of Physical Education in India.

### **UNIT-III**

#### **Olympic Games, Asian Games & Commonwealth Games :**

- Ancient Olympic Games.
- Modern Olympic Games.
- Asian Games; and
- Commonwealth Games.

### **UNIT-IV**

#### **Sports Schemes, National Institutions of Sports and National and International Governing Bodies of Olympic Games :**

- Raj Kumari Amrit Kaur Coaching Scheme.
- Netaji Subash National Institute of Sports, Patiala (NSNIS, Patiala).
- Sports Authority of India (SAI).
- Indian Olympic Association (IOA).
- International Olympic Committee (IOC).

### **UNIT-V**

#### **Basics of Handball :**

- History of the game.
- Basic fundamentals.
- Equipment and specifications.
- Marking/layout of court.
- Rules and regulations (number of players, duration of game, number of officials required and general rules of play).
- Major tournaments and Arjuna Awardees of the game.



## Semester–II

### UNIT-I

Entire syllabus given in the Units II to V will be covered to set six short answer type questions in first question/Unit of the question paper which is compulsory.

### UNIT-II

#### Cell:

- Meaning and definition of Anatomy & Physiology, Structure and Functions of a cell.

#### Skeletal System :

- Meaning and functions of skeletal system.
- Types of Bones and names of various bones of the body.

#### Muscular System :

- Introduction of Muscular system, structure and functions of muscular system.
- Effect of short and long duration physical Exercise on the muscular system.

### UNIT-III

#### Warming up, Cooling down and Physical Fitness :

- Warming up and cooling down in sports and its significance.
- Meaning, definition and components of Physical Fitness.
- Influence of age, sex, body composition, diet, climate, exercise and training on Physical Fitness.

#### Kho-Kho:

- History of the game.
- Basic fundamentals.
- Equipment and specifications.
- Marking/layout of court.
- Rules and regulations (number of players, duration of game, number of officials required and general rules of play); and Major tournaments and Arjuna Awardees of the game

### UNIT-IV

#### Health & Health Education :

- Meaning and definition of health.
- Meaning, definition, objectives, scope, principles and importance of Health Education.
- Personal hygiene, its meaning and importance.

#### First Aid :

- Meaning and importance of First Aid in Physical Education and Sports with special reference to Drowning, Dislocation of a joint, Fracture of bone, Sprain and Strain.

### UNIT-V

#### Biological Basis of Physical Education :

- Growth and Development, Differences between growth and development.
- Factors affecting growth and development.
- Heredity and Environment and its effects on Growth and Development.
- Various stages of growth and development.

## Practical Syllabus

### Sem-I

Max. Marks	: 35
Practical	: 30
Internal Assessment	: 05

#### ATHLETICS

##### Sprints (Types of Start and Finish) :

- Crouch start-fixing of starting blocks, getting in and off the block, emphasizing on body position, need of starting blocks in a sprint race.
- Practice of starts with starting blocks using proper commands.
- Training the students for correct running style.
- Practice of Finishing the sprint with different techniques.
- Rules and Regulations of Sprint races.

##### Middle Distance, Long Distance and Walking Events :

- Marking of standard tracks, width of lanes and starting points for various races.
- Practical of Standing Start.
- Correct running and walking style, emphasis on proper body position and foot placement.
- Running tactics.
- Rules of competition.

##### Physical Fitness Tests :

More emphasis shall be given on general physical fitness and principles of physical exercises (Speed and agility).

### Sem-II

Max. Marks	: 35
Practical	: 30
Internal Assessment	: 05

#### Games :

**Note :** Volleyball or Kabaddi (NS) and any one game of the choice of the student (other than the two) which should be confined to the list of games approved by the Association of Indian Universities.

##### Volleyball

- Measurements (volleyball court, net, poles, antenna and ball).
- Number and position of players and officials.
- Types of service (under arm service, side arm service and tennis service).
- Types of passes (under hand and over head pass).
- Rules of the game.

OR

##### Kabaddi (NS)

- Measurements (Kabaddi court for men and women).
- Number of players and officials.
- Fundamental offensive skills, touching with hand, leg thrust, front kick, side kick, Mule kick, jump and dive counter.
- Defensive Skill (wrist catch, normal grip, ankle catch, knee catch and chain formation).
- Tactics :** (a) getting bonus point (b) counter to bonus line crossing (c) Delaying tactics for getting lona.

##### Physical Fitness Tests :

More emphasis shall be given on general physical fitness and principles of physical exercises (Speed and agility).

# UNIT 1

## SEMESTER-I



### UNIT-I

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### UNIT-II

#### 2 Education :

- Meaning and concept of Education

#### 2.2 Physical Education :

- Meaning and definition of Physical Education, its aim and objectives.
- Need and importance of Physical Education in the Modern Society and its relationship with other subjects.

#### 2.3 History of Physical Education :

- Pre and Post Independence Development of Physical Education in India.

### UNIT-III

#### 3. Olympic Games, Asian Games & Commonwealth Games :

- Ancient Olympic Games.
- Modern Olympic Games.
- Asian Games; and
- Commonwealth Games.

### UNIT-IV

#### 4. Sports Schemes, National Institutions of Sports and National and International Governing Bodies of Olympic Games :

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- Indian Olympic Association (IOA).
- International Olympic Committee (IOC).

### UNIT-V

#### 5. Basics of Handball :

- History of the game.
- Basic fundamentals.
- Equipment and specifications.
- Marking/layout of court.
- Rules and regulations (number of players, duration of game, number of officials required and general rules of play).
- Major tournaments and Arjuna Awardees of the game.



## UNIT 2

# EDUCATION & PHYSICAL EDUCATION

## 2.1 Education

### 2.1.1 Meaning and Concept of Education

Education is directly related to human life and considered as the right way to progress and prosperity. The system of receiving and giving education is prevalent world over in one form or the other. It is a systematic process of acquiring knowledge, experience, skills and values to bring positive outlook towards life and society. From his very origin, human being has been learning one or the other things, education not only effects his ordinary life but also his social life. Education brings change in his behaviour, manners and etiquettes in day to day living. It makes an individual civilized, refined and cultured.

**Mahatma Gandhi** had defined education as *“all round development of body, soul and mind.”*

The word education has its roots in the combination of two Latin words :

Educare—which means "to bring out" and **Educere**—meaning "to lead out" or "to draw out"

The word education would then mean; "a medium and to train out". Thus, education is considered to improve the inbuilt powers of a person and increase internal powers and capacities.

If we split the spellings their meaning would then be- E- means – "from inside", and **duco**-mean –"to take out". Thus, Education is considered to improve the inbuilt powers of a person.

### Some Important definitions of Education

**According to Aristotle**, *“Education is to develop healthy mind in a healthy body.”*

**According to Plato**, *“Education is a process to develop physical, mental and intellectual capabilities of an individual.”*

**According to Douglas and Holland**, *“the word education used to project all the changes which occur during the life time of an individual.”*

**According to T.P.Nunn**, *“Education is the complete development of the individuality of a child, so that he can make an original contribution to human life according to his best capacities.”*

**According to Mahatma Gandhi**, *“Education is a means to all-round drawing out of best in child and human body, mind and spirit.”*



According to Dr. Radha Krishnan, “Education should be man–making and society–making, education without this remain poor and incomplete.”

According to John Dewey, “Education is the development of all those capabilities in the individuals, which will enable him to control his environment and fulfil his possibilities.”

According to Comenius, “Education is the development of the whole man. The ultimate end of man is happiness with God.”

## CONCLUSION OF DEFINITIONS

Education is the act or process that leads a person to better understanding of the situations. It is the process of imparting and acquiring knowledge and training to grow one's intellectual and mental capabilities, so as to make mature decisions in different situations.

## 2.2 Physical Education

### 2.2.1 Meaning and definition of Physical Education, its aim and objectives

Generally, Physical Education is to be understood for development of various organs of human body and we consider physical education as physical exercise only, but it is only a myth. Physical Education is not only a group of exercises but, it has a wider meaning, beyond the group of exercises. Literal meaning of the word Physical Education is education of human body but it is not limited to the human body alone.

The word “Physical Education” is the combination of two words i.e. physical and education. Whereas “Physical” refers to the body and “Education” refers to the knowledge and for that we can say physical education means a wider knowledge of physical health, power, endurance, and also appearance.

Physical Education from time to time has been addressed by using different and peculiar words.

- (a) **Physical Training (P.T.)** : Many people call physical education as Physical Training which means training of the physique of an individual. With the help of P.T. one can develop tolerant, strong and healthy body.
- (b) **Physical Culture** : This name of physical training was prevalent till the end of 19th century and people who value old pattern still follow this. In physical culture process of weight lifting is followed to develop outlook of the body.
- (c) **Drill** : Drill is yet another name given to Physical Education. This word is widely used in Army. Any work which is done in systematic manners in army called “drill”. Drill is occasionally carried out on the beat of the 'drums'—to synchronise individual exercise, with a group.
- (d) **Sports** : The word “sports” has a wide sense which includes all games like Football, Volleyball, Cricket, and Handball and so on. All jumping, throwing activities are part of it. Training through these one can develop all physical and social qualities.
- (e) **Gymnastics** : Some people call Gymnastics as Physical Education due to the effects of European thoughts on Physical Education, the word Gymnastics is used more as synonymous to Physical Education.

Physical Education in fact is that part of education which is imparted through physical training programme. It is considered as education of the body which enables an individual to grow and develop fully. Physical

activities are the educational tools that promote optimum growth and development. Physical Education is not only doing physical activities but also related with health education, Recreation, Anatomy, Physiology, Psychology and Sociology.

### **Some Important Definitions of Physical Education**

**According to H.C. Buck**, *"Physical Education is that part of the general education programme, which is considered with growth, development and education of children through the medium of big muscle activities is concerned with the growth, development and education of children. It is education of the child by means of physical activities. Physical activities are the tools. They are also selected and conducted to influence every aspect of child's life."*

**According to Charles A Bucher**, *"Physical Education is an integral part of the total education process and has as its aim the development of physically, mentally, emotionally and socially fit citizen through the medium of physical activities which have been selected with a view to realizing these outcomes."*

**According to J.B. Nash**, *"Physical Education is a phase of education that deals with big muscle activities and their related responses."*

**According to J.F. Williams**, *"Physical Education is the sum of man's physical activities selected as to kind and conducted as to outcome."*

**According to A.R. Wayman**, *"Physical Education is that part of education which has to do with the development and training of the whole individual through Physical Education."*

**According to D. Oberteuffer**, *"Physical Education is the sum of those experiences which come to the individual through movement."*

**According to C.C. Cowell**, *"Physical Education is the social process of change in the behaviour of the human organism, originating primarily from the stimulus of social big-muscle play and related activities."*

**According to R. Cassidy**, *"Physical Education is the sum of the changes in the individual caused by the experiences centering in motor activities."*

**According to Ministry of Education**, *"A National plan for Physical Education and Recreation, "Physical Education is education through physical activities for the development of total personality of the child in its fullness and perfection in body, mind and spirit."*

**According to American Association of Health, Physical Education and Recreation 'AAHPER'**, *"Physical Education is the way of education through physical activities which are selected and carried on with regard to values in human growth, development and behaviour."*

**According to Marshal & Rees**, *"Physical Education is but one aspect of the larger problem of education in general, and any system which divorces, or tends to divorce, the physical from the moral and intellectual aspects of life, is thoroughly unsound."*

**According to Sharman**, *"Physical Education should help to develop skills and attitudes which will be*

*conducive to the wise use of leisure time and provide opportunities for emotional control, living according to acceptable social standards and self expression."*

**According to Brownhill and Hagman,** *"Physical Education is the accumulation of wholesome experiences through participation in large muscular activities that promote optimum growth and development."*

### **Conclusion of Definitions**

Physical education is an integral part of the general education which promotes harmonious growth and development. Through vigorous muscular activity a person modifies his behaviour. A person becomes physically, mentally, socially and emotionally adjusted within the society. Through physical activities a person improves and strengthens his body which is essential for leading a fruitful life. It promotes efficient functioning of the body.

### **Aim and Objectives of Physical Education**

It has been said in various definitions of Physical Education that as a result of educational experiences, education bring changes, amendments and equilibrium in life. In the field of general education aim of education is to establish those values which by themselves educate people.

In the field of physical education, these values, make the individuals secure. This way aim is the last objective. The aim is distant and general in nature.

The aim of Physical Education is a generalized purpose. In 1964, **William said,** *"Physical Education should aim to provide skilled leadership, adequate facilities and ample time that will afford an opportunity for the individuals or groups to act in situations that are physically wholesome, mentally stimulating and satisfying and socially sound."*

**According to L. Mastere,** *"Aim of physical education is said to be healthy citizen, social status and stability."*

Although all objectives can be aim, but some are so distant and general in nature, that to achieve them is difficult. Aim circles around object. This is abstract and presents a model.

### **Aim of Physical Education**

**According to K. W. Book Walter,** *"Aim of physical education is maximum and attractive development of man from physical, social, mental and emotional view point. Overall development can be possible through games, exercises and gymnastics under suitable guidance."*

For the achievement of aim, following objectives should be considered :

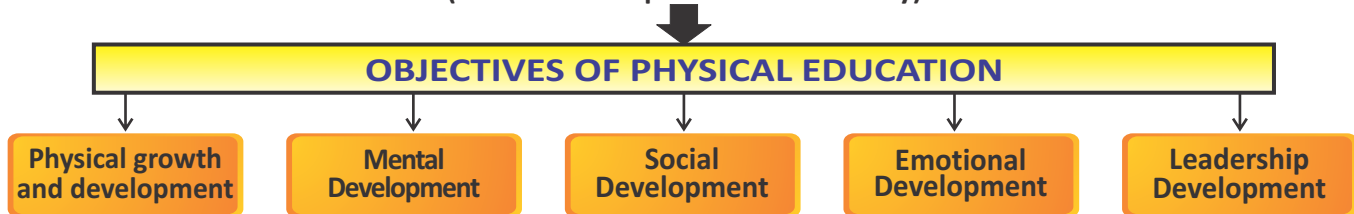
1. Good physique
2. Control on physical activities of the bodies
3. To train good citizen
4. Preparation for vocations
5. Character building
6. Use of spare time

### **Aim of physical education can be achieved through some principles**

1. Aim of physical education is based on long term planning.
2. Aim of physical education is based on scientific facts.

3. Aim of physical education is based on complete programme, not only one part.
4. Aim of physical education is based on new facts which is coming out from the implementation of the objectives.
5. Aim of physical education should be based on the principles generated from social necessities.

**AIM OF PHYSICAL EDUCATION**  
(Overall Development of Personality)



According to J.B. Nash, "Development of different human organs, muscles sensation, co-ordination and toning up is the objective of physical education."

**J.B. Nash gave following objectives of Physical Education :**

- (a) Organic development
- (b) Neuro-muscular development
- (c) Interpretive development
- (d) Emotional development

**According to H. C. Buck**, a great thinker and propagator of physical education in India, physical education has following objectives :

**A. Physical advancement and growth**

- (a) Physical growth
- (b) Improvement in physical capability

**B. Co-ordination of mind and muscles**

- (a) Capability to do mutual (activities involving neuro-muscular co-ordination) activities.
- (b) Progress of the activities of mind and other organs of the body.

**C. Development of personality**

- (a) To develop leadership qualities
- (b) To adopt qualities of good player
- (c) Habit of living together
- (d) Fearless behaviour

**D. Habit of proper behaviour**

- (a) Adopt cleanliness
- (b) Working in a disciplined manner
- (c) Prepare full day's programme properly in order to keep the body fit and mind happy.



#### **E. To give relief from mental tensions and anxiety**

- (a) To relieve tension and anxiety with the help of games.
- (b) To create tolerance against tension and worry.

#### **F. To improve knowledge**

- (a) Knowledge of the rules of game
- (b) Knowledge about games and physical exercise
- (c) Knowledge of education through the medium of games
- (d) Spirit of citizenship

#### **According to Irwin, Objectives of Physical Education are as under :**

- (a) Physical development
  - (i) Health
  - (ii) Development of skill in physical activities
  - (iii) Physical growth and development
- (b) Social development
- (c) Emotional development
- (d) Development of skill in recreational activities
- (e) Intellectual development.

Properly planned physical education programme can easily attain all the aforesaid objectives of generating qualities of a good citizen.

#### **Ideal Objectives of Physical Education are as under:**

- A. Development of organic fitness:** The first and primary objective of physical education is to develop good physique. Through physical training the efficiency of organic systems like respiratory system, circulatory system, digestive system, endocrine system, muscular system and neuro-muscular system improves. These organic developments lead to the development of physical fitness components. The physical fitness includes strength, speed, flexibility, agility and endurance. Physical fitness enables a person to perform vigorous activities. Generally physical fitness and good health are considered same but it is wrong. A healthy person may be physically unfit because he may be lacking in any component of physical fitness. Regular vigorous exercise also increases the efficiency and capacity of an individual to lead a fruitful life. Therefore vigorous physical activities should be done for the physical growth and development.
- B. Mental development :** Physical education involves the activities which increase intellectual power of man. For example a basketball player has to keep the ball safe from opponents, take care of footsteps and also throw the ball into the basket accurately. If a player is physically healthy but not mentally alert then he cannot become a good player. In this way, physical education provides a proper environment for physical and mental development.

- C. Social development :** Physical education develops the goodwill amongst human being. When we play with different players belonging to different places, it creates the environment of social development. It helps in the development of social qualities like feeling of brotherhood, cooperation, helpfulness and sympathetic attitude, etc. Every player attains knowledge about nature, customs and traditions of others. In this way, we acquire many new things and habits of others. It makes our living status higher. The aim of conducting inter-state and inter-university competitions is the social development among diversity.
- D. Emotional development :** Sometimes a healthy and mentally sound person becomes emotional and instead of facing difficulties, he himself gets trapped. He begins to give undue importance to the feeling of pleasure, sadness, love and hatred. It leads to wastage of his valuable time and energy. The playground makes our aggressive emotions humble. An individual learns to control his emotions and provides constructive outlet to his emotion in the play-field. In this way physical education enables us to control our feelings and emotions.
- E. Leadership development:** Sports develop qualities of good leadership. The scope of physical education is very broad. On many occasions, players have to become captains, secretary, referees or umpire. In this way we get skilled leaders. The leadership quality makes a person able to bear the burden of life and perform the duty of life efficiently.
- F. National unity:** Physical education along with social goodwill creates the feeling of national unity. In inter-state competitions players come into contact with the players of other states and they gain knowledge about the customs, food, habits and dresses of each other. This results in national integration and feeling of brotherhood among the participants.

Hence, Physical education is useful for an all-round development, good citizenship, human feeling and national unity.

### 2.2.2 Need and Importance of Physical Education in the Modern Society and its Relationship with other Subjects

#### Need of Physical Education

Physical Education does not mean physical fitness alone but it has its own effect on an individual. Moreover, it is all-round development of personality. Today's lifestyle has entirely changed, we purely depend on machines and gadgets. Physical exertion is hardly a part of our lifestyle and we do our daily task with the help of machines. Due to these helpful gadgets our health related risk factors have increased. Therefore, for making an individual busy and for constructive utilization of his spare time, physical Education programme is very useful. Some important points of view about the need of physical education are:

**Shri Ramkrishna Paramhans**, "A person with weak intelligence is like rice soaked in milk, 'soft and swollen'; he is of no use and cannot achieve anything. A strong and well built 'He-man' is called valiant. He can do anything in life and achieve everything."

**Probel**, "If we want complete development of an individual, we necessarily have to give physical exercise to each part of body."

**Russo:** *"Mind in a healthy body has easy and well pronounced working pattern."*

**Herbert Spencer,** *"For complete manifestation of an individual, physical, moral and mental activities are necessary."*

**H.C. Buck** says that, *"feelings for health splendour, capability and feeling of strong character are generated by well planned physical education"*. Physical education programme has been considered necessary because of the following factors :

- (a) Natural life of an individual has changed because of scientific progress.
- (b) Individuals during earlier days used to produce all their daily need items through their own physical labour, but their work today is being done by machines.
- (c) An individual has more spare time because all his or her work is being done by machines.
- (d) Because less physical labour is distancing a person from good habits.
- (e) Physical exercise therefore has become necessary to keep the body parts, in regular use, and saving them from developing weakness.
- (f) Physical exercises increase the capability of body and protect it from diseases.
- (g) Physical education for youth is the most important to make the country strong and powerful.
- (h) Physical exercises are needed to correct the physical deformities.
- (i) Physical education is essential for physical and mental growth.
- (j) Physical education develop qualities like, courage, bravery, discipline and tolerance.
- (k) Physical education is essential to develop leadership qualities.
- (l) Physical education is essential for developing social integration.

### **Importance of Physical Education**

Physical education has become a part of school curriculum all over the world. It explains about body movement and other physical activities. It involves variety of activities including individual and team sports. Participation in various games develops cooperation and unity. The need and importance of Physical Education is as follows:

**A. Harmonious growth and development :** Harmonious growth and development is the most important objective of physical education. All living things grow. A tiny seed can grow into a huge tree. Adult elephants are 60 times heavier than baby elephants. Every living organism consists of cells. The cells can multiply and divide to form other cells. Physical Education also has relation with growth and development. Exercise may promote muscle strength. The regular physical training can improve various organs.

**B. Development of physical fitness:** Through games and sports development of body takes place. A physically fit person can help others, whenever his help is required. The various components of physical fitness are speed, strength, endurance, flexibility and agility. Physical fitness enables a person to perform vigorous activities. Generally, physical fitness and good health are considered synonymous but, it is wrong.

A healthy person may be physically unfit because he may be lacking in some component of physical fitness. Regular vigorous exercise also increases the efficiency and capacity of an individual to lead a fruitful life. Therefore, vigorous physical activities should be done for the physical growth and development.

**C. Emotional Development:** Many competitive sports develop the emotional qualities which are very essential for the socialization. For example a boxer while playing is emotionally aggressive but after the last bell goes he shakes his hands with the opponent by converting his anger into affection. Hence we can say that sports helps a lot for the emotional development. It is actually to learn the control over the emotions.

**D. Development of cooperative attitude:** Especially in team games all the players of the team practice together to perform successfully. The lesson of cooperation is learnt within the team. The tactics involved in team games are successful due to cooperation of the players, e.g. in hockey, a player scores a goal with the cooperation of his team-mates. Hence team games helps in the development of cooperative attitude.

**E. Development of sympathetic attitude:** While playing if somebody gets injured, all the players display affection and sympathy towards him. It can be observed in the cricket match also whenever any player gets injured all the players rush towards him sympathetically.

**F. Channelization of surplus energy:** It is evident from surplus energy theory that every individual possesses extra energy which tends to play. Sports and games provide a healthy outlet of this energy otherwise, this surplus energy can lead someone towards antisocial activity. So, the proper channelization of energy helps in socialization process.

**G. Development of discipline:** We have to play under certain rules and regulations of the game in the playfield. So, games and sports develop habit of remaining disciplined which is also an important social behaviour. Fear of disqualification in the match also directs a player to remain disciplined despite of emotional arousal.

**H. Development of National Integration:** Physical education and sports help a lot in the process of national integration. Number of playful activities provide many opportunities to create feeling of brotherhood and cooperation. We can attain national integration through games and sports.

**I. Development of Socialisation :** An individual can develop many social qualities through games and sports like dutifulness, discipline, loyalty, cooperation, sincerity, tolerance, regularity, punctuality, morality etc., which promotes the feeling of friendship and brotherhood. Hence we can say that games and sports contribute a lot towards the formation of healthy society.

**J. Knowledge of Health Education:** Healthful living requires an intensive and extensive understanding of health. Health education guides a person to lead a fruitful life. Health education acts as public relations which gives information about health and disease. It is very essential for every community.

Health education informs the people about the prevention of diseases particularly in epidemics. It motivates the people to develop clean habits and ways of living. For example, drinking of contaminated water leads to many health hazards which can be prevented by the use of safe drinking water.

**K. Knowledge of Human Body:** Physical education provides knowledge and understanding of various systems of the human body. It enables a person to know about effects of exercise on various systems of the body. This knowledge can help an individual to protect his body from various diseases.



**L. Development of leadership:** An individual gets many opportunities to lead in the field of physical education, like captain of cricket team who acts wisely, sincerely, impartially and effectively. Even leadership training is provided when a leader is appointed for warming up. Sometimes organisation of competitions also helps in the development of leadership qualities.

The importance of Physical Education can also be felt after understanding the following quotations:

**According to Herbert Spencer,** *“The perseverance of health is a duty.”*

**According to Rousseau,** *“It is the sound constitution of the body that makes the operation of mind easy and certain.”*

**According to Froebel,** *“If we wish to develop the whole being we must exercise the whole human being.”*

It is clear from the above quotations that physical activities lead to the development of harmonious growth and development of the body. In the conclusion we can say that physical education and sports should be popularised on massive scale and should reach even the rural areas to make a nation healthy.

### **Physical Education : Relation with other Subjects**

Physical education is very broad area in itself. It is not only playing different sports on ground but, it conveys a very wide meaning. It is often believed that physical education is an art or science. Yes, it is combination of both art and science. Physical education consist of foundation of physical education which is related to History, Psychology and Sociology. These are all arts (education) subjects. On the other side Anatomy, Physiology, Kinesiology, Exercise Physiology, Sports Medicine etc., are related to Science. So we can say, physical education does not only impart knowledge of arts subjects but also gives knowledge of science subjects. Without the knowledge of arts and science, physical education is incomplete in itself. In physical education, students learn the art and science of human movement, which includes motor learning, physiology and psychology of human movement; the art of teaching and motivating potentials of an individual, and an art of appreciation with the help of communication skills.

The interdisciplinary relevance and relation of physical education can be well judged with the help of career opportunities and scope available for the physical educationist. Apart from physical activities, the specialized training in this field has many career avenues like sports management, sports media, sports medicine, biomechanics, designing, testing sports equipments etc. The other specialized branches like exercise physiology helps in getting employment in health clubs, hospitals and massage and rehabilitation centres, yoga trainer and nutritionist etc. Hence, the vast area of physical education reflects the interdisciplinary approaches of the subject with other subjects.

Nowadays physical education has a vast scope. In recent times the scope has tremendously broadened. The various disciplines of Physical education are explained below :

**A. Philosophy :** Today in the world drastic changes have been taking place, so it is necessary to know about philosophical aspect of Physical education. It gives professional knowledge of physical education and also explains about the career options.

**B. Sports Sociology :** This branch of Physical education explains the role of sports and games in the society. The sociology is concerned with social behaviour and human relationship. Many social qualities are developed through participation in physical activities.

**According to Maciver,** *"Socialization is the process by which social beings establish wider and profounder relationships with one another in which they become more bind up with, and more perceptive of the personality of themselves and of others and build up the complex structure of nearer and wider association".*

The above quotation explains that socialization leads to better social relationship within the society. Physical education plays a big role in the sociology.

**C. Sports Psychology :** *"Sports psychology is concerned with behaviour in games and sports. This branch of Physical education deals with motivation, cognitive learning, effective learning and psychomotor learning".*

**According to K.M. Burns,** *"Sports psychology' for physical education is that branch of psychology which deals with physical fitness of an individual through his participation in games and sports."*

Psychology is considered as science of mind and soul. It helps in understanding model of motor learning and the stages of learning and their implications for the teaching of physical education. It also helps to know the influence of readiness, psychological benefits from participation in sports. It also deals with the role of anxiety arousal and application of planning to improve performance. It also explains the crowd behaviour and its effect on the performance of a player.

**D. Sports Physiology :** This is one of the most important branch of physical education which studies the effects of exercise on human body. It explains the importance of exercises which are meant for physical fitness. It deals with effects of training programmes on various systems of the body including circulatory, respiratory, muscular, nervous, digestive and endocrine systems.

**E. History of Physical Education:** It deals with the study of the past of various games and enables us to trace the history of physical education and sports. It explains how in primitive time man had to hunt to satisfy his hunger and how he started using bows and spears for this purpose. Later these activities became competitive sports so it tells that these activities were present in primitive times and are now also present e.g. archery and javelin throw. The historical foundations of physical education and sports often help future developments of physical education. It also helps in identifying the event and the outstanding leaders of physical education. It also enables us to know about the history and the origin of various games.

**F. Bio-Mechanics :** Bio-mechanics is a branch of physical education which deals with various forces which act on the human body. It deals with mechanical principles of action of human body and sports implements. For example; mechanical analysis of javelin throw. Kinesiology is further a branch of bio-mechanics which deals with the function and action of various joints, muscles and bony structures.

**G. Sports Medicine :** Sports medicine explains the medical relationship with physical education. It explains about various sports injuries and their management. It also deals with nutrition, drugs and ergogenic aids, during the training programme.

**H. Anthropometry :** This branch of physical education deals with various measurements of human body. The various anthropometric characteristics like length, width, diameter, girth of bones and joints helps in predicting the playing ability.

**I. Pedagogy:** Pedagogy of physical education is concerned with the study of curriculum, teaching methods, administration and organisation of sports.

**J. Physical Activities:** Since, physical education comprise of variety of physical activities like games, fitness programmes, yoga, etc. These activities are further classified as under :

- (i) **Games and Sports:** Many skills based activities like Athletics, Basketball, Badminton, Baseball, Cricket, Hockey, Football. Volleyball etc., are included in Physical education programmes.
- (ii) **Combative Sports :** Activities in boxing, judo, fencing, wrestling etc., are considered as one of the physical education programmes.
- (iii) **Rhythmic Exercises:** Rhythmic exercises are those exercises which include dance and gymnastics to great extent. Rhythmic exercises are done on particular rhythm which can set through drum beats or music. Rhythmic exercises are helpful in developing endurance, flexibility and co-ordinative abilities. The activities like set drills, group dance, lezium marching, P.T. drills are best rhythmic exercises. Dancing is one of the important rhythmic activities. Most children jump up and down when they listen music. In dancing, people perform movements of their bodies in rhythmic patterns.

The other important rhythmic exercises are done by the Rhythmic gymnastics. In this type of gymnastics, gymnasts perform a dance while co-ordinating with a piece of hand-held equipment. The equipment may consist of a ball, club, ribbon or rope. These activities are also important in physical education programmes.

(iv) **Yoga :** Yoga is not simply a physical exercise but it gives relief to physical and mental ailments. The practice of yoga has curative value for many diseases.

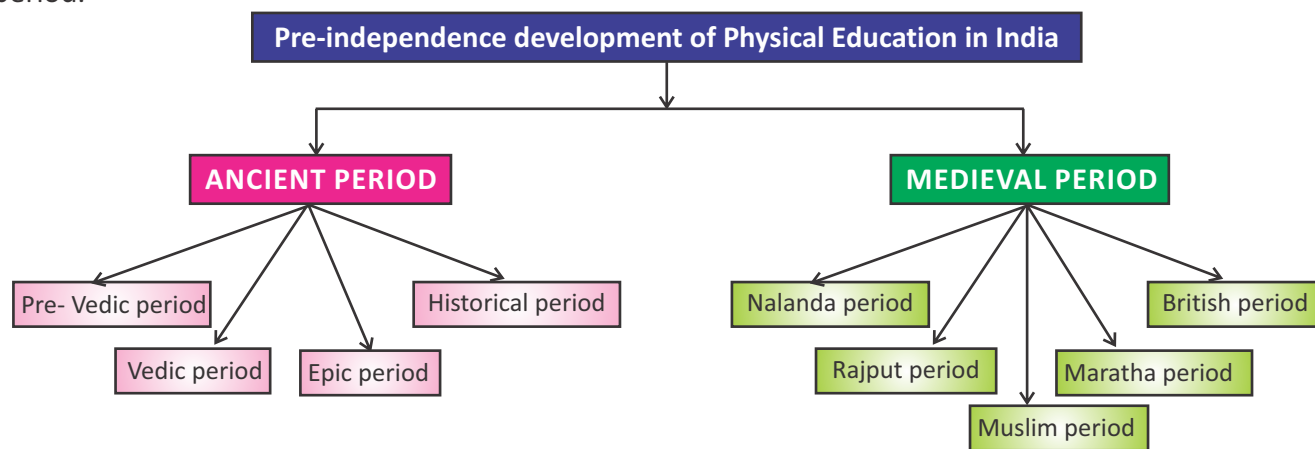
(v) **Recreational Activities:** Hiking, trekking, fishing, river-rafting, camping etc., are much needed after undergoing vigorous physical training programmes.

Hence physical education has a very vast scope. Physical education teachers, coaches, sports scientists, and sports administrators are among the persons who help in running the Physical education programmes efficiently.

## 2.3 History of Physical Education

### 2.3.1 Pre Independence Development of Physical Education in India

History of physical education development can be divided into two periods (a) Ancient period (b) Medieval period.



**A. ANCIENT PERIOD :** (a) Pre- Vedic period (b) Vedic period (c) Epic period (d) Historical period

**B. MEDIEVAL PERIOD:** (a) Nalanda period (b) Rajput period (c) Muslim period (d) Maratha period (e) British period.

#### A. Ancient Period

**(a) Pre-Vedic period (3250 BC–2500 BC):** With the evolution of earth humans were also born. To fulfil their requirements they were indulged in many physical activities, even there were no education, and awareness of fitness was zero. But, need for food took them towards physical activity. They lived in caves and they were purely based on hunting. They were doing throwing, running, archery, etc. to fulfil the need for food. These activities made them physically fit. As the time passed these civilizations flourished and reached on their peak, the evidence of this is excavation of Mohanjodado, proves that these early civilizations were actively engaged in physical activities. The activities like dancing (group dance), animal fighting and boxing were being practised by the people during that period.

**(b) Vedic period : (2500 BC–600 BC) :** The Hindu Vedas considering being ancient books in the world but there is no direct hint for physical fitness during this period. Yoga especially asana (surya namaskar) originated in vedic period. People used to do Asana and Pranayam for purification of soul. Generally, people were very strong and they quarrelled amongst themselves. Archery, wrestling, horse riding, chariot riding, gymnastic were meant for the soldiers and warriors. People used to dance which developed their body properly. Bodily they were strong and healthy and believed in self dependence. In this period military training got a very important place.

**(c) Epic period (1000 BC–600 BC) :** This period also refers to as Mahabharata and Ramayana period. Epic period was said as developed period. Kings of this time maintained big armies and people remained busy in war games. Fitness during this era meant for war-training of warriors. It was clearly mentioned in Ramayana, the holy book of Hindus that of Ram-Raven yudh (war). Ram was good in archery and Hanuman was the strongest warrior and wrestler. Even today in India we can see wrestlers worshiping



hanuman as their founder guru. In this period we also got idea from Mahabharata, another holy book of Hindus that 'kashatriya' children in their early adolescent age were trained in weapon training. For education, universities were established in their kingdoms, Patliputra, Taxshila, Kanoj were great examples of this. We had example of Arjuna, he was very perfect in archery and Bheem (brother of Arjuna), Lord Krishna, Balram were famous for wrestling. The physical activities that were preferably performed by the people were Archery, Javelin throw, Gada fight, Wrestling, Sword fight, Swimming, Chausi, Dancing and Music, etc. During this period royal families used to involve themselves in hunting. One of the important features of this period was practicing fighting with animals.

**(d) Historical period (320 AD–1000 AD):** The time of Mahatma Buddha was considered as historical era. Entire North India was conquered by Maurya dynasty. During this period weapons were used only during wars. The movement of Mahatma Buddha and Mahaveer were on their peak. In peace time physical activities like Wrestling, Running, Hoping and jumping, Javelin throw, Horse riding, Archery, marble shooting were part of their daily routine. During this period, yogic exercises were more practiced. Gautam Buddha himself taught yogic activities, as he believed in controlling powers and thoughts.

## **B. Medieval Period**

**(a) Nalanda period (600 BC–300 BC) :** In this period, systematic teaching was given much importance. Physical health was considered to be important means for improving spiritual health of the people. They have written about Nalanda in their books about various games and completion were conducted in Nalanda university. Other than Nalanda university, Taxshila was also famous for Education. Taxshila had a separate wing for military training and they had special subject of archery. The students from royal families were trained in chariot racing and archery. People used to come from very distant places for education. Swimming, Archery, Wrestling, Gada Fighting, Malkhamb, Sword Fight, Javelin Throw, Elephant Fight, Exercise in pairs were famous activities.

**(b) Rajput period (300 AD–1200AD) :** Rajputs were fought for tribes. They were divided in thousands of tribes. Rajputs believed in good health. They gave full attention to physical fitness and training. They used to fight for the sake of supremacy. During this period, females were taught horse riding without saddle. Maharana Partap, the great warrior was proficient in throwing javelin (bhala, neza) and he was a perfect horse rider. Sword Training, horse riding, dance, music, archery, wrestling, chess, hunting etc were famous physical activities in this era.

**(c) Muslim period (1200 AD–1750 AD):** Muslim came up as a superior power. They paid a lot of attention on military training. Wrestling, chaugan, swimming, boxing, pigeon rearing, hunting, animal fighting, chess, chupar, pachisi, kite flying, horse riding, elephant fighting, music, poetry recitation were played in this period. Muslim kings were very strict playing these games. Akbar used to play chaugan as a recreation and made compulsory for his ministers to remain present during the game of 'chaugan'.

**(d) Maratha period (1630 AD–1820 AD):** This period was very famous for physical education. Lot of Vyayam shalas which were established by Smarth Ramdas exist even today. Wrestling, Surya Namaskar, Situps, Pullups, Mudgar, Lazium, Sword training and Weapon training were given to the students in this period.

**(e) The British period (1858 AD–1947) :** During this period East India Company entered India for trading and in 1858 entire country came under British rule. English people were very fond of games and sports. Cricket, hockey, football, gymnastics were introduced for the first time in India.

Here we highlight few important aspects about development of Physical Education:

- In 1833, the British government was toying with the idea of declaring physical education as compulsory education.
- In 1882, the first Indian Education Commission recommended that schools should introduce Physical Education in their curriculum.
- In 1894, the government desired that Physical Education should be made compulsory. However, this idea did not click at that time.
- 1914, Guru Hanuman set up Vyayam Prasarak Mandal in Amravati.
- In 1920, YMCA College was introduced by H.C. Buck for scientific study of Physical Education.
- In 1924, the Gujrat Vyayam Shalla Mandal was set up in Ahemdabad and Vyayam Prasarak Mandal in Bhavnagar and Maharashtra.
- In 1927, Indian Olympic Association was formed with great efforts of Dr. A.G. Noehren, Mr H.C. Buck and Mr Sorabji Tata.
- In 1931, Government College of Physical Education, Hyderabad was established.
- In 1938, Training Institute of Physical Education, Kandivali (Bombay) was started.

### Post Independence Development of Physical Education in India

In 1947 after the independence the development of Physical Education came into prominence. The role played by various committees and institutes is described below:

#### (A) Dr. Tara Chand Committee

In 1948 Dr. Tara Chand committee was formed which mentioned about the introduction of Physical Education. This committee gave emphasis for the training of teachers in the field of Physical Education. The introduction of Post Graduate level course in Physical Education was done by the recommendation of this committee. In addition to this, the committee suggested to establish Gymnasia, Sports Clubs and Akhadas. A committee under the chairmanship of Dr. Tara Chand was established by Middle and Higher Education Board of India. This committee gave following suggestions :

- (a) Establishment of Central organization for Physical Training.
- (b) Establishment of Training centers for Physical Education.
- (c) Starting of one year Practical degree course in Physical Education.

After the valuable suggestions of the committee, Laxmibai National College of Physical Education was established in "August 1957 at Gwalior (MP) but it was then managed by Sports Authority of India and known as LNIPE (Laxmibai National Institute of Physical Education).

B.P.Ed course was offered by LNIPE and to get admission in this the eligible condition was to pass 10+2 examination. The subjects included in the B.P.Ed course are as follows :

1. Methods of Research
2. Measurements and Evaluation
3. Study of progress of Physical Education in different countries.
4. Formation of Organizations for Physical Education and Recreation and their management.

### **(B) Central Advisory Board of Physical Education and Recreation**

Later in 1950 Government of India constituted Central Advisory Board of Education which contributed a lot for the development of Physical Education in India.

With the recommendation of Tara Chand Committee this committee comprised of ten nominated members. The Central Advisory Board had a strong vision to raise the standard of Physical Education Organizations in the country and also to put them into 2nd Five Year Plan to get better grants. For better recommendations, board called meetings and conferences with the Principals and Physical Education teachers in various inspections. Problems related to Physical Education were discussed in these conferences. The following suggestions were put forward by the committee.

1. To give suggestions to Central Government for Physical Education Programmes.
2. To give recommendations for these programmes.
3. To give suggestions for Recreational programmes.
4. To give recommendations for Youth welfare in Physical Education.
5. To give recommendation for the Training of leaders in Physical Education.
6. To give suggestions for introduction of Scholarships for research in Physical Education.
7. Preparation of National Physical Efficiency Drive.
8. To give advice for making Physical Education, a compulsory subject in school curriculum.
9. To give suggestions for making syllabus for Physical Education in schools, colleges and universities.
10. To give suggestions for making syllabus for Physical Education in all the related institutes.
11. To recommend and fix standards for selection of Physical Education teachers and also lay down qualification norms for these teachers.

The Central Advisory Board of Physical Education has made a great contribution for the development of Physical Education. The details are as follows:

1. The Board required to give some concrete suggestions for the improvement of Physical Education and prepared syllabus for certificate and diploma courses.
2. Separate methods of Physical Education for boys and girls were suggested and submitted to the Central Government.
3. Prepared Rules for certificate and diploma courses.
4. Scholarships were started in 1950 in the field of Physical Education with the recommendations of board.

5. Government also started giving financial assistance to Physical Education Institutes.
6. Govt of India, Ministry of Education initiated and took instant steps for running Physical Education Programmes.
7. Ministry of Education also took immediate steps for writing and publishing literature of Physical Education.
8. Ministry of Education also recommended National Fitness Corps in Physical Education in entire country.

The board recommended following programmes:

- (a) Development of training for leaders in Physical Education.
- (b) Introduction of scholarship for research in Physical Education.
- (c) Preparation of National Physical Efficiency Drive.
- (d) Organization of seminars on Physical Education.
- (e) To give financial assistance to the colleges of Physical Education.
- (f) To give directions to the state governments for improving Organization of Physical Education in their respective states.

The inaugural meeting of the reconstituted board was held in 1961. The board made various committees to examine in detail important issues like place of Physical Education in the school's curriculum. It also suggested the ways and means of improving the quality of training Physical Education in the colleges.

Most important contribution of the board was inclusion of two syllabi of Physical Education for boys and girls separately up to the higher secondary stage.

### **(C) Rajkumari Amrit Kaur Coaching Scheme**

Government of India introduced Rajkumari Amrit Kaur Coaching Scheme for Games and Sports in 1953. The aim of scheme was to impart training to sportsmen. The scheme received wide popularity since famous players like Major Dhyan Chand and Dr. Ram Singh worked under this scheme. After eight years it was merged with the national coaching scheme of National Institute of Sports, Patiala.

### **(D) All India Council of Sports (AICS)**

The Union Ministry of Education constituted All India Council of Sports in 1954. Gen. K.M. Kariapa was nominated as first president of AICS. The major role of this council was to advice the government in all the matters related with sports. This council also coordinated between government and various sports bodies. To check proper utilisation of the funds given by government was its top priority.

In 1954 Maulana Abdul Kalam Azad called a meeting of various heads of educational institutes in order to improve sports standard in India. Through various suggestions they requested Govt of India to formulate AICS.

### **Aim and Functions of AICS**

1. To co-ordinate between different National Sports Organizations and Govt of India.
2. To develop games at National and International level.
3. To start various training courses to improve the standard of sports.

4. To introduce scientific research methods for its application in sports.
5. To improve the standard of players in different games.
6. To give financial assistance to various sports organizing committees and sports federations.
7. To inform Govt. of India about schedule of National and International competitions.
8. To prepare sports programmes for different sports competitions to be conducted throughout the year.
9. To take permission from government to participate in various National and International competitions on behalf of various sports federations.
10. To recommend and fix standards for the selection of Physical Education teachers and also lay down qualification norms for them.
11. To help in selection of players for “Arjuna Award” given by Govt of India.
12. To submit annual report of various sports federations to Govt. of India.

#### **Achievements of All India Council of Sports**

1. All India Council of Sports arranged coaching camps for various games from time to time.
2. Various sports stadia were established and used for these games.
3. It was on the recommendation of “council” that National Institute of Sports (NIS) was established in Patiala in the year 1961.

The AICS made tremendous efforts for the development of sports in rural areas.

#### **(E) National Discipline Scheme**

In 1954 National Discipline Scheme was introduced by General J.K. Bhosley. The main aim of this scheme was to build strong youth of the nation who may be capable to defend the country in times of emergency. The centre provided trained instructors to the states. The orientation programmes for Physical Education Teachers were conducted so that they can work under National Discipline Scheme. This scheme played a vital role for the promotion of National Integration.

#### **Functions and Programmes of NDS**

1. To make the Indian youth physically and mentally fit.
2. To raise the feeling of nationalism in the youth .
3. To develop self-confidence in the youth.
4. To develop the tolerance and dedication in the youth towards morality.
5. To develop spirit of service to the nation and social service.
6. To develop physical training including physical exercise, machine and drills, etc.
7. To provide mental training – including discipline, qualities of a good citizen, nationalism, knowledge about National flag and National Anthem.
8. Administration included training in mass P.T drill and their display and organization.
9. Included organization of mass parade on sports day.
10. Training and arrangements of cultural programmes like group songs on National integration and group dances, etc.



### (F) National Institute of Physical Education

Lakshmibai National College of Physical Education, Gwalior was set up by the Government of India in August, 1957. This college was named as Lakshmibai National Institute of Physical Education. The college introduced a three-year degree course in Physical Education.

In 1973 this college was renamed as Lakshmibai National College of Physical Education (LNCPE) and was given the national status. In 1982 it was given the status of Autonomous College.

In 1995, it was conferred as deemed university and was renamed as Lakshmibai National Institute of Physical Education (LNIPE). In 2009 it was again renamed as Lakshmibai National University of Physical Education (LNUPE).

### (G) Adhoc Inquiry Committee

In 1958, Adhoc Inquiry Committee was established under the chairmanship of Maharaja of Patiala Yadwinder Singh. The committee was given a task to investigate the lowering standard of sports. The committee made recommendation that better opportunities of training should be given. In addition to this better play grounds should be developed in the schools. It also suggested that talented players should be given special diet. Seeing the performance of Indian sports person in Olympic Games at London, India decided to start the games for Asian countries that was the beginning of Asian Games in Delhi on 4th March 1951. In these games first position went to Japan and 2nd position in medal tally was secured by India. 2nd Asian games held in Philippines and India dragged to the 4th position in medal tally. To improve standards of sports, a special committee was formed under Maharaja of Patiala Yadwinder Singh. The aim of this committee was to study the causes of deterioration of sports in own country.

After due study and deliberations the special committee submitted its report to the Government of India and gave following recommendations :

1. Long and short term plans in the field of games, sports and Physical Education.
2. A Central Sports Institute for coaching be established.
3. Special coaches in all events and games be trained in the National Sports Institutes.
4. Coaches trained by National Sports Institutes alone to be deputed for various games and sports.
5. Physical Education teachers should be given important place in all Physical Education Colleges and Schools.
6. A new programme pattern be adopted by different sports organizations.
7. A search for talented players be made in rural areas.
8. Maximum government grant assistance to be given in the field of sports.
9. Education institutes should make compulsory arrangements for balanced diet of the players.
10. Suggestions to Sports federations and Associations for the selection of teams.
11. Recommendations for starting training programmes made compulsory by the players of these federations.
12. Recommendations for the training of National and International level referees in India.

### **(H) Kunzru Committee**

The Union Minister of Education constituted a committee in 1959. Dr. Hridayanath Kunzru was nominated as the chairman of this committee. The most important suggestion of the committee was integration of various schemes in the field of Physical Education, Recreation and Youth Welfare.

The Government of India introduced this programme in all the schools. This programme was given the name of National Fitness Corps to create interest among masses to become physically fit. The committee introduced Physical Education standards for the students of class 5th to 11th.

#### **Kunzru Committee gave following recommendations :**

1. Some subjects of Physical Education should be made compulsory in schools.
2. Optional programmes should be devised by experts.
3. National Cadet Corps should also be active and attractive.
4. School uniform should also be attractive.
5. Morning assembly of the school must start with the singing of National Anthem.
6. Each student must learn hoisting and lowering of the national flag and must know the drill of saluting the flag.
7. Leadership qualities among the students must be developed.
8. House system must be developed in schools for organizing various competitions.
9. Students must be encouraged to participate in Inter College and Inter University tournaments.
10. Children must be encouraged to participate in extracurricular activities such as dance and music, etc.
11. They must follow National Education Policy (NEP).

### **(I) National Institute of Sports (NIS)**

National Institute of Sports (NIS) was established at Patiala in 1961 by K.L. Sharimali. This institute introduced coaching courses for various games. The objective of this institute was to develop sports in the country on scientific lines. The institute was renamed as Netaji Subhash National Institute of Sports (NSNIS) in 1973. The government of India set up the society of Physical Education and Sports to manage this institute.

### **(J) Dr. C.D. Deshmukh Committee**

University Grants Commission constituted a committee in 1963. Dr. C.D. Deshmukh was nominated as the chairman of this committee to examine the facilities of Physical Education and standard of sports in Indian colleges and universities. This committee suggested that the colleges and universities must be provided with better infrastructural facilities and coaching programmes.

### **(K) Kothari Commission**

Indian Education Commission was commonly known as Kothari Commission. It was set up by the Government of India in 1964 on ad-hoc basis. It comprised of 17 members and the chairman of the commission was D.S Kothari. The main purpose of this commission was to formulate and set up policies and

guidelines for the development of education in India. This commission realized that education is the most powerful tool for the progress of nation. The commission has given structural pattern which was popularly known as 10+2+3 model i.e :

1. General Education for 10 years
2. Higher Secondary Education for 2 years.
3. Degree course for 3 years.

The commission also put forward the following objectives:

1. Increase in productivity
2. Promoting social and national integration
3. Education and modernization
4. Development of social, moral and spiritual values.

#### **(L) National Policy of Education (NPE)**

Prime Minister Indira Gandhi announced first National Policy on Education in 1968. This policy included that games and sports should be developed in a country at a large scale. The top priority was given to the development of sports infrastructure in the country.

#### **(M) National Sports Organisation (NSO)**

The Government of India established National Sports Organisation in 1969. University Grants Commission was given the responsibility to provide financial assistance to various colleges and universities for the development of sports infrastructure.

#### **(N) National Sports Policy**

The first ever National Sports Policy was announced in 1984. This policy emphasised that Physical Education should be made compulsory in all educational institutions. The Ministry of Youth Affairs & Sports was initially set up as the Department of Sports in 1982 at the time of organization of the IX Asian Games in New Delhi.

The objectives of the policy were as under :

1. To improve standards of sports in India.
2. To achieve better results in sports.
3. To improve the standard of the sports at international level.
4. To encourage good coaches in India.
5. To give financial assistance to Indian Sports Federation.
6. To organise long duration coaching camps.
7. To plan and organise coaching camps.
8. To test physical capability and efficiency of the player.
9. To search potential and talent of games in India.

### **(O) Sports Authority of India (SAI)**

In 1982 IXth Asian Games were held successfully in New Delhi. After this, Department of Sports, Govt. of India established Sports Authority of India (SAI) on 25th January 1984. The Sports Authority of India (SAI) was established as a registered society in pursuance of Government of India resolution. The SAI was given responsibility of maintaining and utilizing various stadia constructed for the IX Asian Games held in New Delhi in 1982. It was handed over the responsibility of better coaching to the sports persons. Its main objectives include proper utilisation of various sports facilities and all matters pertaining to sports promotion and sports management.

#### **(a) General Functions of SAI**

1. Governing body of SAI decides policy matters.
2. Finance committee of SAI regulates the funds.
3. Empowered committee works on capital projects.
4. Publications.
5. To arrange exhibitions.

#### **(b) Assistance to Sports Federations**

Govt of India gives Grant-in-Aid as assistance to various sports federations. These federations are autonomous bodies for the development of various listed games. These federations are given financial assistance by govt. through SAI for organising national sports championships, for preparing teams for participation in international tournaments and to arrange training camps for them and also for sending teams for the international tournaments.

Financial assistance is also given to the federations for the purchase of sports equipments and apparatus. Assistance is also given for the payment of salary to assistance secretary of the federations.

#### **(c) Annual Meeting with NSF**

Annual meeting with National Sports Federations and the department of youth affairs and sports takes place once in a year. In this meeting reviews for preparation of games and new programmes are discussed and considered. Federations of various games informs Sports Authority of India about their elections. All the Sports federations of India are required to submit their annual accounts and balance sheet by 31 March of each year. Officials have to submit their financial statements within 60 days of their return while they accompany with teams.

#### **(P) Department of Youth Affairs and Sports (DYAS)**

During the celebration of International Youth Year in 1985, the Department of Youth Affairs and Sports was established. This department was given responsibility for the development of programmes for youth of the nation.

#### **(Q) National Council of Educational Research and Training (NCERT)**

In 1988 NCERT developed the National Curriculum for Elementary and Secondary Schools. The Health, Physical Education and Sports was introduced in school curriculum.

**(R) Ministry of Youth Affairs and Sports**

On 27th May, 2000 an independent ministry was established for the promotion of sports. It has two separate departments named as Department of Youth Affairs and Department of Sports. The role of the Department of Sports is to create the infrastructure as well as excellence in various competitive events at the national and international levels.

Physical Education has got tremendous scope and significance in present era. All over the country great emphasis is drawn on Physical Education and Sports.



## EXERCISE

**QUESTIONS CARRYING 02 MARKS**

1. Define Education.
2. Explain any quotation about Education ?
3. What do you understand by Physical Education ?
4. Physical education is helpful in the development of leadership qualities. Explain.
5. What is the aim of Physical Education ?
6. Enlist any four objectives of Physical Education.
7. List the objectives of Physical Education given by J.B. Nash.
8. Write in brief about the need of Physical Education.
9. Explain the importance of Physical Education.
10. Who was the founder of the Indian Olympic Association?
11. How Psychology is related with sports?
12. List historical development of Physical Education of ancient period.
13. Describe Pre-vedic period development of Physical Education.
14. Write about development of Physical Education during Nalanda period.
15. Explain Dr. Tara Chand Committee.
16. Explain the role of the Raj Kumari Amrit Kaur Coaching Scheme.
17. Write general functions of Sports Authority of India.
18. When Ministry of Youth Affairs and sports was established?

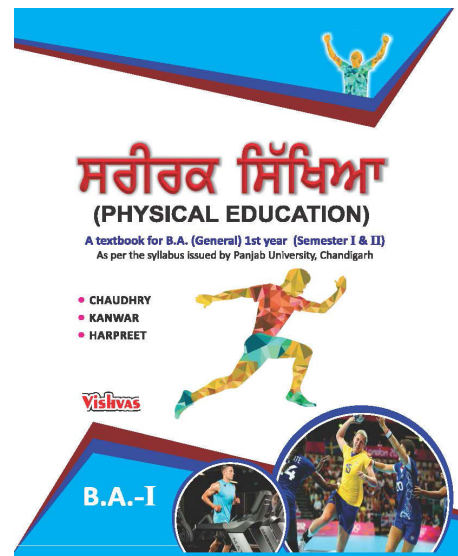
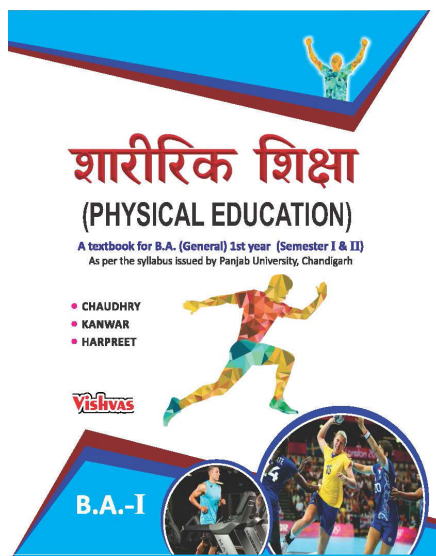
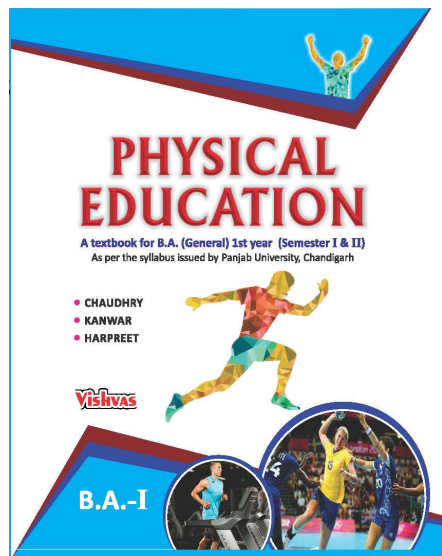
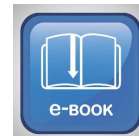
**QUESTIONS CARRYING 12 MARKS**

19. Define Education and explain its concept.
20. What do you mean by Physical Education? Explain its importance.
21. Write in detail about the aim and objectives of physical education in the modern era.
22. How would you justify the relationship of physical education with other subjects?
23. What were the major developments which took place before independence in the field of Physical Education?
24. Explain about the post-independence development in the field of physical education.



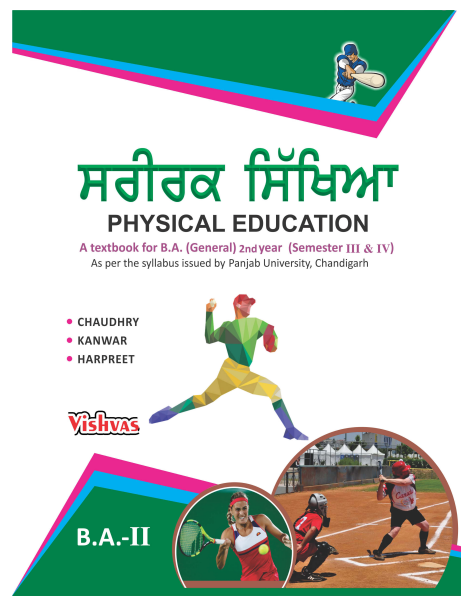
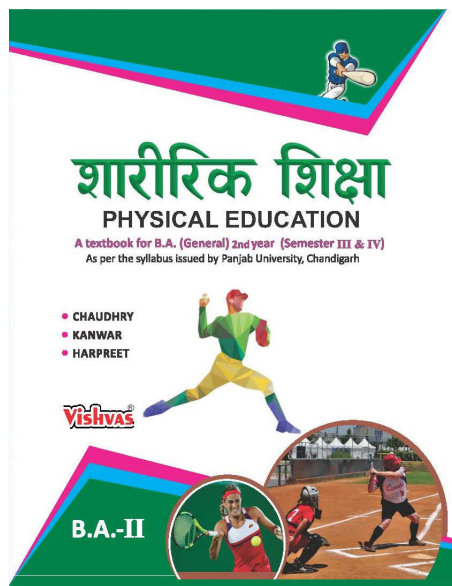
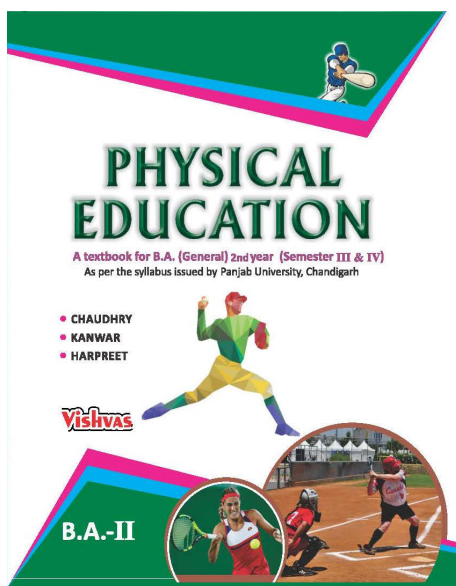
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