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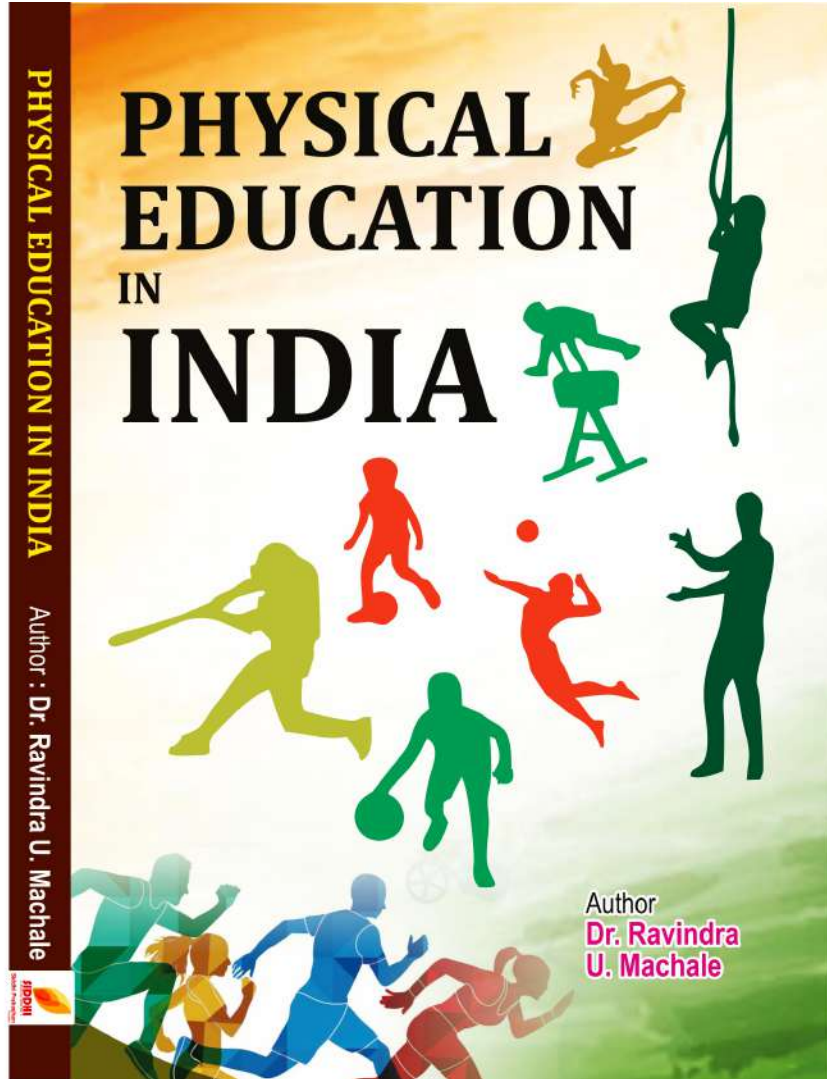
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PHYSICAL EDUCATION IN INDIA

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PREFACE

This book is an attempt to bring to focus the basics of sports in India and Physical Education in India is the scientific study of people and their behaviors in sport contexts and the practical application of that knowledge. Sport psychologists identify principles and guidelines that professionals can use to help adults and children participation and benefit from sport and exercise activities in both team and individual environments. Sport psychologists have two objectives in mind: (a) to understand how psychological factors affect an individual's physical performance and (b) to understand how participation in sport and exercise affects a person's psychological development, health and well-being. Sport psychology is deals with increasing performance by managing emotions and minimizing the psychological effects of injury and poor performance. Some of the most important skills taught are goal setting, relaxation, visualization, self-talk, awareness and control, concentration, confidence, using rituals, attribution training, and . Management and sports marketing are one of the most important, also the most complex activities, which ensure that sport and business functions carried out in the more rational, economical and efficient way. Marketing agencies in the sport today are not only involved in the negotiations, advertising and underwriting, but also provide many other services. Some of the key factors for success and competitive advantage both in management, marketing and sports, and in general are fine, owning and managing information, to detect and respond to changes in environment, application of new technological developments, development of old and acquisition of new knowledge. Sports management as a skill and unstructured experience of talented managers of individual athletes, teams and clubs emerged with the appearance of the first professional sports organization.

This Book is a Guide to Human development is the process in which the changes occur in all the aspects of an organism from conception to death. It is a natural process for each and every child to grow. But it is observed that all children do not grow in the similar fashion. Some children's physical growth occur earlier than others, some Individual differences in the development process Development depends on maturation and learning Developmental psychologists believe that knowledge of an accurate pattern of development is fundamental to an understanding of children. There are several basic principles that characterizes the pattern and process of growth and development.

This book gets in Physical helps a social work professional service user in Understanding different activities of the individual. Knowing the cause of the particular activity Knowing the positive and negative qualities of the individual Understanding intelligence, abilities, attitudes, motivation, aptitudes and personality of the person Understanding actions and interactions of the individual in the peer group and causes of his activities Learning about the situation where an individual is Understanding his parents and other family members and the rearing process Understanding the problems of the individual and seek help.

The different chapters in the book have been primarily contributed by several of our colleagues. However, they have all been carefully stitched together to form a consistent commentary on the subject.

We have great pleasure in presenting this book to the Physical academia , Sports Students and others who may be concerned with sports and physicals Education teachers Directors on sports services. We will look forward to constructive dialogue with readers.

Authors

Dr. Ravindra U. Machale

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UNIT – I INTRODUCTION

History, Principles and Foundation of Physical Education

Introduction

The brief history of physical education would start in just about 1820 when schools focused on gymnastics, hygiene training and care and development of the human body. By the year 1950, over 400 institutes had introduced majors in physical education. The Young Men's Christian Association launched its very first chapter in 1851 and focused on physical activities. Colleges were encouraged to focus on intramural sports particularly track, field and football. But physical education became a formal requirement following the civil war when many states opted to pass laws that required schools to incorporate a substantial physical education component into their curriculums. But it was not till 1970 that an amendment was made to the Federal Education Act that allowed women from high school and college to compete in athletic competitions. Sex-based discrimination was completely outlawed from government funded programs at this point. Physical Education is a course taught in school that focuses on developing physical fitness, which could be thought of as having the ability to perform and enjoy day-to-day physical activities with ease. Kids also gain knowledge of movement and an ability to develop and refine skills necessary to participate in a wide range of activities, such as soccer, basketball, or swimming. Regular physical education classes prepare kids to be physically and mentally active, fit, and healthy into adulthood. An effective physical education

program should include engaging lessons, trained P.E. teachers, adequate instructional periods and student evaluation. Physical education should include instruction that helps students develop physical skills and confidence. For example, elementary and middle school curriculum should include activities that help kids obtain and improve skills such as: running, catching, throwing, and striking, which could be applied to sports such as baseball, volleyball, or karate. Another example would be balancing skills that could be applied to dance or gymnastics. High school curriculum should focus on lifetime sports skills for example tennis or aerobic dance, with a secondary emphasis on team sports. 1970 and 1980 and the dearth of government funding means that physical education programs were often the first to be cut from schools and universities. In a broader context, physical education is defined as a process of learning through physical activities designed to improve physical fitness, develop motor skills, knowledge and behavior of healthy and active living, sportsmanship, and emotional intelligence. Thus, Physical Education is not only aimed at physical development but also includes the development of the individual as a whole. With Physical Education students will acquire a variety of expressions are closely related with the personal impressions of fun as well as various expressions of a creative, innovative, skilled, have the physical fitness, healthy habits and have the knowledge and understanding of human motion. Physical education is a course that focuses on developing physical fitness in the youth. Same as Music, Gym and Math, this is a required course in primary and secondary school. Most of the time, it is also required in college. To understand what physical education, we must understand physical fitness which it

intends to promote. Physical fitness is comprised of the following: Cardiovascular fitness - This is the ability of your heart and lungs to deliver the oxygen your body needs for its daily tasks. This is the fitness component that is addressed by such aerobic activities as brisk walking, jogging, running, dancing and swimming. Strength - This is the amount physical power that a muscle or group of muscles can use against a weight or resistance. This is addressed by such activities as weight lifting and body weight training. Endurance - This is the ability of a muscle or group of muscles to repeat movements or hold a position over a certain period of time. Long-distance running is an activity that helps to develop endurance. Flexibility - This refers to the body's range of movement. Pilates, yoga and gymnastics help promote this particular fitness component. Body composition - This refers to the ratio of the body's fat component vs. its lean mass. Exercises that address cardiovascular fitness, strength, endurance and flexibility also promote the reduction of fat and the build-up of muscle. Students of Music, Gym and Math often have to be challenged, in order to be interested. To break the monotony of the traditional Physical Education courses, many schools have updated their programs. These are some of the trends that are pervading the Physical Education programs across the country Learning About Health and Wellness and Developing Social Skills Physical education classes should include lessons on the health benefits of regular exercise and healthy food choices along with the health risks associated with inactivity and unhealthy food choices should be an integral part of the physical education program. For example, students of all ages might be asked to dedicate themselves to making a few small improvements in diet and exercise for a period of six weeks.

They would be expected to make the changes and journal about how they feel during the six weeks. At the end, they might be asked to reflect on how healthy changes affect performance and mood. Physical education should also help students develop social skills. For example, asking students to play team sports helps them learn to recognize and respect others, contribute to a team goal, and socialize as a player. Physical health is critical for overall well-being and is the most visible of the various dimensions of health, which also include social, intellectual, emotional, spiritual and environmental health. Some of the most obvious and serious signs that we are unhealthy appear physically. Addressing this dimension is crucial for anyone attempting to sustain overall health and wellness.

Historical Development of Physical Education in India:-

India has had a long history of physical education, far more ancient than Greece. But in our times When the Olympic Games occurring every four years have become probably the biggest planetary event, most people know that the Games originated more than two thousand years ago in Greece. In addition, Greeks have given the Western world through many beautiful statues a keen sense of bodily perfection, an ideal of physical beauty unsurpassed to this day. There was such an emphasis on the importance of beauty and physical prowess that some of the highest honors in Greek society were bestowed on athletes, to an extent unknown before and unsurpassed since. India had already very cultured society one or two millennia at least before the Greek awakening around 800 B.C. Yet, if ancient Greeks are easily perceived as very physical in their preoccupations, Indians in contrast are rather seen as metaphysical beings, hardly interested in material

things. And it is indeed true that at a certain stage of the development of Indian culture, a deep influence has been cast on Indian collective psyche, bringing about a tendency to consider physical life as somewhat unreal. Yet India is also well known as the native place of Yoga. Therefore knowledge about body and spirit and methods appropriate to perfection of body and spirit could evolve in India. Could this have happened in an environment generally indifferent to physical exercises and physical education? We should remember the heroes that India gave to herself who represent not only great qualities of courage and valour but also of physical strength and excellence. Here is how Valmiki describes Rama in the opening verses of the Ramayana: There is a famous king by the name of Rama, born in the line of great Ikshwaku. He is of subdued sense and of exceeding might. He has mighty arms reaching to the knees. His throat is marked with three auspicious conch shell lines. He has high and broad shoulders, well-formed head, graceful forehead, strongest jaws, and deeply embedded collar bones. His eyes are large, and his color is of soft lustrous green. He is neither too tall, nor very short, but well-formed and of symmetrical limbs. This highly beautiful and mighty Rama is supremely intelligent, and of eloquent speech.

Centuries later, Rama was described again by the poet Kalidasa echoing Valmiki's description:

Young, with arms long as the pole of the yoke, with sturdy shoulders, with a chest broad as a door panel, and a full broad neck, Raghu was above his father by the excellence of his body, and yet through his modesty he looked smaller.

Let us think of Arjuna, as described in Mahabharata:

Without him whose arms are long and symmetrical, and stout and like unto a couple of iron maces and round and marked by the scars of the bow-strings and graced with the bow and sword and other weapons and encircled with golden bracelets and like unto a couple of five-headed snakes, without that tiger among men the sky itself see meth to be without the sun.

Similarly for Bhima, whose body was beautifully proportioned, perfect specimen of manhood with his broad chest, slim waist and narrow hips **and Kama**, tall like a golden palm tree capable of slaying a lion and many others, endowed with resplendent bodies, whose feats of strength, endurance and agility fill the pages of Mahabharata. These heroes are not abstract images, their bodies are not less praised than their commitment to dharma, their loyalty, their devotion or their generosity. What was the secret of this superhuman force of body and mind which we see pulsating in the heroes of Ramayana and Mahabharata? What was, it that stood behind a civilization which produced such characters? Without a great and unique discipline involving a perfect education of body, soul and mind, this would have been impossible. We will see later how physical education was an integral part of the educational curriculum, but first it must be said that, at the basis of the ancient system of education was the all Important discipline of Brahmacharya. Ancient Indians knew that, in the same way a wave is not separate from the ocean, man is not separate from the universe and the universal energy. The same force which moves in stars and planets moves in man. And they knew that the source of energy is spiritual but in the physical world the basis, the foundation on which it stands is

physical. Man can increase his capacity as a receptacle of this energy. By the discipline of Brahmacharya, by keeping alive his burning aspiration for the knowledge of the Brahman, by having control over his desires and passions, by maintaining a receptive state of mind, he can retain and even largely increase energy in his soul, brain and body. And indeed, if we turn to the ancient texts, the Vedas and Upanishads, we will see that the body, far from being regarded by spiritual seekers as an obstacle, something to be discarded, was considered as a receptacle for strength (bald}. Strength was among physical qualities the most praised: There was a lot of appreciation about those who were strong, stout and in possession of vigor and might. Up to twenty-two adjectives in Sanskrit can be used to praise the strong! The Rishis of the Vedas and Upanishads believed in a body with firm limbs, strong and hard like stone. May our body become invincible like a rock? During the Vedic and the Upanishad periods, and even later, there was an emphasis on the pursuit of an integral aim of life, which determined the discipline of integral education. Both the material and spiritual poles of the being had their place in this system. The ancient Sanskrit adage "*Shariram adyam khalu dharma sadhanam*" (a sound body is the veritable instrument of the pursuit of the ideal law of life) underlined the importance of physical education. And indeed it occupied an important place in the educational curriculum. Among the large variety of sciences and arts offered to students, 3 Upavedas, or sciences, were in some way related to the education of the body: the Upaveda of Rigveda, called Ayurveda (the science and art of sustenance, protection and maintenance of long life); the Upaveda of Yajurveda, called Dhanurveda (science dealing with weapons of war and art of

warfare); and the Upaveda of Samaveda, called Gandharvaveda (science of music, singing, dancing and dramatics). When one studies Ayurveda, the real extent of the importance given by ancient India to the body, its proper development and its proper training, stands fully revealed. Ayurveda, also known as the science for prolongation of life, makes a thorough study of the human body, its different types and needs, and proposes accordingly specific exercises and methods for optimum body development, with emphasis on strength and agility. There are many important parts of Ayurveda, such as its science of nutrition and others; but presently we shall concentrate on its views on physical exercises. In Ayurveda, strength was considered as the basis of health and physical development. By the acquisition of strength, each and every internal organ, the heart, the brain, the lungs, the liver and the kidneys, the external senses, the limbs, ought to be able to perform their functions without any fault or disorder. Exercise or Vyayama was considered the surest means of acquiring strength. Therefore, the knowledge of physical exercises, their nature, types, exact measure of exercise, benefits of exercise and even contra indications and many details about the science of exercise were included in the curriculum elaborated by Ayurveda. To give a small example of how detailed were the prescriptions, it was said, for instance, that the appearance of perspiration on the nose, the forehead, the joints of hands and legs and dryness in the mouth were the symptoms which indicated that one has taken exercise to the half extent of one's capacity. Exercise was also used by the ancient physicians as a modality of treatment, like in modern medical science. For some of the diseases certain

exercises were prescribed but exercises could be prohibited altogether in other specific cases.

Foundation of Physical Education

Foundations of Physical Activity and Public Health is the first textbook to clearly define the intersection of kinesiology and public health. Authors Kohl and Murray, both leaders in the field, offer a solid introduction to the concepts of public health and kinesiology, the techniques used to measure physical activity, and the health effects of exercise and physical activity. The scientific findings and applications that led to the emergence of the field of physical activity and public health are also examined. Students will come away with a greater understanding of how experts from both fields can work together to advance the use of physical activity for the prevention and treatment of chronic disease and other health issues. *Foundations of Physical Activity and Public Health* describes how physical activity improves health, including cardio respiratory and metabolic diseases, overweight and obesity, musculoskeletal disorders, cancers, and mental health. Data on the prevalence and economic costs are presented to demonstrate the scope of the health issues and the importance of addressing them. Information on common testing methods, evidence on the benefits of physical activity, and recommendations for physical activity will give readers the background knowledge for promoting physical activity as a means of improving health. The health risks associated with physical activity are also discussed. Information on the prevalence of problems, the adaptive processes that can help prevent injury, and minimizing risks will prepare students to consider and address safety concerns. The text examines evidence-based strategies for increasing physical activity in

individuals and populations using three general approaches: informational, behavioral and social, and environmental and policy. Examples of successful programs from various settings, including community-wide and school-based interventions, help students understand how to apply the theory to practice. Students also learn the concepts of evaluation of physical activity programs as well as logic models, evaluation designs, data collection, and analysis. In addition, building The text features a wealth of pedagogical aids that will enhance students learning experience. Chapter-opening summaries and question lists detail key concepts to focus on, case studies and callout boxes provide real-world examples that tie theory to practice, and Key Leader Profile sidebars allow students to explore career options while learning more about individuals who have had a major impact on this emerging field. Each chapter ends with a review of the most important ideas covered, key terms, and study questions that will help students test their recall and develop their understanding of the material. Full bibliographies are provided as well as valuable online resource lists in the E-Media sections. For instructors, ancillaries are available to assist in teaching their courses.

Foundations of Physical Activity and Public Health is also an asset to new professionals as well as those preparing for the ACSM/NPAS Physical Activity in Public Health Specialist certification exam. The text addresses the core competencies put forth by NPAS—including partnership development, planning and evaluation, development of effective interventions, and evaluation of scientific data—and is cross-referenced at the end of each chapter for easy review.

As the emphasis on physical activity as a tool for improving public health grows, the expertise of professionals

with the combined knowledge and skills from both the public health science and exercise science fields will be highly sought. *Foundations of Physical Activity and Public Health* will help students obtain an overview of the kinesiology and public health areas, understand physical activity applications for public health, learn about career options, and inspire them to choose a career in the emerging field of physical activity and public health.

Meaning And Definition Of Physical Education:-

The meaning of physical education is always misunderstood. It is an education which develops harmonious growth and development of the child. It develops all the powers of an individual-physical, mental, moral as well as social. According to Comenius, “*Education is the development of the whole man. The ultimate end of man is happiness with God.*” So physical education 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 **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 **Irwin**, “Physical education is a programmed of physical activities that develops health in youth through

various organic systems of the body; develops skills in physical activities which has implication for enjoyment, emotional development, recreation and the optimum development of the human organism.”

According to **H.C. Buck**,” Physical education is the part of general education program, which is considered with growth, development and education of children through the medium of big muscle activities. Physical activities are the tools, ‘they are so selected and conducted as to influence every child’s life physically, mentally, emotionally and morally.”

According to **Delbert Oberteuffer**,”*Physical education is the sum of those experiences which come to the individual through movement.*”

According to **Clark. W. Hetherington**,”Physical education is that phase of education which is concerned, first, with the organization and leadership of children in big muscle activities, to gain the development and adjustment inherent in the activities according to social standards, and second, with the leadership of the activities so that the educational process may go on without growth handicaps.”

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

According to **J.F. William**,” Physical education is the sum of man’s physical activities selected as to kind and conducted as to outcomes.”

According to **J.B.Nash**,” Physical Education is that field of education which deals with big muscle activities and their related responses.”

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

Scope of Physical Education:-

An extent to what any discipline can reach is said to be the scope of that particular discipline. Physical Education having very wide scope, it is not limited to mere physical activities or physical exercises. Physical education include every aspect that lead individual to all round development. History of various Nations has proved physical Education is in cultural heritage of human beings. Physical Education is not limited to school or college curricular but has successfully influenced human beings in all walk of life, and in every field of development. Age, sex or physical abilities of individuals have no bar as far as physical educational programmes are concerned.

- Scope of physical Education covers following:-
- Games and sports
- Corrective exercises
- Basic stances and exercises
- Rhythmic activities/program
- Social Awareness program
- Educational institution curriculum
- Scientific Methodology
- Rehabilitative program

Games and sports:

Games and sports widen the scope of physical Education to extreme. It includes every fame of football, cricket soccer chess etc.

Corrective Exercises and Rehabilitative programme:

Good posture makes individual work efficiently. This knowledge of correct and good basic posture is presented effectively by physical Educationist. Even a wrong sitting habit can lead to bad posture, many times work demands results in bad posture, physical education clears the basic concept about the posture and presents the effective exercises to overcome bad postures.

Basic stances and Exercises:

Every productive skill needs good and accurate position of the, athlete. Physical Education introduces to us different exercises for different skills for better performance. Knowledge about the stances, grips, action and execution of the skills assists in enhancing the performance. Therefore physical education has its effective and successful scope in the field of physical Education.

Recreational programmes:

Today's world every individual needs to recharge oneself to become more productive even after heavy workload. Physical Educational processes include Recreational activities as its essential programme. After the heavy work out every human wants to feel relaxed and recreational, physical Education introduces many Recreational activities that refreshes and recharges the individual. This scope of physical Education on the other hand contributing a lot in mankind.

Rhythmic Activities:

Rhythmic activities include folk dances, aerobics, leziium etc. which mainly enhances the coordinative ability of an individual. We cannot neglect the fact that many of these Rhythmic Activities is integral part of our Indian culture like

Bhangra and other folk dances. Therefore it is validly said that physical Education is in cultural heritage of India.

Social Awareness programmes:

Physical Education introduces us about Hygiene, sex education, prevention from injuries etc. which ultimately proves very assisting to society.

Educational Institutions curriculum:

Educational institutions having physical activities as essential part of curriculum. This mainly includes ‘INTRAMEURAL AND EXTRAMEURAL PROGRAMMES” physical training through activities like calisthenics, Bhartium and other mass training exercises clears the wide scope of physical Education.

Scientific Methodology:

Bio-mechanics, sports physiology, sports science, sports psychology etc. newly introduced subjects in the field of physical Education widens its scope in the scientific field of Education. Every day new methodology is being introduced for the enhancement of sports field. The urge to grow faster and achieve new heights in the field of sports no doubt increasing the scope of physical Education.

Rehabilitative programme:

For temporary-injured athlete it is very important to maintain his/her fitness level. Physical education widen its scope by introducing Rehabilitative exercises which aims to reduce the recovery period of injured athlete and also maintains the fitness components (strength, speed, endurance, flexibility etc.) that ultimately leads for better performance after recovery).

Coaching:

The wide scope of physical education also covers Coaching. In the field of Coaching knowledge of physical education makes coaches more empowered and efficient. Many basic aspects of coaching is easily understood by the physically educationists and the theoretical subjects -matter as well as practical aspects are widely covered in Physical education.

Aims of Physical education:

To provide skilled leadership and adequate facilities which will afford an opportunity for the individual or group to act in situations that are physically wholesome, mentally stimulating and satisfying, and socially sound.

Learning About Health and Wellness and Developing Social Skills

Physical education classes should include lessons on the health benefits of regular exercise and healthy food choices along with the health risks associated with inactivity and unhealthy food choices should be an integral part of the physical education program. For example, students of all ages might be asked to dedicate themselves to making a few small improvements in diet and exercise for a period of six weeks. They would be expected to make the changes and journal about how they feel during the six weeks. At the end, they might be asked to reflect on how healthy changes affect performance and mood. Physical education should also help students develop social skills. For example, asking students to play team sports helps them learn to recognize and respect others, contribute to a team goal, and socialize as a player. Physical health is critical for overall well-being and is the most visible of the various dimensions of health, which also include

social, intellectual, emotional, spiritual and environmental health. Some of the most obvious and serious signs that we are unhealthy appear physically. Addressing this dimension is crucial for anyone attempting to sustain overall health and wellness.

Needs of Physical Education:-

All children need physical education. It is integral to the complete education of every child. The quality physical education program is planned and provides instruction which provides participants with many benefits.

1. Improved learning aptitude
2. Improved Physical Fitness
3. Improves cardiovascular endurance, muscular strength and endurance, flexibility, mobility, and body composition.
4. Improves power, agility, reaction time, balance, speed, and coordination
5. Skill Development
6. Children learn and practice motor skills in a safe environment. This allows for satisfying and successful participation in physical activities like individual and team sports.
7. Stress Reduction
8. Regular physical activity helps to release tension and anxiety. It also helps to build resilience and emotional stability.
9. Improved Self Confidence
10. As children master skills they become more confident in their abilities. When children are successful in a safe learning environment they become more confident, assertive, self -controlled, and independent.

Defining Physical Health:-

Traditional definitions of 'physical health' prior to the onset of modern medicine would have considered someone physically healthy if he or she was not stricken with a serious illness. With modern medical innovations came longer life spans, which changed the way we define physical health. Today's definition can consider everything ranging from the absence of disease to fitness level. Physical Education in the care and development of the human body, stressing athletics and including hygiene.

The **main goals** of the **physical education** program are to develop motor skills, applied knowledge, a positive attitude and **physical** fitness. In addition, the program assists students in developing teamwork and individual skills that are transferable to other areas of their lives. The program recognizes a wide range of abilities and, as such, is student-centered. It is comprised of varying activities with a progression of difficulty and levels of achievement. This philosophy contributes to an active, healthy and productive lifestyle. Physical education helps us to develop our mental awareness, skills in sports, and for us to be aware on how being physically fit is very important.

Physical education, PE is an educational course related to the physique of the human body, taken during primary and secondary education that encourages psycho motor learning in a play or movement exploration setting to promote health. Physical education which is commonly a part of the curriculum at junior / senior college, includes training and maintaining one's physical body through educational means. It is also about sharpening overall cognitive abilities and motor skills via athletics, exercise and various other physical activities like

martial arts and dance. Here are some of the benefits that highlight the importance of physical education.

Why Physical Education is Important

With obesity at an all time high, schools and universities alike are encouraging students to take part in activities that require physical involvement, be it in the form of exercise or sports. Some even come with their own fitness centers to give students a chance to enroll in their many programs. Campuses today that are conscious about such issues, stress on the importance of physical education by making sure students are constantly taking part in different activities and sport functions. Here are the reasons why a child should be health-conscious at a younger age.

Developing One's Motor Skills

Being physically active means strengthening one's cognitive processes and sharpening one's skills as a result. Exercising is a great way to keep the body in shape, and help it fend off illness while keeping kids at a healthy weight if they're considerably fit. Exercising doesn't mean pushing the body to do strenuous workout routines, but also taking part in other areas of physical fitness like aerobics, swimming, tennis, badminton, and the sort.

Fueling Self-Confidence

Kids when overweight tend to blend into the wallpaper, often being ignored by others or just not being the social type to engage and be of assistance. They're usually the target of verbal abuse and teasing, where physical education classes are often skipped with weak excuses. They can't see themselves in pretty / cool clothes because it is difficult to go out shopping or find their size.

So they tend to wear over-sized outfits to hide their unsightly bulges, or avoid shopping all together. By being involved in physical activity, they can be sure that a dietitian could care for their eating habits, or a school counselor that can advise parents on being more health-food conscious and supportive to their kids when it comes to being more active and outdoorsy. It would build on their self-esteem when they reach a body type that doesn't fall in the overweight category. It helps them take part in events, be more open to team building activities, and gives them a fair idea of how to take care of their bodies.

Learning Right and Wrong with Food Types

Parents if not conscious about what they eat, tend to automatically feed their kids unhealthy foods. It is wise to hold parent-teacher conferences about healthy eating and how it is affecting kids and their performance in junior / senior college. Physical education classes also have sessions on healthy food habits and hygiene (which is also another important area). Kids will know from a young age about the right and wrong kind of foods, and how to limit such eatables before they grow and not even realize it. Teachers in charge of such classes should show graphic representations of what they speak of, to imprint the idea even more so in the minds of children both young and old.

Hygiene is everything:-

Physical education classes may not always stress this point, but a lot of them do. It is an important habit to remain clean and fresh every day, where kids tend to be messy and unclean when they're young. Classes stressing on the importance of regular baths, keeping fingernails clean, putting sweaty clothes away for cleaning and so on, are a must in any

school. Once they have that drilled into their minds, they will follow it religiously as they grow older.

Physical education is an important part of the learning process, and without it we'd have lazy, obese, and unhygienic kids multiplying all over the world. Parents need to take responsibility for their kids as well as those in charge of physical education, when it comes to being and remaining physically active.

AIMS:-

The aims of physical education are to enable the student to: appreciate and understand the value of physical education and its relationship to a healthy, active lifestyle work to their optimal level of physical fitness become aware of movement as a creative medium connected to communication, expression and aesthetic appreciation develop the motor skills necessary to participate successfully in a variety of physical activities experience enjoyment and satisfaction through physical activity develop social skills that demonstrate the importance of teamwork and cooperation in group activities demonstrate a high level of interest and personal engagement showing initiative, enthusiasm and commitment show knowledge and understanding in a variety of physical activities and evaluate their own and others' performances demonstrate the ability to critically reflect upon physical activity in both a local and intercultural context demonstrate the ability and enthusiasm to pass on to others in the community the knowledge, skills and techniques that have been learned.

Objectives of Physical Education:-

Physical Development objectives (Organic Development):

The objectives of physical development deals with the program of activities that develop various organic systems of

the body. It results in the ability to resist fatigue, the ability to recover and the ability to sustain adaptive effort. The value of this objective is based on the fact that the individual will be more active, have better performance and be healthier. The term organic refers to the digestive circulatory, excretory, heat regulatory, respiratory and other systems of the human body. These systems are stimulated and trained through activities such as hanging, climbing running, throwing, carrying and jumping. With vigorous muscular activity, several beneficial results take place. The trained heart provides better nourishment to the entire body. The trained heart beats slower than the untrained heart and pumps more blood per stroke, with the result that more blood is delivered to the cell and there is better removal of waste products. The trained individual can perform work for a longer period of time, with less expenditure of energy and much more efficiently. Therefore physical education should aid in the development of the trained individual so that he will be better able to perform the routine tasks and live a healthful and happy existence.

2. Motor Development objectives (Neuro Muscular Development)

The motor development objective is concerned with developing body awareness and making useful physical movement with as little expenditure of energy as possible and with being graceful in the movement. Effective motor movement depends on a harmonious working together of the muscular and nervous system. The neuromuscular skill is to perform with a degree of perfection. The objective is to develop as many skills as possible so that the individual's interests will be wide and varied. Individuals enjoy by participating in

activities in which they are skillful. The development of skill contributes to confidence, brings recognition, enhance physical and mental health makes participating safer, cuts down expenditure of energy and contributes to the aesthetic sense.

3. Cognitive Development Objective:

The cognitive development objective deals with the accumulation of a body of knowledge and the ability to think and to interpret this knowledge. Physical activities must be learned, hence there is a need for thinking on the part of the intellectual mechanism. The individuals not only should learn co-ordination but also should acquire a knowledge of rules, techniques and strategies involved in physical activities. Furthermore, a knowledge of followership, leadership, courage, self-reliance, assistance to others, safety, and adaptation to group patterns is important.

4. Social Development objective:

The social development objective is concerned with helping an individual in making personal adjustments, group adjustments and adjustments as a member of society. Each individual has certain basic social needs that was be met. These include a feeling of belonging recognition that their physique and physical skills have for their social change. When these needs are met, the individual becomes well adjusted socially. Through physical education, individual should learn social qualities such as cooperation, friendship, courtesy, sympathy, honesty, aspect for authority etc.

5. Affective Development Objective:

Another factor that should not be overlooked is the affective development. Physical education should be concerned with helping young people to clarify and think through their value judgments, appreciations and attitudes.

Much can be done to motivate boys and girls to analyse and assess their own values and attitudes.

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. The need and importance of physical education are 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 person physically fit 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 socialization. For example a boxer while playing is emotionally aggressive but after the last bell 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.

D. Development of cooperative attitude: Specially in team games all the players practice together to win jointly. The lesson of cooperation is learned 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.

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 surplus energy' otherwise this surplus energy can send somebody towards antisocial activity. So the proper channelization of energy helps in socialization process.

G. Development of Discipline: We have to play under rules and regulations of the game in discipline. So games and sports develop habit of discipline which is also an important social quality. Fear of disqualification in the match also directs a player to remain disciplined in spite 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 also creates feeling of brotherhood. We can attain National integration through games and sports.

Games and sports help a lot in promoting National integration as many opportunities are given to the citizens for the development of qualities which promote national integration.

I. Development of Socialization: An individual can develop many social qualities through games and sports like dutifulness, discipline, loyalty, cooperation, sincerity, tolerance, regularity, punctuality, morality, etc. which promote the feelings 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 disease particularly in epidemics. It motivates the people to develop their habits and ways of living. For example, drinking of contaminated water leads to many health hazards which can be prevented by the knowledge 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: There are 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 organization of competitions also helps in the development of leadership qualities.

Importance of Physical Education in Present ERA:-

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. In today's world physical education is essential. Man can live healthy and better life only by doing physical exercise. Today new and new diseases are emerging and have made big harm to man's body. Man's life has become dependent on medicines. For example digest medicine, medicine for

excretion, medicine for sleep, etc. Because of these medicines man has become like a walking robot. In such condition is it fair to waste this body like this? How sad it is that man has time to do the service of technical gadgets like car, freeze, television but he does not have time to take care of his valuable body.

Through physical education man can live his day to day life healthily. Physical education plays important role in man's development and proves helpful for better physical, mental, social, emotional and spiritual life. Here the author wants to introduce the importance of physical education in our modern life.

1 Helpful for Natural Development: Man's body develops very naturally from the prenatal stage to the old age. When this natural development is accompanied with some physical exercises it improves the energy level of the body. Considering this fact even special body exercises are suggested for the pregnant women. In the same way there are different types of exercises for different age stages like infant, adolescent, young, adult and old age. This exercise becomes like a supplement to natural development in scientific way. The balanced emotional development is possible only with good body health and development. It can be considered as a fundamental use of physical education.

2. Body Charm Beautiful body is considered as the first step towards success in life. Therefore people do so many efforts for well figured body. The beauty of the body depends on healthy muscles. Body can be well shaped through physical exercise just as an expert sculpture brings out a beautiful idol by carving an ordinary stone structure. The secret of charming body lies in the muscles of the body. From the very ancient

time sculptures have been giving the importance and value to the beauty of the body. Keeping that image of beautiful and handsome body in our mind, we can also mold our body by giving enough exercise to the muscles. Thus we can get proper advantage of physical education.

3 Strong and Healthy Body We can make our body stronger and healthier through physical education. The significance of strong body lies in the happiness that we get after doing some hard physical or mental work. In other word for a strong person hard work does not remain a matter of tiredness. The reason of physical weakness found in the society is that physically man is not strong and healthy. Man feels weakness and tiredness even after small physical work. Its psychological effect takes place that man does not stand for any physical work. Therefore on the large scale the society has to suffer as a lack of work efficiency and willingness for that. But the truth is that the peace and happiness of fresh life is possible only through hard work. It is physical work and effort through which we can fulfill our all the basic needs. Strong body is always healthy. Strong and healthy body can protect itself from various diseases because its immunity also remains strong. Healthy man can suffer hardness of all the seasons whether it is hot or cold or rainy season. In short, he can enjoy the pleasure of all things in nature.

4. Boosts the Self Confidence There is no doubt about the advantages of physical education for strong and healthy body. Therefore the saying is also heard that healthy mind resides in healthy body. A healthy body is the gateway for reaching the Supreme soul. Strong and healthy body can give boost strength and increases the self-confidence. And for the man who is full of self-confidence even the problems become a game playing.

He can pass his life with full happiness and peace of mind. It will become a service to humanity, if this psychological secret of advantage of physical education is spread and attract the people towards it

5 Development of Discipline Physical educations develop not only self-discipline but also supports to maintain external discipline on man. Discipline is as important as the food for life.

People with uncontrolled behavior deny any kind of restriction and control. But they don't know that the real freedom lies in restriction. The pain of restriction itself becomes the pleasure of freedom. Physical education is a never failing key to bring discipline. Self-discipline comes in man while concentrating on and following different rules of the games. This self –discipline comes into action through different activities and arts and thereby creates interest in life. Well organized life style leads man towards living happy and peaceful life.

6. Character Building in Life The presence of the three qualities- energy, character and beauty in life is very important for being a complete man in Indian culture. Energy and beauty are the direct advantage of physical education but indirectly it builds character too. Character can be developed well by physical education. The process of character building through physical education is so gradual that it cannot be seen directly but can be felt. All the weaknesses from man's life fall down like the dry leaves from the tree. The ideal form the culture and the civilization of any nation and society is developed through good character. All the vices like violence, wars, jealousy, unhealthy competitions, hatred, etc. give way to the character.

7. Constructive Use of Time It is man's natural desire that he or she wants relaxation from work. In the state of relaxation man neither works too much nor takes complete rest but he combines both the work and the rest. In combining the rest and the work, most of the people waste time in gossiping, playing card games, and other useless activities. Physical education provides new option in place of such useless activities. And this option is always healthy. Today there are entertaining games and skills available for playing. The saying —One way for Two comes to true when man gets both the physical advantage and the entertainment through physical education. In this way physical education becomes the best means of entertaining activity or time pass during the spare time.

8 Helpful for Awareness in Society 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 center where the person gets opportunity to know the importance of co-operation 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 co-operate 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.

Need and importance of physical education in modern era are as follows:

- a) A physical educator considers the child as a storehouse of various mental, social and physical qualities. He tries to develop all the innate qualities with the help of various physical activities, which are parts of physical education.
- b) Various kinds of physical activities help in developing the organic system and functioning of the body. They also improve the abilities of human being to resist fatigue, to remain active and perform efficiently.
- c) Physical activities help in developing various kinds of intellectual qualities inherent in a child. Thus with the help of physical education, it is possible to develop children intellectually.
- d) By participating in various kinds of physical activities, children becomes emotionally mature.
- e) Generally, more than one player participate in physical activity and when people of different background and society come into personal contact with each-other, they learn to work in groups, with utmost co-operation and co-ordination.
- f) By participating in physical activities, qualities of group efforts, loyalty to the team and strong ties can be developed in participants. These qualities help in building a good moral character of the individuals.
- g) To participate in any event, all the players are required to learn the fundamental skills and rules of the games

as well. If they do not work according to the rules, they can be disqualified even from the game.

- h) Human body is a composition of muscular and nervous systems, and to keep the body in proper condition, it is necessary to keep these systems fit and in good working conditions.

These systems will function properly if there be a kind of co-ordination between them. Such kind of co-ordination can be developed with the help of various physical activities. Thus, physical education helps in developing the neuro-muscular systems of the human body. In all the team sports or in those activities in which more than one player participate, one player is appointed as the captain who functions as a leader.

Youth Sports are Physical Education

Youth sports are great and our children learn a lot from these activities. Unfortunately, youth sports have become highly competitive and specialized. We see children participating in one sport year round starting at a young age. Children are also participating in select or travel teams at 10 years old or younger. These factors and others lead many children to drop out of youth sports. By age 12, more than 70% of all children do not participate in youth sports. This means that few children are involved in physical activities during their leisure time. Researchers also found that during youth sports practices, most children get less than 20 minutes of physical activity during a 1 hour practice. Much of practice time is spent working on strategy, team concepts, or sport specific activities. Children not involved in youth sports need daily physical education to get their physical activity as well as develop movement skills. Children participating in youth

sports need daily physical education to improve coordination, mobility, Strength, endurance, and movement skills.

Physical Education is not Fun:-

Many adults had bad experiences with physical education when they were in school. They do not want their children to experience the same emotional pain they felt in middle school. Parents do not want their children to experience being the last one picked or being embarrassed by the coach or PE teacher. They do not want their children to feel the pain of being hit in the face with a dodge ball. Physical education should be fun. You do not need the old football coach yelling at you and making you feel inadequate. We are designed to move. You can see the joy children have in movement when we let them play. Physical education should be taught in an environment with minimal stress. The focus should be on having fun and allowing the child to explore a variety of movements. The more positive the learning environment, the better the results we see. Using learning exploration and guided discovery as teaching techniques children are allowed to try different movements in a safe environment. Our bodies usually figure out movements if we provide enough time for practice and repetition.

Physical Education Requires a Large Space

When people think about physical education they think it must be done in a large space with a large number of people. This is what many adults remember from their childhood experiences. Having a large space is great but most physical education activities can be done in a small space and do not require large groups. Many people do not have access to a large space or cannot go outside due to extreme weather conditions or health issues. Physical Education or movement training can

be done in a space such as a living room, play room or hallway. Children can learn to skip, shuffle, hop and jump in a small indoor space. Basic strength training can also be done at home. Bodyweight training exercises are critical for building foundational strength. These exercises require little or no equipment and can be done at home.

Physical Education in not Necessary:-

Physical Education is being reduced in schools and there is very little information on physical education for homeschoolers. Many people involved in education feel that there is not enough time to focus on math, science, and reading so physical education gets cut or neglected. The truth is that daily physical education is critical to academic success as well as health and wellness. Physical Education teaches movement skills that help people develop gross motor skills. Gross motor skills are movements that involve large muscle groups. Gross motor skills help people walk, run, jump, throw and catch. They also help people maintain good posture, maintain strength and muscle tone, and are the foundation for developing fine motor skills. Fine motor skills are important for writing, drawing and manipulating small objects. Physical Education can be used to learn and reinforce concepts learned in math and science. If done correctly, physical education is a great way to manage and relieve stress. Research shows that daily physical education has increases attention span and improves behavior. Spending as little as 30 minutes each day on physical education will make a huge impact in your child's life. It will help develop the brain body connection which will improve athletic ability. If physical education is done in a fun way, it will be something your child looks forward to or even asks to do every day. Put the video games away, clear out a

space and start moving with your kids. In a few weeks you will notice that this small investment of time will put your family on a path to better physical, mental, and emotional health and wellness.

Relationship of Physical Education with General Education:-

If the aim of **Education** is enrichment of personality, Physical Education contributes too much extent. If the aim of Education is self- realization, again no doubt physical Education provides opportunities to develop the sense of self - realization. To achieve and realize the aim and objectives of Education, physical Education plays an important role and assists in developing those objectives more practically. Therefore, it is said that physical education is an integral part of general education process. Quality physical education programs should provide the student with the following benefits:

Skill development – Develops motor skills that allow for safe, successful, and satisfying participation in physical activities.

Regular, healthful physical activity – Provides a wide range of developmentally appropriate activities for all children and youth. It encourages young people to choose to be physically active and aware of the benefits.

Improved physical fitness – Improves the health-related components of physical fitness (cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition).

Support of other subject areas – Reinforces knowledge learned in/across the curriculum and serves as a laboratory for application of content in science, math, and social studies, communication skills, and literacy.

Self-discipline – Facilitates development of responsibility for personal health, safety, and fitness.

Improved judgment – Influences moral development and students assume leadership roles, cooperate with others, and accept responsibility for their own behavior.

Stress reduction – Physical activity becomes an outlet for releasing tension and anxiety and facilitates emotional stability and resilience.

Strengthened peer relations – Physical education is a major force in helping children and youth socialize with others successfully and provides opportunities to learn positive social skills.

Improved self-confidence and self-esteem – Instills a stronger sense of self-worth based on their mastery of skills and concepts of physical activity. Children become more confident, assertive, independent, and self-controlled.

Goal setting – Gives children and youth the opportunity to set and strive for personal, achievable goals.

Once established, it is difficult to change sedentary habits. Experts agree that childhood is the time to begin development of active lifestyles, and adolescence is an important time to prevent the decline in physical activity levels. Therefore, it is extremely important to equip young people with the fitness levels, knowledge, motor skills, and personal/social skills they need to be active both now and in the future.

The relationship between physical activity and mental health

The relationship between physical activity and mental health is not as simple as to say that activity will invariably lead to improved mental health. For youngsters to be engaged

in physical exercise, it is important that the needs of the particular child be taken into account. Forced and frightening activities should be avoided. The context should be one of enjoyment rather than of harsh discipline and skill-dependent games where many children are apt to fail. Mental disorders are of major public health significance. It has been claimed that vigorous physical activity has positive effects on mental health in both clinical and nonclinical populations. This paper reviews the evidence for this claim and provides recommendations for future studies. The strongest evidence suggests that physical activity and exercise probably alleviate some symptoms associated with mild to moderate depression. The evidence also suggests that physical activity and exercise might provide a beneficial adjunct for alcoholism and substance abuse programs; improve self-image, social skills, and cognitive functioning; reduce the symptoms of anxiety; and alter aspects of coronary-prone (Type A) behavior and physiological response to stressors. The effects of physical activity and exercise on mental disorders, such as schizophrenia, and other aspects of mental health are not known. Negative psychological effects from exercise have also been reported. Recommendations for further research on the effects of physical activity and exercise on mental health are made.

What's the downside?

Not much. If you are normally very active, you may get depressed if, for any length of time, you can't exercise because of an injury. If this does happen, you can carry on with exercises using those parts of your body that are not injured. This will help you to keep fit, feel more in control and keep in touch with other people. It can help to set yourself targets –

both for the next few days and longer, for the next weeks or months. Some people with eating disorders use exercise to lose too much weight. Some athletes (such as those in weight-related sports like horse racing, boxing and gymnastics) are more likely to develop eating disorders. Physical exercise can cause injuries and some health problems but you are much more likely to get ill if you don't keep active. If in doubt, ask your doctor.

Public Relations for Physical Education:-

In today's highly competitive world, more than just a good product is required for a business to survive. A sound public relations campaign is needed to generate publicity and extol the product's benefits and the same can be said of a physical education (PE) program. When viewed from a business perspective, the greatest threat to physical education is having unreliable or no information regarding the advantages of high quality physical education. It is important that physical education programs adopt sound business principles and that every effort be made to enhance relationships between physical education specialist and members of allied publics. This article discusses the groups or individuals who are able to assist and improve PE programs that physical educators may encounter in overall school settings.

Physical Culture, Physical training and Physical Education:-

This is about the fitness movement; for the study of the physical aspects of cultures, see Anthropology, Cultural Anthropology, and Social Anthropology.

Physical culture is a health and strength training movement that originated during the 19th century in Germany, England,

and the United States. The physical culture movement of the 19th century owed its origins to several cultural trends. German immigrants after 1848 introduced a physical culture system based on gymnastics that became popular especially in colleges. Many local Turner clubs introduced physical education (PE) in the form of 'German gymnastics' into American colleges and public schools. The perception of Turnen as 'non-American' prevented the 'German system' from becoming the dominating form. They were especially important mainly in the cities with a large German- American population, but their influence slowly spread. By the late 19th century reformers worried that sedentary white collar workers were suffering from various "diseases of affluence" that were partially attributed to their increasingly sedentary lifestyles. In consequence, numerous exercise systems were developed, typically drawing from a range of traditional folk games, dances and sports, military training and medical calisthenics. Physical culture programs were promoted through the education system, particularly at military academies, as well as via public and private gymnasiums. Industry began the production of various items of exercise-oriented sports equipment. During the early and mid-19th century, these printed works and items of apparatus generally addressed exercise as a form of remedial physical therapy. Certain items of equipment and types of exercise were common to several different physical culture systems, including exercises with Indian clubs, medicine balls, wooden or iron wands and dumbbells. Combat sports such as fencing, boxing and wrestling were also widely practiced in physical culture schools, and were touted as forms of physical culture in their own right. The Muscular Christianity movement of the late

19th century advocated a fusion of energetic Christian activism and rigorous physical culture training. Physical culture is a difficult concept to relate to in our day and age. As civilization advances, we are becoming less reliant on our physical nature to accomplish everyday tasks and less aware of physical culture as a whole. In our physical culture... instead of walking to work, we drive a car or ride a bus. We take the elevator or the escalator instead of the stairs. Instead of playing games outside, we play games inside. We are more inclined to lift metal plates and ride a cardio machine than compete in a sport, build a stone wall, or enjoy a walk or run outdoors. We even ride ATV's, dirt bikes, and snowmobiles on walking trails instead of WALKING on them. The motivation to write this article about physical culture came as a surprise to me. I actually looked up the keyword —physical culture in a goggle search, and clicked on the first result – a Wikipedia entry. I was looking forward to a thorough analysis, and to possibly learning something new or at least understanding a different perspective. What I got was not only disappointing, it was downright infuriating. Here is the exact Wikipedia entry that I pulled up on February 23, 2009. “Physical culture is the promotion of muscular growth, strength and health through various physical exercise regimens like resistance training, bodybuilding, sports, stretching, and posture correction techniques. Eugen Sandow, William Muldoon, Bernarr Macfadden and EdmondDesbonnet were among its earliest popularizes. Firstly, muscular growth should not be the first thing on that list. I’m getting disgusted with the volume of instances where I hear that getting big muscles is an essential pursuit. It’s definitely not, and a lot of people are worse off because of that widespread heresy that pervaded the American

physical culture when bodybuilding erupted as a sport a few decades ago. Secondly, both bodybuilding and sports are listed, yet bodybuilding IS a sport – why the distinction? Thirdly, the term stretching is included yet stretching is quite vague and misleading with all of the current research. If you include the practice of stretching, you should also include items like joint mobility training, proprioceptive neuromuscular facilitation techniques (PNF), dynamic stretching, static stretching, corrective exercise, all the different forms of yoga, and every other recuperative or preventative technique that physical therapists, coaches, and trainers use every day.

Physical culture is an idea that is created when a community (micro) or society (macro) joins together to establish a philosophy, regimen, or lifestyle seeking maximum physical, mental, spiritual, and social development through methods such as fitness, diet, athletics, martial art, and mental discipline among others.

The physical benefits for being a part of a physical culture include improvements in health, appearance, mobility, strength, endurance, and other general fitness attributes as well as greater proficiency in athletic activities. Although, the benefits are much more far-reaching than that when you factor in the mental, spiritual, and social development that can take place.

Physical Activity:-

Recess is fantastic. It's a time for kids to run around and around with only their imaginations, a few swings and a basketball hoop. It's what makes being a kid so great. This kind of fun counts for physical activity, not education. When kids are at home and head out to play freeze tag or red light green light, or when they head to dance practice, or when they

chase lightning bugs around the yard, it also accounts for physical activity. It's important. It releases endorphins, builds muscle and bone density, and improves coordination. But physical activity does not complete the picture of good health for our children. Physical education contains physical activity, but it also contains a lot of other things that set up children for long-term health of the body, mind, and spirit.

Physical Education:-

According to the 2010 Shape of the Nation report conducted by the National Association for Sport and Physical Education (NASPE) and the American Heart Association, —Physical education is based on a sequence of learning ... [which] also includes health, nutrition, social responsibility, and the value of fitness throughout one's life. Unfortunately, the past few years have been unkind to those gym and health classes (collectively, PE) that were cut as a result of schools —teaching to the test. Math, science, and reading took precedent over PE time, which doesn't quite fit in to decreased budgets. The Shape of the Nation report continues: Providing time for unstructured physical activity is not the same as providing instructional time for meeting the goals of quality physical education. Besides, as students grow and head into high school, the unstructured physical activity they get during free periods might consist of walking to the nearest convenience store or idly wandering about the hallways. This just won't do, especially as students are studying for tests that will decide where they head next, be it vocational school, college or into the workforce or military. It won't do in younger students either, when they're learning material that gives them basic skills and knowledge everyone should know: simple math, critical reading and spelling, and the science of

our world. Why? Physical education provides physical activity, which studies show helps to improve academic performance. Physical education also provides knowledge—the knowledge every human being needs to stay healthy throughout their lifetime. So what is physical education exactly? The education aspect comes into play when teachers combine motion with minds. For example, middle school challenges can involve running to different locations to put together a puzzle, or to seek out objects on a map. Also, education can focus on specific skills and coordination, like how to throw a flying disc or use a hockey stick. High schools will learn the value of nutrition and pair that will circuit training. They’ll learn how to set goals and how to stay active in achieving those goals. Research is the basis for each of these strategies. These examples and others are proven to work, not only to improve the health knowledge of students, but to improve their ability to comprehend other subjects as well. The American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) is an association dedicated to the health and well-being of America’s youth.

Misconceptions About Physical Education:-

Physical education is so vast a subject that it is mostly misunderstood. In the ancient time, physical education was considered as physical training only. It was made essential for the training of defence personnel. Physical training was given to warriors only. The aim of physical training was to produce tough persons who can help in fighting war and natural calamities. At that time physical education was only limited to physical training. There are following misconceptions about physical education which are still prevalent nowadays:

A. Wastage of time: Many parents think that participation in physical » activities is just wastage of time. However this opinion is totally wrong as participation in physical activities develops body. The mind and body “are two inter-related aspects of the same entity. A proverb, ‘sound mind - in a sound body’ also supports psycho-physical unity of man. Mind and body are like two wheels of a bull cart. In the absence of one wheel the effect is found on smother wheel. Hence if physical condition of the body is disturbed, the mental condition of the body is also affected. For example a physically fatigued person cannot do mental work properly, on the other side mentally fatigued person cannot do physical work properly.

B. Physical Education is considered as participation in games only: Most of the people think that physical education is only participation in games. However physical education enables a person to maintain health and fitness. Many qualities like love, affection, tolerance, obedience, cooperation etc., are learned through participation in games.

C. Poor social status: Until recently physical educationists had poor social status. However this perception is changing day by day. Sports persons are given social awards like Arjuna Award which can uplift the social status as society has started recognizing sports personalities.

D. Physical education and Career: Most of the people do not opt physical education as career, as they are not aware of its vast area. However physical education has many specialized branches like physiology of exercise, kinesiology, sports anthropometry, physiotherapy etc. which can be opted as a good career.

E. Indiscipline: It is also observed that sports persons are considered as indiscipline. Physical education on the other

hand trains a person to remain disciplined. We have to play under rules and regulations of game in discipline. So physical education develops habit of discipline which is also an important social quality. Fear of disqualification in the match also directs a player to remain disciplined in spite of emotional arousal.

F. Wastage of money: Still it is thought that games require a lot of sports equipment which is considered as wastage of money. However sports and games provide a healthy outlet of surplus energy, otherwise this surplus energy can tend somebody towards anti-social activities. So the proper channelization of energy helps in educating the child.

Relationship of Physical Education With General Education:-

Physical Education has been accepted as an integral part of Education. The physical Education teachers work for the achievement of the ultimate purpose of general education. Let us discuss how far a Physical Education teacher can help in achieving the objectives of general education.

Education contributes to the development and advancement of the nation's culture. Educational institutions play a primary role in the achievement of intellectual skill, knowledge, understanding and appreciations. Physical Education as a phase of the total educational process helps in realizing these purposes. Before we evaluate the role of Physical Education in the achievement of objectives of general education, we should understand the meaning of education and its objectives. The term 'education' means different things to different individuals. The simple meaning of education is a change, modification of behavior or an adjustment on the part of the student as a result of experiences. A number of

definitions made on educations are A training process that comes about through study and instruction. A series of experiences that enable a person to better understand new experiences.

John Dewey, an educator defines education as “the reconstruction of events which compose the lives of individuals so that new events become more purposeful and more meaningful” Education is a ‘doing’ phenomenon. One learns through doing. Education takes place in the classroom, in the library, on the playground, in the gymnasium and at home. The primary goals of education are dissemination of knowledge, the liberation of minds, the development of skills, and the establishment of wholesome attitudes which are useful in the improvement of the society. The primary goals of general education are individual development, with emphasis on behavior and social usefulness together with intellectual development as an outcome of learning. The important educational objectives are civic responsibility, the learning of respect, tolerance and self- responsibility, development of intelligence and effective thinking, knowledge of body, knowledge health and training of body and spirit. Physical Education plays an important role in the education process. The mind and the body represent a unit in human beings. One gives strength to the other and both function harmoniously in the educated person. When physical education is applied to education, it can readily be seen it plays an instrumental role in the education process. Physical education with its emphasis on building a physically, emotionally, mentally and socially fit society, plays an important role in education. The role of physical education can be discussed in relation to three domains namely cognitive, affective and psychomotor.

1. Cognitive Domain's :-

The objective of cognitive development is concerned with knowledge and understanding. Physical Education contributes to cognitive development in the following ways. Physical Education programmes contribute to academic achievement by providing daily movement experiences and instructions in selected basic motor activities, by providing knowledge and modifying behaviors in regard to good health practices, and by aiding in the process of social and emotional development. Physical Education contributes to knowledge of exercise, health and disease, instructions are given about the importance of nutrition, Physical activity rest and sleep. Physical education provides knowledge and understanding relating to the various organic systems. Physical Education contributes to an understanding of the role of Physical activity and sports in the culture. They affect the country's politics, government, economy and educational systems. Sports and physical activity dominate the newspapers, magazines, radio and television.

Affective Domain:-

The affective domain is primarily concerned with interests, appreciations, attitudes and values. Following are some of the contributions of Physical Education to this domain. Physical Education contributes to an appreciation of beauty. The human body is a thing of beauty if it has been properly developed. Nothing is more beautiful than perfectly proportioned and developed human body. The beauty of movement is developed through Physical activity. Physical education helps in the formulation of an individual's philosophy of life. Through the medium of Physical activity, guidance is given as to what is right and proper. Physical

Education program stresses human welfare. When an activity is planned, the needs and welfare of the participants are taken into considerations. Play experiences offer an opportunity for children a rich social experiences which help to develop child's personality. Every educated person should have the characteristics of courtesy, politeness, fair play and other social behaviors. Good training in Physical Education activities provide opportunities to develop the characteristics of courtesy, politeness, fair play and good sportsmanship. Physical educations bring children and youth from all walks of life, all creeds, colors, and races. According to J.B. Nasls Physical Education is that phase of the whole field of Education that deals with bit muscle activities and their related responses. Physical education is concerned with the acquisition of motor skills, and the maintenance of fitness for optional health as well as attainment of knowledge and the development of positive attitudes towards Physical activity.

Physical Education as an Art:-

Art can be described as a method of doing something beautifully. People who do things beautifully may be called artists. Art implies that actions are performed with such principles of taste and imagination, and with such aesthetic qualities, that they express beauty, grace and poise. A perfect dive (in aquatics), a perfect gymnastic exercise, a beautiful painting, a colorful rainbow or a melodious song excites an emotional response in us. This emotional response is received by us through our various sense organs—ears, eyes, nose etc. Such responses evoke delight and excite admiration within us because of the humanistic values and aesthetic qualities of the object or the experience. In music our auditory perception is involved, in seeing a piece of art our visual perception is

involved, in smelling the food our olfactory perception is involved and in athletics our kinesthetic perception is involved. It is the quality of the perception that evokes aesthetic response so as to term it as an art. The person who performs an action beautifully, skillfully and creatively is an artist. The teacher or the guide who creates such congenial learning environment which encourages and stimulates his disciple to achieve perfection and beauty in performance is also an artist. An athlete who sails over the high jump bar skillfully, beautifully with grace and poise is an artist and the teacher, the guide who taught him with his soaring imagination and stimulating ideas is also an artist. Art has two main principles, 'form' and 'organisation' and physical education satisfies both these principles. Form is essential quality of good activity in physical education. The teacher will be able to evaluate the strong, supple physical form as well as the skilled activity as to its good form. Physical education also satisfies the second principle of organisation which is a function of imagination and creativity. Physical education contributes to creativity and appreciation of the same by providing different modes of expression through movements and also by allowing for individual differences of the participants at the same time. These two principles are generally responsible for beautifying the programme of physical education, extrinsically and intrinsically. It can thus, be said that physical education is an art.

Physical Education as A Science

Physical education can be termed as a science only if the principles, laws, theories on which it is founded are determined and verified. What we know about human being is scattered through many separate disciplines. Physical education draws

its principles from various sources like anatomy, physiology, mental hygiene, psychology, anthropology, bio-chemistry, bio-physics, bio-mechanics etc. which contribute much to the understanding of 'man' and his 'movements'. These sciences have paved the way for building up a scientific basis of physical education. The principles and theories which guide programming in physical education place heavy reliance on these sciences. Principles of these services are so well established that there is hardly any possibility of any change taking place.

Basic characteristics of science are that it provides us the knowledge, the facts, intellectual tool for solving problems, enabling us to construct means and also stresses on results and achievements. As physical education relies heavily on these basic characteristics of science, it can be well said that physical education as a science.

Historical Development of Physical Education

Period of Indus Valley Civilization (3250 BC – 2500 BC)

This is also known as pre-vedic age. We do not find any proof or record of any kind of physical art or craft during this period. But, various things found at Harappan and Mohanjodaro provide some clue or hints of such kind of art during this period. Various kinds of physical exercises were used to practice by people of this period, however, for this no special events were organised. Activities of a general manner were organised. One of an important and most popular event of pre-vedic people was considered to be dancing. Generally people did not perform dance individually, but event of group dancing was being organised. As in modern period, we organize different swimming competitions, during the pre-medieval period, such event was organised which was called the Grout Bath. Near that place, there situated showers of hot and cold water, which were called the hammam. For conducting various kinds of sports events, marbles, balls and dicers were used. Various proofs prove that dicing was the most popular game during that period. From some evidences, it has been proved that dicing was not a full time game, but it was used only with board games. Another important pass-time during this period was animal fighting. Boxing is also considered an important event which was being practiced by people of that period.

Vedic Period (2500 BC – 600 BC) :-

One of an important asana of Yoga, Suryanamaskara, has its origin in this period. This asana did not have the same value and importance as it has today, but earlier, it was performed in the form of a religious duty. It was during this period that another important asana, Pranayama came into existence. During this period, military training got a very important place. Hand wrestling, perfect use of various weapons were being practiced by people of this period. Swinging was one of a favorite pass-time of people. People of both the sexes used to indulge themselves in various kinds of ball games. Dicing was also popular in this period also. For defeating the enemies in the wars, boxing was employed because of which it was practised by young people to a large extent. People used to participate in various forms of dancing. For pass-time, animal hunting was used. Various kinds of fights were being conducted between different animals and birds. It was during this period that healthy physique was provided much importance. In comparison to academic learning, physical strength and knowledge of physical activities was considered more important. Not only physical strength was considered important, but spiritual strength was also recognized very important for which practice of various asana of yoga were being recommended to people of all age groups and of both sexes.

Early Hindu Period (600 BC – 320 AD) :-

During this period, much importance or value was being provided to various kinds of dramas and festivals. Physical training was considered an important part of life. Hunting was a sport which was being practiced by people with royal background. Kings and common men used to play dicing and chess. It is considered that game of chess came into existence

during this period and India is the true originator of this game. For physical strength, wrestling, male fighting and various kinds of other activities were employed by people at large. One of an important feature of this age was practicing of fighting with animals. Great warriors used to fight not only with human beings but also with powerful animals as they considered it a good means to increase or develop one's physical strength.

Later Hindu Period (320 AD – 1000 AD):-

During this period, much importance was provide to systematic teaching and this thinking inspired some scholars or experts to establish universities of Taxila and Nalanda. At these centers of training, a kind of correlation was found between physical, intellectual and aesthetic training of individuals. Special important was being given to some events like wrestling, archery and mountain climbing. Importance of physical activities during this period can be measured from the fact that students of the Nalanda University used to practice certain special physical activities daily. Those activities included swimming and yoga. During this period, India was ruled over by Gupta rulers and they took various important steps to improve the condition of physical activities in general public. Common persons were encouraged to participate in certain sports and in physical activities. Various kinds of arrangements were made to organize such sports. Hunting was considered an important pass-time during this period and cock fighting was becoming more popular. Various kinds of animal fighting were popular during that period.

Bodily health was considered an important means for improving spiritual conditions of the people. Much importance was given to the sound physique and people were encouraged to participate in various kinds of physical activities for this

purpose. Physical activities were practiced by people on regular basis and various kinds of supports or encouragement was provided by monarchs.

Medieval Period (1000 AD – 1757 AD):-

During this period, importance of systematic education was considered and now for this purpose, certain organizations were being established, which were termed as 'Gurukulas'. Military training was provided much importance during this period. Importance of a systematic training or education was being recognised in this period because of which people were encouraged to set-up more and more gymnasiums. There was a kind of Gymnasium Movement in the country which was headed by Shree Samarth Ramadas Swamee. Inspire of this movement, there was not much increase in the number of gymnasiums in the country. Still now, religious places were used as a place to provide physical education. Wrestling and various events of gymnastics got very importance during this period. Some of the specific sport activities got very popularity during this period, some of which were horse riding, javelin throwing and wrestling. Malkhamb also enjoyed a special place and it was because of this importance that two new types of malkhamb were introduced, which were Hanging Malkhamb and Cane Malkhamb. Horse riding was learnt by not only males but also by females. As a recreational activity, chess was used by a large number of people. During the whole period, physical education and various physical activities enjoyed an important role. They were considered not only for the warriors and soldiers, but also for the common men. Mostly those activities were practiced which can provide soldiers with war skills. For the warriors, wrestling was considered an important recreational event. One of an

important aspect of wrestling training was body massage. Another important activity was boxing. Other activities which were popular during that period were hunting, swimming and animal fighting. There was a sport which was similar to today's polo which was being practiced during that period. Another important pastime was pigeon flying and various individual sports competitions were organised from time to time. Various Kinds of indoor activities were also organised from time to time. A big source of recreation was gardening.

British Period (BEFORE 1947) :-

A Flash Back to Pre-Independence days:

Physical Education has always existed in the Indian society in one form or the other but had never been considered as a part and parcel of school curriculum. No doubt, the English are the sports loving people and pioneers in education but while in India, as rulers, they also never paid any attention to the inclusion of physical education in the school education programme. In 1833, Government of India (at the center) shouldered the responsibility of education and in 1870, the subject of education was made a state subject – only the centre retained the supervisory powers. Surprisingly, physical education was given no place in the school programme. For the first time it was the Indian Education Commission in 1882 that recommended “Physical training be promoted in the interest of the youth by the encouragement of native games, gymnastics, the interest in the school children to take physical activities as something enjoyable. In 1894, the question of making physical education as a compulsory subject was considered but no definite policy came out of this. Western games especially cricket, were becoming very popular with the princely states. Private organizations for physical education like gymnasia,

vyayam shalas, Akhadas and Kreera Mandal contributed appreciably to the spread of traditional interest in developmental and conditioning activities like dands, baithaks, hagic exercises, various folk dances, wrestling, lathi fight, exercises with light apparatus and indigenous games like kho-kho, Atyapatya. It is heartening to note that some of the princely states also promoted some games especially polo, hockey, cricket etc. Princely states like Hyderabad, Jodhpur, Patiala, Cooch Bihar, Baroda, Jaipur and a few others patronized these Western games apart from traditional sports like wrestling. Whatever the programme of physical education existed in pre-independence days, it was carried on by the ex-service men re-employed by school authorities. They imparted military drill and P.T. exercises to the children and often prepared the children as scouts for school ceremonies and inspection days. The out-standing development of scientific physical education in India in pre-independence days goes to the Y.M.C.A. College of Physical Education, Madras founded in 1920, by Mr. H.C. Buck. Since its inception this college has been working tirelessly and self-lessly to promote and systematize physical education in India. In 1931, Here in 1946 at the time of All India Physical Education Conference, National Association of Physical Education and Recreation of India was formed. The Mandal team gave numerous demonstrations of activities in Europe and Middle East and in 1936 at Olympic Games at Berlin and in 1949 at the second Lingaid at Stockholm.

Physical Education in India (After 1947)

The All India Council of Sports:-

The All India Council of Sports was formed in the year 1954 by the Ministry of Education, Government of India. It was intended to serve the cause of games and sports in the country and to act as a co-ordination body between the National Federations, National Association and Central Government. Originally this body consisted mainly the Presidents of National sports Federations and special organizations and five Government nominees and the total strength was 25. This body was re-constituted in 1969 and the entire body of the council consisted of members nominated by the Government of India. Then the total strength was made as 15. This council was generally reconstituted for every 3-years.

This council has several functions. They may be enumerated as follows:

- i) To advise the Government of India in all matters pertaining to games and sports,
- ii) To give advice and assistance to the various National Sports organizations with a view to raise the standard of games in the country,
- iii) To recommend to the Central Government to give financial aid to deserving sports organization,
- iv) To act as a Liaison between the National Sports organizations and the Central Government,
- v) To recommend financial grants for construction of stadia, purchase of games and sports materials and conduct coaching camps by the concerned sports bodies,
- vi) To effect proper control over the funds or deputation of national teams abroad and to recommend financial aid for meeting the expenses of foreign teams visiting India,

vii) To recommend to the Government of India the names and outstanding and distinguished sportsmen in the country for the award of National titles like Arjuna, Padma Shri, and Padma Bhushan etc. It was the All India Council of Sports that recommended the establishment of the National Institute of Sports at Patiala.

National Discipline Scheme

Late Gen J.K. Bhonsle, while in Japan during the Second World War and during the I.N.A movement in the East, was impressed by the educational system of Japanese nation which not only was based on sound philosophical and scientific foundations but also embodied in itself physical and mental training. This, perhaps, resulted into an enviable pattern of individual and national discipline in Japanese people. After India became independent and Sh. Bhonsle came to the Centre as a Deputy Minister for Rehabilitation, he conceived the idea of introducing such type of training for the refugee children who has settled in Delhi and Punjab. It was in this context that the National Discipline Scheme took birth on July 24, 1954 at Kasturba Niketan, Lajpat Nagar, New Delhi where hundreds of refugees were temporarily lodged. The scheme came into being as an experiment with the help of a couple of ex-I.N.A. soldiers and officers who still had the spark of service, patriotism and respect for national ideals. Gradually the scheme was introduced to other institutions in Punjab, Gujarat, and Bengal. Numerous rallies and demonstrations that were encomium for Gen. Bhonsle and his selfless workers and so the scheme spread like a wild fire. In 1957 the Scheme was handed over to the Union Education Ministry for furthering the cause of discipline amongst the Indian youth. A directorate was set up for N.D.S and Gen. Bhonsle was made its Director General.

It was to his initiative that the Central Training Institutes, Sarika (Rajasthan) (1960) and Barwala (1963) were established to train the N.D.S. instructors to cater to the growing need and demand in the country. The training courses were extended to the period of nine months. The N.D.S. instructors were paid by N.D.S. Directorate but worked with school authorities.

Objectives: The aim and objectives of the scheme were:

- i) To make the youth healthy in mind and body and instill in them a sense of patriotism, self-reliance, tolerance and self-sacrifice.
- ii) To develop human values and to build in them a desire to serve the country and humanity at large.

Programme: The programme of the scheme covered items such as

1. **Physical training:** Through drill and marching and physical training exercises and tables, gymnastics and sports.
2. **Mental training:** Through lectures on discipline, patriotism, good citizenship, National Flag and National Anthem etc.
3. **Administration:** Through appointment of leaders in rallies and demonstrations.
4. **Organization:** Through various opportunities to the students for forging their way forward, at the organization of sports days, rallies and ceremonial parades.
5. **Cultural Programme:** By singing emotional and national integration songs of different States irrespective of one's caste, creed, language and State boundaries. Folk dances were very significant part of this programme. All men and women had to learn dances.

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Sports Authority of India (SAI) :-

The Development of sports talent was a challenge for independent India which was not an easy task. The Government of India realized the urgency and took the decision to start National Institute of Sports (NIS) in the year 1961 at Motibagh palace, Patiala. Through this premier center, the sports awareness was spread throughout the country.

In the year 1982, IX Said was conducted successfully at New Delhi, by constructing sophisticated infrastructure which went a long way to create sports consciousness amongst the people of the country. As a result the expansion of sports developmental activities started in a big way which resulted in the birth of Sports Authority of India (SAI). In order to bring NIS which was under Society for the National Institute of Physical Education and Sports (SNIPES) to under SAI for effective programmes, the amalgamation took place on May 1st 1987 under the name of SPORTS AUTHORITY OF INDIA headed by the then Prime Minister of India late Sri.Rajiv Gandhi as its first president.

Main Objectives:

1. To promote sports in India.
2. To train National teams for participation in international competitions

3. To prepare High Calibre coaches and to enrich their competence and knowledge.
4. To improve scientific back-up to achieve performance in sports.
5. To identify hidden talents and groom them with scientific approach
6. To co-operate with other sports organizations, to provide infrastructure information.
7. To provide organizational support, technical know-how documentation and sports and scientific information with a view to achieve excellence in sports.
8. SAI conducts full year orientation and refresher courses in various disciplines and sports sciences and are being conducted for all the coaches from SAI and states on regular basis update their knowledge in coaching.
9. Certificate course for six weeks in coaching for PE. Teachers is also being conducted during summer vacation.
10. At NIS various departments have been setup for sports sciences. The departments include sports physiology, Biomechanics, psychology, General theory and methods of Training, Anthropometry and Sports Medicine.

Schemes by SAI

SAI has launched the following schemes to spot and nurture the talents of various age groups through different agencies and are being trained by SAI coaches. The expenditure on boarding, lodging, education, sports kit/uniform, sports equipment, training and competitions are being borne by SAI.

a) National Sports Talent Contest (NSTC)

The scheme was launched in the Year 1985. Few schools have been adopted by extending one time grant of 5 lakhs per

school to develop infrastructure facilities. The talented children of 8-12 years age group are selected and admitted. The aim of this scheme is to bring sports consciousness and commitment among young children and parents and to train children and develop them for medal winning prospectives in future.

b) Sport Hostels.

Sports hostel have been started in conjecture with state government. It is to achieve international standard by providing constant training to the talented sports persons in the age group of 16 - 20 years.

c) Special Area Games (SAG)

Remote corners of India have talented sports persons but are devoid of sports facilities since independence. SAI have launched a scheme to tap talents from special area where the talents are available in abundance. Aims of a this schemes are

1. To tap talents in special area such as traditional sports and individuals having potential for modem sports
2. To spot talents from population of which physical or genetic constitution have any relevance to some sports,
3. To spot talent from areas whose location and environment is conducive to particular sports. *

d) Army Boys Company

This scheme was launched by SAI in collaboration with Army headquarters for 9-14 years of boys. Its aim is to produce disciplined soldiers as well as excellent sports persons.

e) Sports Project Development Area (SPDA)

It is to establish and develop pyramidal sports infrastructure of different level from village to National and to tap and nurture talents of sub junior/junior and train them scientifically on a long term basis.

f) National Coaching Scheme

Regional coaching centers have been established depending upon the requirements of the states/UTS. SAI has given number of coaches to the District Coaching Centers. Its aims are a) to impart coaching to sports children and to follow up scientific training for the talented children, b) to train the state team prior to the national competition, c) to develop sports in rural areas by conducting coaching camps/competition and providing scholarships.

g) Prize money Scheme for Schools

The incentive scheme for promotion of sports and games in schools through prize money was introduced in the year 1986. Its aim is to encourage educational institutions to take interest in promoting sports activities in their schools. (Eg.) The winning schools of District level prize money competitions (are awarded Rs. 10,000/- in five disciplines viz. Athletics, Basketball, Football, Hockey and Volleyball.

h) Sports Equipment for States/UTS

SAI extends the supply of non-consumable sports equipment's to the extent of Rs. 1.5 lakhs per District.

i) Rural Sports

The scheme was launched to spot talents among the rural youth through their participation in sports, competitions from block level to National level in all the disciplines. Selected children are awarded handsome scholarships.

j) Women Sports Festival

A women sport was launched to commemorate the international women's year in 1975. The concept of women sports in India was brought to encourage women folks from all walks of life to take part in sports activities from Block level to

National level. This festival is being organized and participated by women.

Netaji Subhas National Institute of Sports

Netaji Subhas National Institute of Sports is the largest sports institute of Asia and is popularly known as NIS Patiala. This complex was made by the Maharaja of Patiala. Later this building was dedicated for the promotion of sports by his offspring. NSNIS is always known as “Mecca” of Indian games. This institute created many highly talented coaches which showed their efficiency and proficiency in preparing teams for International competitions.

In ancient times this place was the house of Maharaja of Patiala. It is in old Moti Bagh Palace But now days this is an Academic Wing of the Sports Authority of India. On 7th May, 1961 it was established by the Government of India with the prime objective of developing sports and to impart training to the coaches in various sports. On 23rd January, 1973, it was renamed as Netaji Subhas National Institute of Sports (NSNIS).

Sports Development Authority Of Tamil Nadu (SDAT)

1. Tamil Nadu has made fair strides in the field of sports. The Sports Development Authority of Tamil Nadu (SDAT) is the government body that is vested with the responsibility of developing sports and related infrastructure in the state. The SDAT owns and operates a number of world class stadiums and organizes various sporting events. It also accommodates various sporting events, both at domestic and international level, organized by other sports associations at its venues. The YMCA College of Physical Education at Nandanam in Chennai was established in 1920 and was the first college for

physical education in Asia. Cricket is the most popular sport and Kabaddi is the state game of Tamil Nadu. M. A. Chidambaram Stadium in Chennai is an international cricketing arena with a capacity of 50,000 and houses the Tamil Nadu Cricket Association. Popular cricketers from Tamil Nadu who have represented the national team include S. Venkataraghavan, Kris Srikkanth, Robin Singh, Lakshmipathy Balaji Subramaniam Badrinath and Dinesh Karthik. Cricket contests between local clubs and teams are also popular across the state. The MRF Pace Foundation in Chennai is a much sought after fast bowling academy by pace bowlers all over the world. The traditional sport of Kabaddi, called Sadu Gudu in Tamil, is another popular sport played extensively in the rural areas. Silambam is another popular traditional sport played in the rural areas.

The ATP Chennai Open tournament held in Chennai every January is the biggest Tennis event in South Asia. Tennis players from Tamil Nadu who had made it to the big stage include Ramanathan Krishnan, Ramesh Krishnan, Vijay Amritraj, Mahesh Bhupathi and Prakash Amritraj. Tamil Nadu has a long standing motorsports culture. The sport was pioneered by Sundaram Karivardhan in his early days. Notable sportspersons from Tamil Nadu in the field are Narain Karthikeyan, the first Indian to participate in F1 racing, and Karun Chandok. Motor racing events are held at the Irungattukottai track (near Sriperumbudur), Sholavaram track and Kari Motorspeedway near Coimbatore.

2. The Tamil Nadu Hockey Association is the governing body of Hockey in the state. The Mayor Radhakrishnan

Stadium in Chennai hosts international hockey events and is regarded by the International Hockey Federation as one of the best in the world for its state-of-the-art infrastructure. Chennai hosted the SAF Games in 1995. Anju Bobby George, bronze medalist from Sydney Olympics, represents Tamil Nadu in the national arena. Shanthi Soundararajan, silver medalist (later stripped) from Doha Asian Games, also hails from the state. The Jawaharlal Nehru Stadium in Chennai is a multipurpose stadium hosting Football and Track & Field events. The Indian Triathlon Federation and the Volleyball Federation of India are headquartered in Chennai. Chennai hosted India's first ever International Beach Volleyball Championship in 2008. Chess and Carrom are popular indoor sports. World Chess champion and Indian Grand Master Viswanathan Anand and Arjuna Awardee and two-time world carrom champion Maria Irudayam hail from Tamil Nadu. Snooker was invented by General Sir Frederick Roberts at the Ooty Club in Udthagamandalam. The Velachery Aquatics Sports Complex in Chennai hosts different kinds of water sports. The SDAT - TNSRA Squash Academy in Chennai, one of the very few modern squash facilities in South Asia, hosts international squash events. Tamil Nadu has six 18-hole Golf courses, the most popular of which are the Kodaikanal Golf Club, established in 1895, and Gymkhana Club, Chennai. The Madras Boat Club, set up in 1867, hosts regular rowing races on the Adyar River. The 232 year old Guindy race course in Chennai is popular horse racing venue. Apart from these, the Multi-Purpose Indoor Games Complex in Chennai hosts international events for Volleyball,

Basketball, Badminton and Table Tennis. In the recent years, adventure sports have also gained popularity, especially amongst the tourists visiting the state.

School Games Federation of India (Sgfi):-

The National School Games Federation came into being in 1954. The representatives of the Education Department of various states met in Calcutta in December 1954 for the All India Physical Education Conference. At the meeting it was acknowledged that games and sports not only built up strong physique but also play a very prominent role in the promotion of national integration. Healthy competitions in sports and games provided opportunities for the younger generation to come together, understand one another, and help in building up a strong nation. The staging of Inter-State National Championships in games and sports annually for high schools was agreed upon at the meeting. Shri AC. Das of the Cuttack Physical Education College was appointed as General Secretary of the Federation. The National School Games Championship was to be organised every year by the National School Games Federation. The competition was open only to bonafide students of High Schools and higher secondary schools who had not completed 19 years of age. He/She must have put in a minimum of 60% attendance in the class and should not have any arrears of School fees. A competitor who has secured one of the first three places in the National open Amateur Athletics and swimming championship shall not be permitted to participate.

The objectives of the Federation as laid down in the constitution are:

1. "To encourage, promote and popularize all recognised Olympic athletic events and games as well as indigenous

national games suited to them amongst the school boys and girls of India.

2. To work for the physical welfare of the school boys and girls of India.
3. To hold the National and International sports meets for school boys and girls in such places and at such times as may be decided upon and to award certificates and prizes for National school games and sports.
4. To control and regulate on an amateur basis all kinds of Olympic games and sports and such other kindred activities in co-operation with other state school athletic and games Associations throughout the Indian Union.
5. To secure adequate participation of athletes in Olympic Games and such other International contests in the various |branches of sports and games as may be approved by the - Federation.
6. To promote and assist in the formation of State Associations and to affiliate them.
7. To co-ordinate Inter-State School activities by holding All-India competitions at different centres by rotation, as for as possible”.

Association of Indian Universities (AIU):-

Inter-University Sports Board of India

The Inter University Sports Board of India was constituted for the purpose of efficient running of the Inter-University tournaments and for the promotion of sports and games in the Indian Universities. Two headquarters of the Inter-University Sports Board be located at the same place where the headquarters of the Inter-University Board (Vice Chancellors) are situated. The Inter-University Sports Board shall be composed of.

- a) One nominee from each of the member universities
- b) The president and secretary of the Inter university Board who shall be ex-officio president and secretary of the Sports Board.

The Sports Committee of the Inter University Board is composed of the Chairman, the Secretary, the Assistant Secretary (Sports), two members nominated by the chairman for a period of one year (who possess knowledge of technical matters) and two members connected with Universities. The committee has powers to see whether the sports activities are organised under the general direction of the Inter University Board and in conformity with its policies. Every constituent University of the Inter University Board shall be affiliated to the Inter University Sports Board and shall pay an annual affiliation fee as may be fixed from time to time. No entry fee shall be charged for any game or tournament organised by the Inter University Sports Board for the benefit of its constituent member. The Inter-University Sports Board shall meet at least once a year before the end of May.

Aims and Objectives:-

University sports is an integral phase in the total education of the University students. The Inter University competitions are merely one of the means, towards developing a more totally educated citizens through sports in its finest concept. The competitions conducted by University on behalf of this Board are, therefore to be considered not as ends in themselves but rather as educational projects concerned with assisting in the total education of the university student. The principal objectives of the Sports Board shall be:

- i) to organise the Inter-University tournaments and competitions in recognised games and sports.

- ii) to participate in national and international competitions;
- iii) to encourage sportsmanship generally and to promote friendly relations among constituent universities.
- iv) to raise the standard of Sports and athletics prevailing in the colleges, universities and other member institutions and to work for the development of character values through sports amongst the university students.
- v) to organise coaching camps in regional and national basis.

Tournaments and Zones

The following tournaments shall ordinarily be organized by the Board.

Men:-

Athletics, badminton (shuttle cock & ball), basketball, boxing, chess, cricket, cycling, football, gymnastics, malkhamb, weight lifting and best physique, hockey, kabaddi, kho kho, rowing, shooting, squash racket, swimming, diving and water-polo, table tennis, tennis, volleyball and wrestling.

Women:-

Athletics, badminton (shuttle cock & ball), basketball, Football, hockey, kabaddi, kho kho, swimming, table tennis, tennis, and volleyball. Games may be included or deleted by the Sports Board from time to time, at its annual meetings. Tournament, in various games shall be organised on an All India basis 2-zone and 4- zone basis as decided by the Sports Board at its annual meetings, from time to time. The Universities are grouped into four zones namely North zone, East zone, South zone and West zone. When tournaments are conducted in 2-zones, North zone and East zone will go together and the South zone and West zone will form one zone. The new zones so formed shall be called North zone and South zone. Each Constituent University shall enter only one team

for each game. The Inter University Sports Board at its annual meeting shall allocate the responsibility for the conduct of tournaments in the year following. The Universities who have been allocated the responsibility of organising the Inter University tournaments shall be called as “Organising Universities”.

Indian Olympic Association:-

Foundation of IOA

Sir Dorabji Tata towards the end of 1919 first sowed the seeds for establishing a Sports body at National level for promoting the Olympic Sport in united India. Sir Dorabji Tata with the support of Dr.A.G.Noehren then Director of YMCA established the Indian Olympic Association (IOA) in 1927. Sir Dorabji Tata and Dr. Noehren have become the Founder President and Secretary General respectively of IOA. Though no National Olympic Committee was formed in India, Sir Dorabji Tata fielded a token contingent of 6 members i.e. four athletes and two wrestlers in the Antwerp Olympic Games in 1920. During these Games Sir Dorabji Tata was elected as a member of the International Olympic Committee (IOC) and thus became the first IOC member in India. Upon his return to India from Antwerp Olympic Games, Sir Dorabji Tata, in association with Dr. A. G. Noehren began to search throughout India for talent in athletics. This talent search aroused national interest in athletics and helped to promote the organisation of athletic meetings in all States and provinces in India. In February 1924, the first ever Inter-State Athletic meet was organised in Delhi and an eight -member Athletic team selected during this meet was sent for the Paris Olympic Games in 1924. By 1927, the IOA decided to hold regular inter-State Games and since then National championships in all

Sports are being held in various states of India. Sir Dorabji Tata and Dr. Noehren ran the IOA activities until 1928. The mantle was then handed over to Maharaja Bhupindra Singh of Patiala (1928-1938), and Prof. Guru Dutt Sondhi (1928-1952) respectively. Sir Dorabji Tata continued as IOC member in India until his death in 1931. In 1932 Prof. Guru Dutt Sondhi, who was also the Indian representative within the International Amateur Athletic Federation, assumed his responsibilities. The selection of the National teams is done by the respective National Federations and then recommend to IOA for official sponsorship for participation in the Games being conducted under the auspices of the IOC, OCA, CGF and SAG. A special feature of the Indian Olympic Association is that, the National Federations and the State Olympic Associations are affiliated recognized to it. The main task of the State Olympic Associations is to promote the Olympic Sport and to ensure coordination among the State Sports Associations.

The most important task in addition to sponsoring the National teams for Multi- Sport Games is the staging the National Games.

The Role of IOA;-

India first participated in Olympics in 1900 in Paris. The country was represented by Norman Pritchard, an Anglo Indian who was holidaying in Paris during that time. The Indian Olympic Association is responsible for the preparation and participation of competitors in the Olympic Games as well as in Regional events like Commonwealth and Asian Games. There is a separate federation at national level in each game/sport which assists the Indian Olympic Association and preparation of sportsmen. The selection of sportsmen is generally carried out on the basis of performance at national

level. However, at times, special selection trials are also held to choose the competitors for participation in the Olympic Games and other international events. After initial selection, the competitors are required to attend training camps. The national federations are assisted by the Netaji Subhas National Institute of Sports, Patiala, which provides intensive training for athletes.

National Sports Federations:-

National Sports Federations (some are also called associations) are voluntary organizations having their roots in the sports clubs at the baseline. The structure of a typical national sport federation begins with the district sport association having several clubs -affiliated to it. District sport associations make state associations which, in turn, comprise the National Sport Federation. At each level, these “associations” have their • constitution, rules and regulations and clearly defined objectives and functions. Each national sport federation guides, directs and controls the working of its subordinate units on the one hand, and on the other it is guided and directed by its respective international federation in technical matters of the sport, and matters of management by IOA. Obviously, each national sport federation has a mandatory link with its international body as well as IOA. Most of the NSFs and their subordinate units are registered autonomous societies. The IOA also has State Olympic Associations and district Olympic associations which, in turn, comprise the national sport federation. In structure, there exists a parallelism in sports associations and Olympic associations. Except for a few professional sport bodies, all NSFs are affiliated with the IOA. Within the frame of reference to their respective constitutions and the national policy on sport, the

NSFs are at absolute liberty to mobilize financial resources, formulate developmental and action plans to achieve their short-term and long term objectives. They are responsible for holding sports competitions regularly and get their teams trained for participation in state, national and international competitions as the case may be. Of late, the Government through Sports Authority of India (earlier MS) have extended all possible help to NSFs in terms of grants, scientific back-up, infrastructure, coaching etc. in their endeavors to achieve excellence in competitive sports but except for a few streaks of medal-winning performance in certain events, the over-all scenario seems to be dismal.

Bharathiar Day Sports (BDS):-

The Bharat hire Day sports are conducted from the year 1978. It is conducted for the students (boys and girls) of Higher Secondary schools. The competitions are being conducted on inter school basis. To start with, the competitions are conducted on zonal, educational district, revenue district, and divisional basis. The participants should be below 19 years of age. The following games will be conducted for competitions. Basketball, Badminton, Ball Badminton, Football, Hockey, Kabaddi, Kho-Kho, Table Tennis and Volleyball. The competitions are conducted on every academic year.

Arjuna Award:-

The **Arjuna Awards** were instituted in 1961 by the government of India to recognize outstanding achievement in National sports. The award carries a cash prize of Rs. 5,00,000, a bronze statuette of Arjuna and a scroll. Over the years the scope of the award has been expanded and a large number of sportspersons who belonged to the pre-Arjuna Award era were

also included in the list. Further, the number of disciplines for which the award is given was increased to include indigenous games and the physically handicapped category. The Government has recently revised the scheme for the Arjuna Award. As per the revised guidelines, to be eligible for the Award, a sportsperson should not only have good performance consistently for the previous three years at the international level with excellence for the year for which the Award is recommended, but should also have shown qualities of leadership, sportsmanship and a sense of discipline.

Dronacharya Award

Dronacharya Award is an award presented by the government of India for excellence in sports coaching. The award comprises a bronze statuette of Dronacharya, a scroll of honour and a cash component of Rs.5,00,000. The award was instituted in 1985. As the best sportsperson award is named Arjuna Award, it is appropriate that the coaching award is named after Dronacharya, as he was the Guru of Arjuna.

Rajiv Gandhi Khel Ratna:-

The **Rajiv Gandhi Khel Ratna (RGKR)** is India's highest honour given for achievement in sports. The words "Khel Ratna" literally translate to "Sports Gem" in Hindi. The award is named after the late Rajiv Gandhi, former Prime Minister of India. It carries a medal, a scroll of honour and a substantial cash component. As of 2004-05, when the award was last bestowed, the cash component stands at Rs. 7,50,000/-. The award was instituted in the year 1991-92 to supply the lack of a supreme national accolade in the field of sports. Predating the RGKR are the Arjuna awards that have always been given to outstanding sportspersons in *each* of many sporting disciplines every year. The Khel Ratna was devised to

be an overarching honour, conferred for outstanding sporting performance, whether by an individual or a team, *across all sporting disciplines* in a given year.

Foundation of Physical Education

What is Philosophy?

Philosophy is a field of inquiry that attempts to help man evaluate, in a satisfying and meaningful manner, his relationships to the universe. Philosophy seeks to help man evaluate himself and his world by giving him a basis with which to deal with the problems of life and death, good and evil, freedom and restraint, beauty and ugliness. Aristotle said that philosophy is the grouping of the knowledge of the universals. A dictionary definition reports that it is the love of wisdom, the science that investigates the facts and principles of reality and of human nature and conduct. Copleston writes: “Philosophy ... is rooted in the desire to understand the world, in the desire to find an intelligible pattern in events and to answer problems which occur to the mind in connection with the world.” In defining the word philosophy Webster says: “Love of wisdom means the desire to search for the real facts and values in life and in the universe, and to evaluate and interpret these with an unbiased and unprejudiced mind.” As can be seen from these definitions, philosophy offers an explanation of life and the principles that guide human lives. In order to comprehend more clearly the meaning of philosophy, one should briefly examine the major components of which philosophy is composed.

Philosophy and Physical Education:-

In today’s changing society, there must be a sound philosophy of physical education in order for our profession to survive in the present educational system. We must ask ourselves such important questions as: What has value in

today's society? and What is relevant to the needs of today's students? We must discover the answer to these questions and a philosophy will be the means to that end. A philosophy of physical education will serve the following functions. **A Philosophy of Physical Education Guides One's Actions:-**

In order for man to function as an intelligent being, he needs a philosophy of life that will guide his actions. One needs knowledge about what is right before he can create any program. A philosophy will help the teacher to decide what he wants to have happen to his students in the gymnasium.

A Philosophy of Physical Education Provides the Direction for the Profession.

Today in physical education we find that many of our curriculums lack order and direction. A philosophy of physical education will help to give direction to our programs. When assumptions are made by the physical education teacher, for example, that physical education strengthens human relationships because children play together, they should be based on a system of reflective educational thinking that embraces logic and other philosophical components. A philosophy of physical education will help to provide this system.

A Philosophy of Physical Education Makes Society Aware That Physical Education Contributes to Its Values.

Physical education in the coming decades is going to have to face the fact that people are not going to be satisfied with only such statements as: "Students who participate in physical education show improvement in endurance." This is important, but it doesn't go far enough. In today's changing society people want to know how physical education can contribute to the solution of such problems as student unrest

and how physical education programs can help stem the tide of racial discrimination. A well-thought-through philosophy of physical education will assist in interpreting those values important in society so that programs can be established to help solve the problems plaguing this nation.

A Philosophy of Physical Education Aids in Bringing the Members of the Profession Closer Together.

Many members of the physical education profession are dissatisfied with what they see happening in their field today. A philosophy of physical education will enable the physical educator to better determine how he can best contribute to mankind and to society and thus provide members of the profession the opportunity to work together in making such a contribution. A philosophy of physical education will help in the development of a rationale showing

A Philosophy of Physical Education Explains the Relationship Between Physical Education And General Education:-

That our field has objectives that are closely related to the objectives of general education. In our definition of physical education, we stress the importance of education “of and through the physical.” Our goal, as in general education, is to develop the “whole” student. A philosophy of physical education that enunciates our basic goals will give evidence that we have objectives that are related to the objectives of general education. Physical educators must strive to develop their educational philosophies in a rational, logical, and systematic manner and to represent the best interests of all men. This means that scientific facts must be assembled and workable theories applied that support the worth of physical education as an important and necessary service to humanity.

Idealism and Physical Education:-

1. Physical education involves more than the “physical.” Idealists believe that the body should be developed simultaneously with the mind. Physical education should contribute to the development of the individual’s intellect. For example, the physical education teacher, after describing a difficult skill such as the “kip” on the low bar, can ask students questions such as: “What angle should the hands be in when they are grasping the bar?” According to idealists, physical education activities can and must help students think for themselves.
2. Strength and fitness activities contribute to the development of one’s personality. The idealistic physical educator must make sure that the activities that he selects are related to important aspects of life. The idealist will accept vigorous exercise activities that emphasize development of strength and fitness because of the self-discipline and effort required. The idealistic physical educator will select such activities because they contribute to the development of one’s personality; however, he will not select them if their sole aim is developing strength or fitness.
3. Physical education is centered around ideals. Idealists believe that activities must be offered that aid the student in developing the qualities of honesty, courage, creativity, and sportsmanship. The idealistic physical educator aims for perfection. He envisions the students becoming aware of what is true and genuine. He wants his students to develop strong moral character. The idealist will encourage student-created gymnastic routines because of the emphasis on creativity. The idealist will want “team

sports” dominated by students. He will reject a basketball game dominated by the coach because the students will not get the opportunity to think for themselves. Idealistic physical educators stress the fact that students can only develop when they are playing an important part in the activity.

4. The teacher must be a model for his students. The idealistic physical education teacher must set a good example for his students. He will be the type of person whom students want to imitate. Through his personal example of vigorous health and personality, the idealistic physical educator will lead his students toward greater accomplishments.
5. The teacher is responsible for the effectiveness of the program. Idealism believes that the firm and rather paternalistic guidance of the teacher is more important in carrying out the program than are equipment and facilities available. The idealistic physical educator, believing he is responsible for the effectiveness of the program, does not confine himself to one way of teaching. The idealistic physical education teacher uses the question and answer, the lecture, the project, and other methods of teaching.
6. Education is for life. The idealistic physical education teacher believes that equally important to developing physical skills or having knowledge of a sport is thinking reflectively. The idealistic physical educator believes that the ability to analyze problems is as important as knowing the rules of a game. Idealism emphasizes a well-organized, well-guided program that contributes to the full mental and physical development of the individual.

Realism:-

Realism asserted itself as a distinct and separate philosophy during the late nine-tenth and early twentieth centuries. For many centuries preceding that time, realism was greatly overshadowed by idealism. The roots of realism date back as far as the origins of idealism, and it were, in fact, a philosophical revolt against idealism. The growth of scientific methods and the philosophy of modern realism emerged at about the same time. Realism has many subdivisions. Its adherents do not always agree on particular interpretations, but the key concepts of realism may be defined in general terms.

1. *The physical world is a real world.* The realist accepts the physical world, or world of nature, as it is. He does not contend that the world is man-made but says that it is made up of matter. The physical world is in no way dependent on man's mind. The realist says that man comes to an understanding of his physical world through his senses and through experience.
2. All of the physical events that occur in the universe are the result of the laws of nature. The realist contends that forces within the universe, which are physical laws, control man's physical world. This belief has given rise to the physical sciences. The realist says that man's environment is a result of cause and effect and that good, morality, and beauty conform to the laws of nature. Those things that do not conform to the laws of nature are wrong, immoral, and ugly. Man perceives the physical world through observation.
3. The truth may be best determined through the scientific method. The realist does not hope for or anticipate full control or complete comprehension of everything in the

physical world. He does expect to modify and understand it as well as he can through the tools of science. The realist feels that science and philosophy form the best method of arriving at the truth.

4. The mind and the body have a close and harmonious relationship. The realists have two views on the origin of human behavior. One school of thought says that that man's behavior may be a result of natural laws. A second opinion is that all of man's behavior may be a result of learning. Both sides agree, however, that the mind and the body are inseparable and that neither takes precedence over the other.

Realism and Physical Education:-

1. *Education is for life.* The realist views physical education as a valuable part of the school curriculum. It is considered to be a unit of study that helps prepare the student to adjust to the world in which he lives/ Participation in physical activities is viewed as a means of learning to adjust, and the emphasis is placed on the outcome of the activity in terms of adjustment. For example, the emphasis in teaching basketball is to develop such qualities as fair play and sportsmanship as well as in teaching a student how to shoot a basket.
2. *Physical fitness results in greater productivity.* The realist physical educator emphasizes the values related to man's body. He places emphasis upon "physical fitness" because of its intrinsic value. The realist physical educator stresses the point that one who possesses a physically fit body is one who may be most productive in society.

3. *Programs are based on scientific knowledge.* The realist physical education teacher accomplishes his objectives through use of a scientifically formulated curriculum. He selects activities on the basis of scientific evidence of their worth from a study of anatomy, physiology, or kinesiology. For example, in training a young man to be a “lineman” in football, it is necessary to be aware of the proper form, which provides optimum stability. Anatomical knowledge dealing with the question of “base of support” will yield this information. A physical educator cannot be an effective teacher unless he possesses knowledge of scientific movement principles.
4. *Drills play an important part in the learning process.* The realist physical educator uses drills extensively and breaks units of work down into orderly progressions. The teaching emphasis is placed on fundamentals of games and activities, with each skill broken down into its component parts. In this manner the realist hopes to develop habits in student responses. The realist believes that breaking down the elements of a sport like soccer into all its component parts will lead to correct responses in game situations.
5. Interscholastic athletic programs lead to desirable social behaviors. The realist approves of interscholastic athletic programs insofar as they teach desirable social behavior. The realist approves of a team sport like baseball particularly as it develops such qualities as sportsmanship, fair play, and tolerance. The realist physical educator will not be interested in having a baseball program that only emphasizes “winning.”

Meaning of Wellness:-

Fitness is described as a state of optimum healthful living. Earlier, health was considered as a state of a person who is away from all diseases. Right then being unhealthy was related with sickness only. But in a broader view, a physically fit person is considered as healthy who is balanced in all aspects of life including social, emotional, physical and mental aspect. Those individuals who adopt a healthy lifestyle may experience an optimal state of well-being while those who choose to practise an unhealthy lifestyle may be at an increased risk of being exposed to diseases. Wellness gives stress on each individual for making decisions that will lead not only to the prevention of diseases but to attain high level of health. An individual's well-being caters to all aspects of his life which may range from physical, emotional, social to economic and even spiritual ones. In wellness, all factors that may affect an individual's health are taken into account by a holistic practitioner. These include heredity, nutrition, physical activity, stress, family relationship, medical care, spiritual health living and working conditions. Holistic health is closely related to wellness. Wellness is based on the notion that an individual's health is affected by virtually all aspects of his life. Also physical, psychological, emotional, environmental, genetic and social factors interact to influence an individual's state of health. Thus all factors affect the wellness of an individual.

Importance of Physical Fitness and Wellness:-

Development of the body takes place through games and sports. 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.

(A) Quality of life

Physical fitness and wellness plays an important role in improving the quality of one's life. Many experiments have shown that regular exercises and fitness improve the quality of life. In our daily life, a physically fit person can manage the routine work efficiently and without getting fatigued, lie may overcome the difficult situations coming in his way. The totally fit person possesses not only physical well-being but also qualities such as good human relations, maturity and high ethical standards. That person satisfies such basic needs as love, affection security and self-respect.

(B) Prevention of diseases

The regular fitness work can prevent many diseases, especially those related to the heart. A physically fit person is less prone to coronary heart diseases because of low level of cholesterol in the body.

(C) 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 the efficiency of various organs.

Components of Wellness:- The wellness is not just absence of disease but also has several components like physical, emotional, social, intellectual, spiritual and occupational.

(a) Physical wellness: This component of wellness involves the ability of a person to carry out daily tasks, develop cardiorespiratory fitness, enhance muscular fitness, maintain adequate nutrition and avoid drugs.

(b) Emotional wellness: Emotional wellness is the ability to control stress, anxiety, and to express appropriately and comfortably. The emotionally well-adjusted person is able to live harmoniously with others and cope successfully with worries and tensions associated with modern urban living.

(c) Social wellness: The social component of wellness creates the ability to interact successfully with different people. The traits like cooperation, tolerance, sympathy, helpfulness, group cohesion, truthfulness and loyalty make a person socially well-adjustable in the society.

(d) Intellectual wellness: Mental alertness is one of the major components of wellness. It helps in acting quick and correct in any situation of life. This also helps to improve intellectual level, insight, thinking power and anticipation.

(e) Spiritual wellness: the spiritual wellness's makes a person ethically, morally justified and spiritually sound. This directs him to have positive attitude towards life that enables him to grow, learn and meet new challenges. This spiritual development with openness and respect for diversity, offers programmes that enhance personal integrity, family values and community ethics.

(f) Occupational wellness: This aspect comprises of wellness that helps to achieve a balance between work and leisure so that it promotes health and sense of job satisfaction.

Factors Affecting Physical Fitness and Wellness:-

The physical fitness and wellness vary from person to person. The following factors affect the physical fitness and wellness:

(a) Heredity: Heredity means passing on biological characteristics from one generation to another. The process of heredity is applicable to all living beings. Speed is mainly dependent on heredity that is why it is said ‘sprinters are born, not made.’ A person having more fast twitch fibers can be physically fit because he already in here’s the ability of speed.

(b) Regular exercise: Exercises generally improve the physical fitness and wellness. Regular training enables a person to stay fit. Although it is important to note that physical fitness and wellness are not the same but if a person does exercise regularly, he remains physically fit and healthy. On the other side, a healthy person can be physically unfit if he does not exercise regularly. Sometimes unsystematic overloading can be harmful for the athlete that may lead to deterioration of his performance capacity. The downfall of the physical fitness can be due to the following reasons:

- a) Insufficient rest/sleep
- b) Rapid increase in load
- c) Excessive load due to daily routine work like family’s work, demand] put up by studies, mode of travelling, etc.
- d) Disproportion between intensity and recovery pause.
- e) Excessive incorrect practice and wrong teaching.
- f) Participation in too many competitions and absence of transition period.

(d) Balanced diet: A good nutrition has an important role in developing the fitness. A Dietician makes daily dietary requirement as per the training schedule. Improper diet can lead to fitness problems. To maintain physical fitness, careful attention to nutrition is necessary.

(e) Stress: Each person experiences stress. It has both positive and negative effects. Sometimes, positive effect of stress can

motivate a person to keep fit and on the other side, negative effect of stress can lead to many problems like asthma, headache, depression, ulcers, etc. These diseases can have adverse effects on fitness and wellness.

(f) Living style: The habits and living style has also an impact on 'fitness and wellness. A person having good habits regarding exercise, diet j and personal hygiene, etc., is mostly physically fit and well.

(g) Cigarette smoking: Cigarette smoking damages the lungs and blood vessels. It raises pulse rate and blood pressure. Smoking has adverse effect on fitness and wellness.

(h) Drugs: Amphetamines, cocaine, nicotine, LSD and other hallucinogens are a great threat to fitness and well-being of an individual. Many athletes and weight lifters have started using drugs, especially anabolic steroids which have side effects. The use of these drugs can lead to fitness and wellness problems.

(i) Rest, relaxation and recreation: These factors contribute a lot to health development. Relaxation is essential for better mental health which is important to attain Fitness and wellness.

(j) Environment: The environment has also great impact on Fitness and wellness. A person residing in a polluted area may face problems of Fitness and wellness. A person residing on hills is often found to be more fit.

Role of Education in Today's Society :-

The role of education in general and physical education in particular is constantly undergoing change. At one time education was left to the educators, but this is no longer the case, as characterized by parent committees, student curriculum groups, widespread teacher evaluation procedures, and constant reappraisal of educational policies. Education contributes to the development, advancement, and perpetuation

of the nation's culture. Educational institutions play a primary role in the development of the human resources of society. Schools, colleges, and universities are clearly the most powerful and effective institutions that this society has for the achievement of intellectual skill, knowledge, understanding, and appreciation necessary to make wise decisions, good judgments, and logical analyses of problems. Directly or indirectly, these educational institutions are the chief agents of society's progress, whether it is progress concerned with knowledge, arts, technology, social conscience, or other areas essential to a nation's growth. Education must meet the challenges presented in society. In the present decade this means that the nation's schools and colleges should be concerned with the well-being of students in their preparation for a productive and happy life in which their potentialities as individuals are enlarged and fulfilled and in which freedom will be assured. Physical education, as a phase of the total educational process, helps in achieving these purposes. It is one link in a chain of many influences that help to realize the country's ideals and contribute to the proper functioning of American society. It is continually striving for excellence, so that it can become an increasingly dynamic force in education.

Biological Principles of Physical Education

Meanings of Growth and Development

Generally word growth and development are used synonymously; however, there is a difference in the meanings of these concepts. Technically, growth of an individual means increase in mass, while development is the organization of that tissue into functional units or powers. Development of the child can be judged in part by growth, but growth may occur without a corresponding development.

Nutrition and various hygienic factors condition growth and development. While physical education influences growth, its chief interest is in development.

Growth:-

The process through which body increases in size and shape is known as growth. Process of growth is biological in nature. An increase in mass is termed as growth. From the first growth of the fertilized ovum until maturity of the individual is reached numerous forces determine growth. Some organs even continue to grow in old age also. Thus, a quantitative increase in the size and shape of the body is termed as growth. When these organs change in size and shape, it is known as physical growth. All the organs of the body grow at different rates. For this reason, growth is considered a tangible biological process. In this process, various organs of the human body develop in respect of size, height and weight. There occurs an increase in the size of cells of the body and muscles. In body structure, various kinds of changes take place and these changes are of quantitative nature.

Development:-

A process which brings human body towards the point of maturity is known development. In other words, process of development is concerned with advancement of human body. The various kinds of qualitative changes that take place in human body are considered development in true sense. Process of development is more concerned with external factors. If all these external factors are not ensured properly, development will not take place properly. It can be said that the process under which capabilities of an individual get expanded which provide him with greater facility in functioning is known as development. Although concepts of development and growth are different, but they are inter-related to each other. Growth is a means to achieve development. For the development of functional capacities of human beings, growth functions as a basis. At no stage, it is possible to acquire proper development with improper growth. Development of an individual is concerned with his mental, intellectual and social aspects. Development process consists of acquisition of skills and knowledge of various fields. Thus it can be said that both the processes of growth and development are complimentary to each other and it is not possible to achieve one successfully without achieving another. Development is a life- long procedure while growth is a limited period process. An human being grow up to a certain age or period in his life but process of development continues throughout the lifetime.

The Sex and Age Differences:-

Men and women differ with each other anatomically and physiology- logically. Since these differences are inherent an unavoidable, as such the programme for both sexes should be completely diverse and divergent after a certain period of

growth. Specially there are problems to women ; in certain ways they seem to be handicapped and have not been able to make remarkable performance in the field of games and sports, when compared to men. If we look at the rate of growth and development in case of boys and girls we will see that at different stages of growth and development, there creep in invincible changes in boys and girls. Until the age of puberty there are no significant differences in boys and girls. Afterwards the differences set in because of (i; anatomical and physiological differences or changes in them and (ii) object of their education must differ in the same degree because the boys must be brought up to be men, and girls to be women. The differences, it should be appreciated characterising sexes are not merely superficial but significant because even a layman considers them so profound that it is regarded as an insult to refer to a person to another sex than that to which he or she rightly belongs.

I. Anatomical Differences:-

- a) *Size difference.* Man surpasses woman in height and weight. This difference is even marked at birth also. The new born boy is on an average longer than the new' born girl. After puberty girls momentarily surpass boys in height and weight,* they mature earlier than boys. After her sixteenth year a woman grows slightly. A man's growth continues until his twenty third year.
- b) The shape of the female body is less angular than that of the boy. Her parts of the body are softly and delicately formed due to the formation of weak bones and muscles. The skeleton is shorter in man, the bones are heavier and show marked muscle traces.
- c) Woman has a comparatively long body and short limbs.

- d) In women the center of gravity lies lower than in men, owing to the shorter limbs.
- e) The lumbar region of the spine is comparatively longer, the thoracic region comparatively shorter in women than in men.
- f) The thorax is thus shorter in women.
- g) The pelvic region is also comparatively broader in women than in men. The pelvis itself is also actually roomier in women than in men. This arrangement has been done automatically by Nature itself to facilitate the child in the uterus. Thus the abdominal wall which is the main support of the viscera is a weak part in women especially in those women who have given birth to children. Much use of the lower extremities requires a firmly consolidated pelvic girdle that is to say, strong pelvic bones as firmly as possible united together. In this respect women are inferior to men.
- h) The shoulder region is weaker in women than in men not only in regard to the muscles, but also in regard to the skeleton, the clavicles being comparatively long and slender. That's why women are inferior to men in shoulder strength.
- i) In women the lower extremities in all its parts are comparatively shorter than in men, the comparatively great convergence of the thigh bones results in the knees being turned strongly inward, and that crux, when the position of the femur is more vertical, as in running, points obliquely downward-outward. Because of this movement of their lower extremities will lose both force and precision.

II. Physiological Differences:-

- a) Muscular strength. In muscle strength women are weaker to men and no amount of weight training can reverse the order. An average man is much stronger than an average woman in grip strength, pulling and pushing ability. Not only women are unfit for hard work but even with light work they have not the same staying power as men. The Danish physiologist Asmussen has set the strength of the average female at 60% of the male figure, with only about a half of this deficiency being attribute to her shorter stature.
- b) Blood circulation. Because of the smaller heart in women* there is low capacity of the heart to deliver blood to the regions and organs. Heart rate is rapid in women than in men.
- c) Respiratory system. The thoracic cavity and lungs of the women are smaller than those of men. Hence the relative efficiency of the thorax is smaller in women which are unsuitable for activities requiring endurance.
- d) Menstrual Circle. This brings a problem for a period of about five days each month. Although some Olympic records have been established and women have competed with men in long course swimming very successfully during the menstrual period, yet the doctors do not recommend heavy exercise during this period. In normal circumstances, at least one woman in seven is liable to be menstruating on any given day, and it is thus an impossible task to arrange athletic competitions in such a way as to avoid periods.
- e) Pregnancy period. During early phase of pregnancy heavy programme may be continued but gradually the load of

work should be lessened. This fact also makes women inferior to men in carrying on the heavy work of activity throughout. Since woman has all these difficulties and differences with men their programme should be separated from that of the men and they should not be made to compete with men. Since they have less arm strength, they should not be made to do hanging exercises, long horse exercises, and swinging exercises. The exercises like pole-vault which demand highly developed musculature, are prohibited for women. Women have been found to be emotionally weak, that's why they should not be made to enter highly specialized fields of physical competition. This may also be pointed out that woman is not lacking in self-control. But once her self- control has broken down and this happens more easily for them than for men, because the nervous system of the women will more easily be affected than that of men, the manifestation will be much stronger and more incalculable.

Heredity and Environment:-

Heredity is the transfer of characteristics from parent to offspring, either through their genes or through the social institution called inheritance (for example, a title of nobility is passed from individual to individual according to relevant customs and/or laws). Heredity determines what an organism may become, not what it will become. Knowledge of the heredity or inheritance of plants and animals is important in many phases of our life. What an organism becomes depends on both its heredity and environment. Heredity determines the individual's potential. Environment influences to what degree one reaches that potential Heredity is very complex, and a geneticist cannot possibly analyze all the traits of an organism

at once. Instead, he studies only a few traits at a time. Many other traits are present. As the geneticists work out the solution to each hereditary mystery, the geneticist must not forget that all organisms live in a complex environment. The environment may affect the degree to which a hereditary trait develops. The geneticist must try to find out which of the many parts of the environment may affect his results. The modern science of genetics started with the work of Gregor Mendel. He found that a certain factor in a plant cell determined the traits the plant would have. Thirty years after his discovery this determines was given the name gene. Of the traits Mendel studied, he called dominant those at showed up in the offspring and recessive those , the question I will ask is: how much of the variability observed between different individuals is due to hereditary differences between them, and how much to differences in the environments under which the individuals developed? In most organisms, including man, genetics information is transmitted from mother to daughter cells and from one generation to the next by deoxyribonucleic acid (DNA). The question is: How much of the variability observed between different individuals is due to hereditary differences between them, and how much to differences in the environments under which the individuals developed? It is elucidate by the discussion on “Heredity And Environment” which is to help students learn more about themselves. They will learn why they develop into the kind of individual they are. The functional aspects of these are DNA and Chromosomes.

Genes and DNA

DNA, short for deoxyribonucleic acid, makes up the genes that transmit hereditary traits. The DNA molecule looks

like a long, twisted rope ladder. This is called the double helix. The ladder is made up of two coiled strands with rungs between them. The rungs are composed of pairs of chemicals in different combinations. Each combination carries instructions like the dot and dashes of the Morse Code. Each gene in the body is a DNA section with full set of instructions for guiding the formation of just one particular protein. The different proteins made by the genes direct the body's functions throughout a person's life.

Chromosomes:-

Genes and chromosomes provide the genetic link between generations. Chromosomes are strands of DNA and protein found in the nucleus of virtually every cell, but with few exceptions seen only during the process of cell division. The number of chromosomes in a cell is characteristic of the species. Some have very few, whereas others may have more than a hundred. Ordinarily, every cell in the body of an organism contains the same number of chromosomes. The most important exception is found in the case of gametes where half the usual number is found. Human beings have 46 chromosomes in each cell, with the exception of the spermatozoa in males and the ova in females, each of which has 23 chromosomes. Human chromosomes occur in pairs, the total 46 consisting of 23 pairs; 22 pairs of autosomes which are non-sex determining chromosomes. The member of a pair is essentially identical, with the exception of sex chromosomes in males, and each pair is different from any other pair. Plants and animals inherit chromosomes from their parents. Each plant and animal cell has a set of chromosomes. Chromosomes, then, control the heredity of an organism. They

carry the blueprint that determines what kind of organism will develop.

Relationship between Heredity and Environment:-

Heredity is not the only thing that effects development. The environment also has an important effect. Organisms can transmit some hereditary conditions to their offspring even if the parents do not show the trait. Some traits do not appear to be affected by the environment. One of the first hereditary traits studied in humans was polydactyl. An individual with polydactyly has more than ten figures or toes. This trait does not seem to be affected by the environment at all. Other human traits like color blindness, baldness, blood type, skin color, the ability to taste certain substances, the presence or absence of hairs on the middle of the fingers, and free or attached ear lobes do not seem to be influenced by the environment.

Body Type:-

“William Sheldon (1898-1977) was an American psychologist who devoted his life to observing the variety of human bodies and temperaments. He was a keen observer of animals and birds as a child, and he turned this talent to good effect by becoming an avid people-watcher, and out of his observations he gradually elaborated his typology.” From Tracking the Elusive Human In the 1940s, Sheldon developed a theory that there are three basic body types, or somatotypes (based on the three tissue layers: endoderm, mesoderm, and ectoderm), each associated with personality characteristics, representing a correlation between physique and temperament.

Differences in Boys and Girls.

The physical educator should be cognizant of certain differences in the physical makeup of boys and girls. The pelvic girdle of the female is much broader than that of the

male and does not completely develop until in the twenties. This means that activities that would result in any pull on this region should be guarded against. Boys are stronger than girls, especially in the shoulder girdle region. The thigh bones of girls join the pelvis at a more oblique angle than that of boys. The center of gravity is lower in girls. In respect to body weight the muscular strength of girls is lower than in boys.

In respect to strength, research has indicated that the female is less responsive to training than the male. It has been found that the body temperature of the female rises 2° to 3° C. higher than the males before the sweating and cooling off process begins. Such a factor must be taken into consideration in dealing with vigorous physical activities, such as swimming in hot weather. Other differences include a more stable knee joint in girls than in boys, greater length of bones in boys than girls, and, on the average, greater height and weight in boys than girls. The skeletal structure of the female makes her more susceptible to athletic injuries than the male. Injuries involving overstraining, such as in foot deficiencies and tendon inflammations have been found to be more common in the female. Activities that are provided for girls and women should be selected in light of psychological as well as physiological considerations. Those that emphasize feminine qualities such as grace and rhythm and involve a minimum of body contact should receive priority. Furthermore, regularity in engaging in physical activity should be stressed, even during the menstrual period, if there are no harmful results.

Psychological & Sociological Principles of Physical Education

Psychology:

The subject of psychology is very old but the name given to it, is fairly new. It was Rudolf Geocle who used this name first time in 1590. The repeated word psychology originated from two Greek words. Psyche and Logos, the former meaning soul and the latter 'talk about' or 'science'. Thus psychology, in its ordinary sense means the science of soul. The old philosophers were very much interested in the study of human nature especially his soul and hence psychology was also studied along with philosophy. But this concept suffers from extreme vagueness as it cannot define soul. Soul has no physical existence. Neither it can be seen nor touched. It has neither weight nor Volume. From soul the concept shifted to mind. And it was said 'psychology is the study of mind', but the same trouble of obscurity came forward as to 'what is mind'. Mind is not an organ of the body like brain or heart. It is only a process of nervous system which results into a behavior. So it is also far from perfection. Once a laughing philosopher said, "What is mind?" 'No matter.' What is matter?' 'Never mind.'

According to Descartes (1596—1650)

The essence of mind was 'consciousness'. Hence since that time psychology had been defined as the study of consciousness. Consciousness means awareness. This definition was also discarded because consciousness could not be studied objectively for it is most personal and subjective. The subject can only study himself while he is conscious and

that too through introspection. Later on, the school of psychoanalysis gave a crumbling jolt to this concept because they came forward with the theory of unconsciousness. They contended that the function of the brain or mind continues even if we are a sleep. This school led by Freud proposed that psychology is the study of mental processes conscious and unconscious. The modern school of behaviorists pioneered by Watson, defined psychology as the science of behavior. Behavior stands for all the visible activities of an individual which can be put to an experiment or analysis. Behavior can be observed objectively. Therefore this definition of Psychology as the science of behavior was changed to the study of behavior which is positive, experimental and objective in its nature.

Meaning Of Sociology:-

Sociology word is derived from Latin word ‘Societies’ meaning society and Greek word “Logos’ meaning study or science. This means sociology is the science of society. In other words sociology is the study of man’s behaviour in group or of the inter-action among human beings, of social relationships and the processes by which human activity takes place.

Definition — “Sociology is the science of society or of social phenomena” by L.F. Ward. “The subject-matter of sociology is the inter-action of human mind. By L.T. Hothouse.

What is Socialization?

Socialization is an active process of learning and social development, which occurs as we interact with one another and become acquainted with the social world in which we live. It involves the formation of ideas about who we are and what is important in our lives. We are not simply passive learners in

the socialization process. We actively participate in our own socialization as we influence those who influence us. We actively interpret what we see and hear, and we accept, resist, or revise the messages we receive about who we are, about the world, and about what we should do as we make our way in the world. Therefore, socialization is not a one way process of social influence through which we are moulded and shaped. Instead, it is an interactive process through which we actively connect with others, synthesize information, and make decisions that shape out own lives and the social world around us. This definition of socialization, which I use to guide my research, is based on a combination of critical and interactions theories. Therefore, not all sociologists would agree with it. Those using functionalist or conflict theory approaches, for example, would define socialization in slightly different terms. Their definitions have an impact on how they do research and the questions they ask about sports and socialization.

New Approaches to Socialization

Many sociologists have become dissatisfied with the assumptions inherent in the internalization model of socialization use in research by functionalists and conflict theoretic. They are not comfortable with the idea that we humans are either products of society and its system needs or are victims of economic forces. Therefore, many researchers have turned to interrelations models of socialization and use new methods to study socialization processes.

Learning – Definition and Meaning:-

Learning is acquiring new, or modifying and reinforcing, existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information. The ability to learn is possessed by humans, animals and some

machines. Progress over time tends to follow learning curves. Learning is not compulsory; it is contextual. It does not happen all at once, but builds upon and is shaped by what we already know. To that end, learning may be viewed as a process, rather than a collection of factual and procedural knowledge. Learning produces changes in the organism and the changes produced are relatively permanent. Human learning may occur as part of education, personal development, schooling, or training. It may be goal-oriented and may be aided by motivation. The study of how learning occurs is part of neuropsychology, educational psychology, learning theory, and pedagogy. Learning may occur as a result of habituation or classical conditioning, seen in many animal species, or as a result of more complex activities such as play, seen only in relatively intelligent animals. Learning may occur consciously or without conscious awareness. Learning that an aversive event can't be avoided nor escaped is called learned helplessness. There is evidence for human behavioral learning prenatally, in which habituation has been observed as early as 32 weeks into gestation, indicating that the central nervous system is sufficiently developed and primed for learning and memory to occur very early on in development. Play has been approached by several theorists as the first form of learning. Children experiment with the world, learn the rules, and learn to interact through play. Lev Vygotsky agrees that play is pivotal for children's development, since they make meaning of their environment through play. 85 percent of brain development occurs during the first five years of a child's life. The context of conversation based on moral reasoning offers some proper observations on the responsibilities of parents.

Pavlov: Classical Conditioning Condition Response Theory

The beginning of the modern, scientific study of learning may be found in the work of Ivan P. Pavlov, a Russian physiologist. Pavlov, known as the “Father of Learning Theory,” He was the first to make the relationship between stimulus and response explicit. He is primarily responsible for the theory of classical conditioning. Classical conditioning occurs when a stimulus that elicits a response is paired with another stimulus that initially does not elicit a response in its own. Over time, this second stimulus causes a similar response because it is associated with the first stimulus. Pavlov’s famous experiment in which a dog is conditioned to salivate in the absence of food: He noticed that his dogs would salivate at the sight of food at feeding time. Thus, Pavlov spoke of an unconditioned stimulus (UCS)

Imitation

Bandura has brought out the role of imitation in learning. According to Bandura learning is a consequence of social interaction and imitation. The general tendency to imitate is naturally found in children. This general tendency helps the children in varieties of learning with reference to 1. Language growth 2. Skill development 3. Formation of social and moral attitudes. Generally the children acquire large units of behavior by watching and imitating others such as parents, teachers, peers, and famous people. Watching and imitation, such modeling not only lead to modification of existing behavior also copying an entirely new response pattern not early known to them. So the parents and teachers are in need of placing good models before children to learn by imitation. In addition with this, the parents and teachers themselves are being worthy examples of imitative learning. As per Bandura concept,

teacher's model of social behavior in the class room such as calmness, friendliness, cooperativeness or aggressiveness and aloofness will act as initiator of behavior changes in children or will trigger off similar behavior patterns in them.

Insight Learning

Insight is the understanding that the whole is more than the sum of the parts. Learning by insight occurs when the learner suddenly grasps the way elements of a problem situation are connected. The term describes a person's unplanned discovery of a solution to a problem — often referred to as the "ah-ha" phenomenon. That phenomenon results from a mental reorganization of ideas and concepts rather than from simple trial and error. Some individuals gain insight more rapidly than others. Individual backgrounds affect each learner's ability to gain insight, as does the sequence in which you present basic learning experiences. To help students gain insight, you must stimulate thinking. Use appropriate questions to get their minds working. Encourage thought rather than rote memorization by using questions that require associations, comparisons, and contrasts.

Laws of Learning:-

Laws of learning are attempts to define the fundamental conditions of the learning process. The classic example of Thorndike's S-R theory was a cat learning to escape from a "puzzle box" by pressing a lever inside the box. After much trial and error behavior, the cat learns to associate pressing the lever (S) with opening the door (R). This S-R connection is established because it results in a satisfying state of affairs (escape from the box). Based on the results of the experiment, Thorndike formulated the laws of learning. Thorndike's theory consists of three primary laws as law of effect, law of exercise,

law of readiness. The law of exercise specifies that the connection was established because the S-R pairing occurred many times (the law of effect) and was rewarded (law of effect) as well as forming a single sequence (law of readiness). Each of these laws has common sense applications based on lessons people have learned over the years. Mastery of these applications will greatly enhance the ability to influence the students to learn and perform at a high level.

Law of readiness:

Law of readiness refers the principle of readiness, described by saying that “when a person feels ready to act ready to learn he acts more effectively and efficiently he learns more efficiently and effectively and with greater satisfaction than when not ready” If a person feels ready to act and is prevented from doing so, he feels annoyed. A synonymous term for readiness is mental set. A student has a mental set to do his lessons when he is disposed to work at the. Other stimuli do not then distract him. He is interested in lessons. Therefore willing to concentrate on the tasks toward which his attention is directed. As he continues, his mind-set may weaken and the time is reached when continuing to act in a direction that earlier was satisfying becomes annoying. If a student has no mental-set when he is directed to do a task, he will not learn easily. If however, the lesson proves interesting and captures his attention his learning efficiency will improved and reach a high point.

Law of use and disuse

Law of readiness refers that when reread our lessons a number of times in order to learn them. Drill is also based on the principle that repetition fixes the facts to be learned. Children spending much time repeating arithmetic

combinations, writing the words of spelling lessons a number of times in order to establish their meaning. Lack of practice cause the memory of learned materials to weaken: and in general the longer periods of disuse, the greater the loss.

The Law of Exercise:

All changes that are produced in human intellect, character and skill happen in accord with and as a result of, certain fundamental laws of change. The first is the Law of Exercise, that, other things being equal, the oftener or more emphatically a given response is connected with a certain situation, the more likely it is to be made to that situation in the future.... This law may be more briefly stated as: 'Other things being equal, exercise strengthens the bond between situation and response.' (Thorndike, 1912, pp.95-96). Connections become strengthened with practice and weakened when practice is discontinued.

Types of Learning:-

Primary learning

The primary learning consists of the facts, principles, theories etc. that are the main core of the lessons in particular and the curriculum in general. Illustrate the primary learning. Let us assume that the lessons being studied are the Track and Field rules and skills. The primary learning drill consists of knowledge of rules, movements and mechanics. The basic and traditional facts constitute the primary learning.

Associate Learning

While studying the rules and fundamental skills of Track and field, the student become interested in the history of the section. They relate its historical development to Track and field events characteristics. They also become interested in other aspects related to athletes dominant in events and the

topography conditions. Many related historical, economic and geographical facts will be learned. Such related facts are called associated learning.

Concomitant learning

In studying the rules and skills of track and field, certain attitudes and points of view are sure to develop. Certainly the students will appreciate the healthy life as outcomes from participation in track and field, having the social, psychological, and social psychological development from learning the rules and skills of track field. These are known as concomitant learning.

Transfer of Learning:-

Transfer is the process of applying past learning to new but somewhat similar situations. The theory suggests that transfer of learning depends upon the presence of identical elements in the original and new learning situations; i.e., transfer is always specific, never general. In later versions of the theory, the concept of “belongingness” was introduced; connections are more readily established if the person perceives that stimuli or responses go together (c.f. Gestalt principles). Another concept introduced was “polarity” which specifies that connections occur more easily in the direction in which they were originally formed than the opposite. Thorndike also introduced the “spread of effect” idea, i.e., rewards affect not only the connection that produced them but temporally adjacent connections as well.

Learning Curve:

Learning curves vary from person to person, from school subject to school subject, according to whether the learning period is short or long, the materials hard or easy. Even though there is great variation, certain characteristics of the course of

learning should be discussed as general principles. In a general way the curve of the learning may be divided into three sections.

1. The beginning
2. The end
3. The period between the beginning and the end

Slow Initial Start: In order to have something concrete to describe it has to discuss two simple learning curves. The initial progress according to figure show. Apparently, little is gained at the beginning.

Cognitive Domain:-

This domain includes knowledge, comprehension, application, analysis, synthesis and evaluation, which are responsible for the development of intellectual ability and skill. This objective is concerned with increasing the knowledge, improving problem solving abilities, clarifying understandings, and developing and identifying concepts. As intellectual, physical and emotional developments are closely related, the physical education programmes contribute to cognitive development by providing knowledge and modifying behavior in regard to good health practices, by promoting physical fitness and by aiding in the process of social and emotional development which leads to a more positive self-concept. It has been found that a child's earliest learning movements such as walking, running, reaching etc. are motor in nature and form the foundations of subsequent learning's which require knowledge in order to co-ordinate the mind with the muscles. Learning of any skill requires mental alertness, awareness and efforts. During competitive situations an athlete has to face many tough situations and problems, and has to adopt strategies and moves to counter the same. This effort requires

further intellectual abilities permitting him to comprehend and analyses the situation and then to apply the accumulated knowledge. From these come the ability to interpret, evaluate, think and make judgments.

Intelligence:

Intelligence is the aggregate mental capacity or energy of an individual to act purposefully, to think rationally, and to deal effectively with one's environment; Intelligence involves awareness, is goal directed, and has value. It is an ability to undertake the activities that are difficult, complex, and which lead to the creation of something new and different, Intelligence of an individual plays an important role in effecting physical performance. The more complex and the more interpretative the movement, the greater the amount of intelligence necessary to comprehend. Sports activities involve complex skilled actions. Since all skilled behavior is intelligent behavior, relationship between sports performance and intelligence cannot be denied.

Attitude:

Attitudes are about thoughts and feelings. Attitude is often thought to predict behavior. Attitudinal responses are also evaluative in nature. They are significant in deciding the kind and extent of the learning that takes place and reflect the likes and dislikes concerning a specified object of action. For example, if a child says "I like running", it reflects his attitude towards running, and if a child says, " I don't like running" it shows this child's attitude towards running. Attitudes involve knowledge and beliefs. Attitudes are developed through direct experience and interpersonal communication. Positive beliefs and values concerning physical activity result in development

of good and positive attitudes, enabling the athlete to strive hard for better performance.

Emotional Development –

Process of bringing emotional stability in child is an equally essential function of family as others. This function includes the aspects like love, affection, anger, competition, cooperation etc. which must be controlled efficiently. Proper care and guidance of children by parents (family) develop the emotional status. Emotional stability is required to play effective role in society controlling of emotions in children highly depends upon the family atmosphere.

Emotional Balance

Sports psychology analysis an athlete s emotional states and feelings that indicate the degree to which he/ she is ready to perform in the competitions. Sports psychology helps in bring balanced emotional state of an athlete. It provides opportunities and studies to make plays emotionally fit and ready for competitions.

Interest of an Athlete

An athlete can learn of perform good skills until he/ she is not interested in learning or performing sports psychology analysis an individual's interest, so that the same individual can proceed further to learn game of its interest. Sport psychology assist in maintaining the desired interest in order to learn and perform well.

Culture and Civilization: Culture:-

Culture is one of the important concepts in social sciences. It is commonly used in psychology', physical education and Sports. It is the main concept in Anthropology and a fundamental one. In sociology. The study of society or any aspect of it becomes incomplete without culture. Culture

and society go together. They are inseparable. Of all the animals, human being alone is cultural. What distinguishes man from animal, human society from animal society is culture. That way, culture is an ingredient of human society. The concept of cultureless human society is unthinkable and non-existent.

Meaning of Culture:

The term Culture simply means “a design for living” Culture refers to both, “way of thinking and living” or “traditional practices In other words, culture means, “an advanced state of civilization ”.Culture is something internal. It refers to intrinsic values ”Culture is what we are. Civilization is what we have”. Both are man- made. One is for his comfort and luxury and the other for his satisfaction and happiness. Culture is the breeding ground of civilization. Civilization represents “material culture” and culture implies “non-material culture”.

Definition of Culture:

- 1.B. Malinowski has defined culture as the “cumulative creation of man”. He also regards culture as the handiwork of man and the medium through which he achieves his ends.
2. Graham Wallas, an English sociologist has defined culture “as an accumulation of thoughts, values and objects; it is the social heritage acquired by us from preceding generations through, learning, as distinguished from the biological heritage acquired by us from preceding generations through learning, as distinguished from the biological heritage which is passed on to us automatically through the genes”.
3. C.C. North is of the opinion that culture “consists in the instruments constituted by man to assist him in satisfying his wants”.

4. Robert Bierstedt is of the opinion that “culture is the complex whole that consists of all the ways we think and do and everything we have as members of society”.

5. E.V. de Roberty regards culture as “the body of thoughts and knowledge, both theoretical and practical, which only man can possess”.

Society and culture:-

The word culture or society. In fact, they're so commonly used that most people tend to think they mean the same thing. However, when it comes to using them in official anthropological terms, this is not quite true. In today's lesson, we'll take a look at these two words and try to nail down their proper use. As we do this, I must admit it's gonna seem like we're sort of splitting hairs when it comes to the differences. However, just in case you're ever stuck sitting at a table with an anthropologist, today's lesson will come in handy. The society in which we live determines everything from the food we eat to the choices we make. The word *society* comes from the Latin root *socius*, meaning companion or being with others. A society consists of people who share a territory, who interact with each other, and who share a culture. Some societies are, in fact, groups of people united by friendship or common interests. Our respective societies teach us how to behave, what to believe, and how we'll be punished if we don't follow the laws or customs in place. Sociologists study the way people learn about their own society's cultures and how they discover their place within those cultures. They also examine the ways in which people from differing cultures interact and sometimes clash and how mutual understanding and respect might be reached.

Moral Sentiments:-

One's sentiments are the contents of one's sensed, or felt, experience—in contrast to the contents of simply one's thoughts. Whatever else they are, then, sentiments are affective phenomena. In common parlance, talk of sentiments refers alternatively to occurrent feelings, affective dispositions, and emotional attitudes taken toward people and objects. Moral sentiments, where the adjective *moral* is used in a descriptive sense, would then be some subset of these feelings, dispositions, and attitudes: those that are more or less intimately related to moral phenomena.

Whether any of the moral sentiments thus understood are moral in a normative sense, that is, whether one morally may or should experience or express any of these sentiments in relevant circumstances, is a further question. One problem that immediately confronts any philosophical account of moral sentiments is the question whether such affective phenomena in fact form a unified category. Affective responses vary widely with respect to their causes, phenomenology, duration, intentional objects (if any), and mode of expression, as well as their susceptibility to rational assessment and control. This variability is no less present in the case of that subset of affective phenomena related in some way to morals. Contrast, for example, rationally impervious and visceral disgust to resentment, a comparatively subdued attitude that arguably is a response fitting only to moral wrongs. Both disgust and resentment, however, are moral sentiments in the sense that people commonly experience these affective reactions in response to moral phenomena. Just which phenomena one admits to the category of moral sentiments depends, of course, on the specific theory of the sentiments one accepts.

Consideration of contemporary theories of the emotions is instructive here. Although such theories are quite varied, a common taxonomy distinguishes between cognitivist and non-cognitivist theories of emotion. Cognitivist theories of emotion hold that emotions necessarily involve thoughts, beliefs, or judgments ascribing properties to their objects. Some cognitivists (Nussbaum 2001) identify emotions with evaluative judgments, for example, identifying fear with the evaluative judgment that the object of fear somehow threatens one's welfare or identifying one's resenting another's action with the judgment that the other wrongs one in so acting. Sentiments, understood as essentially affective phenomena, apparently play at best a peripheral role on some such theories of emotion.

Social Acceptance and Recognition:-

Social Integration

Social integration is a highly desirable outcome that reflects the existence of social cohesion, a strong institutional foundation and a culture of acceptance. Societies are better off if they promote social integration through inclusive policies that reduce economic inequality and poverty, and promote sustainable and equitable development. The concept of development used in this paper is best defined by Amartya Sen (1999, p.36), —the process of expanding human freedoms,|| i.e., freedoms associated with avoiding deprivations, being literate, enjoying political participation, uncensored speech and so on. Because of its qualitative nature, social integration can be peroxide by using variables that capture and measure how much social integration exists in a community at any given time. Identifying these indicators can be tricky and it may entail using quantitative and qualitative data. Many

development practitioners and policy makers center attention on the creation of economic opportunities as the material basis for social integration. In this way, there is often a tendency to underscore economic goals and make them uniquely critical. In developed countries, the goals of stable, productive and decent employment and poverty lamination have been firmly grounded in social contracts and have therefore influenced labor and welfare policies in meaningful ways. European social democracies have been engaged in attaining socio-economic goals that bring stability and social cohesion both within each individual nation and within the European Union. In contrast, the developing world has faced persistent obstacles in its efforts to attain these twin goals despite its recent economic expansion. In Latin America, average growth rates of three per cent in the last fifteen years have not contributed to a substantial increase in productive employment or the substantial reduction of poverty.

Leadership Social integration and cohesiveness:-

Cohesion can be more specifically defined as the tendency for a group to be in unity while Working towards a goal or to satisfy the emotional needs of its members. This definition includes important aspects of cohesiveness, including its multidimensionality, dynamic nature, instrumental basis, and emotional dimension. Its multidimensionality refers to how cohesion is based on many factors. Its dynamic nature refers to how it gradually changes over time in its strength and form from the time a group is formed to when a group is disbanded. Its instrumental basis refers to how people cohere for some purpose, whether it is for a task or for social reasons. Its emotional dimension refers to

how cohesion is pleasing to its group members. This definition can be generalized to most groups characterized by the group definition discussed above. These groups include sports teams, work groups, military units, fraternity groups, and social groups. However, it is important to note that other researchers claim that cohesion cannot be generalized across many groups

Social Integration:-

Social integration is the process of creating unity, inclusion and participation at all levels of society within the diversity of personal attributes so that every person is free to be the person she wants to be. Personal attributes include socio-economic class, age, gender - sexual preference and expression, political ideas, ethnicity and cultural traits, religion, citizenship (national origin) and geographical region of origin and so on. Social integration enables persons, regardless of their attributes, to enjoy equal opportunities, rights and services that are available to the so-called mainstream group. Social integration can be considered to be antonym to social exclusion, which is broader than poverty and deprivation, and which neglects people's rights. Social exclusion is produced by systematic and institutional discrimination and other forms of rejection that leave out persons or groups from the mainstream system of economic, social, and political relationships. Access to these relationships enables the privileged to be active participants in society benefiting from cultural, economic, social and political exchanges. Excluded persons and groups do not partake in the benefits of social capital with identical sense of belonging. And in worse situations, the intensity of rejection and intolerance can create emotional and physical harm to excluded persons. To protect themselves, victims of

discrimination and intolerance form smaller and tightly connected networks of solidarity and support among themselves and their allies in safe places. The elimination of social exclusion through programs and actions that integrate vulnerable persons into mainstream society is a required condition for the creation of economic opportunities for these populations. Evidence shows that in many countries failure to reduce marginalization and vulnerability of populations at risk can be explained by policies that considered economic goals as key determinants and social aspects as secondary elements. Cultural sensitive programs, however, that have built bridges and developed capabilities to support people in need have been effective in reducing poverty and building stronger communities.

Principles of Physical Education

Biological

Physical Education with Biology Biology is fundamental to the knowledge and understanding of the body and how it works and it is an excellent subject to combine with physical education.

As a graduate you will be qualified to teach general science to Junior Certificate level and PE and biology to Leaving Certificate level. Both the PE and biology elements of this course have already obtained approval from the Teaching Council for registration as a secondary teacher.

Biological: Growth and development, Age and gender characteristics,

Child development refers to the biological, psychological and emotional changes that occur in human beings between birth and the end of adolescence, as the individual progresses from dependency to increasing autonomy. It is a continuous process

with a predictable sequence yet having a unique course for every child. It does not progress at the same rate and each stage is affected by the preceding types of development. Because these developmental changes may be strongly influenced by genetic factors and events during prenatal life, genetics and prenatal development are usually included as part of the study of child development. Related terms include developmental psychology, referring to development throughout the lifespan, and pediatrics, the branch of medicine relating to the care of children. Developmental change may occur as a result of genetically-controlled processes known as maturation, or as a result of environmental factors and learning, but most commonly involves an interaction between the two. It may also occur as a result of human nature and our ability to learn from our environment.

Physical growth

Physical growth in stature and weight occurs over the 15–20 years following birth, as the individual changes from the average weight of 3.5 kg and length of 50 cm at term birth to full adult size. As stature and weight increase, the individual's proportions also change, from the relatively large head and small torso and limbs of the neonate, to the adult's relatively small head and long torso and limbs. The child's pattern of growth is in a head-to-toe direction and in an inward

Speed and pattern of development

The speed of physical growth is rapid in the months after birth, then slows, so birth weight is doubled in the first four months, tripled by age 12 months, but not quadrupled until 24 months.[Growth then proceeds at a slow rate until shortly before puberty (between about 9 and 15 years of age), when a period of rapid growth occurs. Growth is not uniform in rate

and timing across all body parts. At birth, head size is already relatively near to that of an adult, but the lower parts of the body are much smaller than adult size. In the course of development, then, the head grows relatively little, and torso and limbs undergo a great deal of growth.

Mechanisms of developmental change

Genetic factors play a major role in determining the growth rate, and particularly the changes in proportion characteristic of early human development. However, genetic factors can produce the maximum growth only if environmental conditions are adequate. Poor nutrition and frequent injury and disease can reduce the individual's adult stature, but the best environment cannot cause growth to a greater stature than is determined by heredity.

Socialization and its Role in National Integration

Socialization is a popular topic today in discussions about sports. When we ask any of the following questions, we are concerned about sports and socialization issues:

- A. What impact do sport and sport participation have on people's lives, characters, behaviors, thoughts, relationships, and careers?
- B. When and why do people stop playing competitive sports, and what happens to them when they do?
- C. How and why do some people see themselves as athletes and dedicate themselves to playing particular sports?
- D. Why are some peoples fanatically interested in playing and/or watching sports, while others don't seem to care about sports?

Many of us in the sociology of sport have done research to find answers to one or more of these questions. The search for answers has taken in different directions, depending on the

theoretical frameworks we have used to guide our thinking about sports and sport participation. The influence of theoretical perspectives will be discussed in the first section of this chapter. Then we will consider three topics that are central to discussions of sports and socialization:

- A. The impact of being involved in sports.
- B. The process of changing or ending sport participation.
- C. The process of becoming involved and staying involved in sports.

In connection with these topics, I will explain how the questions previously listed have been answered in the sociology of sport. As you read the chapter, you will see that most of the answers are incomplete and many others are so complex that discussions about them will carry over into other chapters. The chapter closes with information about new approaches to socialization. These approaches are based on critical theories that emphasize socialization as a community and cultural process rather than an individual and personal process.

Cohesiveness in Sport

Anyone who has been involved in any team sport knows the value of cohesiveness. Coaches try to develop cohesiveness in their teams because they believe cohesive teams win more games. Surely you have heard spectators and sports announcers as well as coaches and players praise the unity, teamwork and cohesiveness of successful teams, especially when the teams win without individual superstars. Conversely lack of cohesion or team dissension is often cited when a team of talented individuals fails to meet expectations. Given the popularity of cohesiveness in sports talk it is not surprising that cohesiveness is a popular research topic. Many sport

psychologists have examined the relationship between cohesiveness and team performance, and according to the results we can answer the question "Do cohesive teams win more games" with "yes" "No" and "may be". Some evidence does indicate a positive relationship between team cohesiveness and team success. One of the most extensive and representative investigations in the sport cohesiveness literature, involving over 1,200 male intra mural basket- ball players on 144 teams provides strong evidence that team cohesiveness and success are positively related. In the first study of the overall investigation mar terms (1972) looked at the in team success are positively related. In the previous study of the overall investigation martens and Peterson (1971) examined the influence of pre- season cohesiveness on team success and reported that highly cohesive teams won more games than teams with low cohesiveness. In the third study Peterson and martens (1972) looked at the influence of team success on post season cohesiveness and observed that successful teams were more cohesive than less successful teams. Obviously, further research does not always clarify or help us to understand a phenomenon especially if the research is haphazard with no systematic progression that builds upon and extends previous work. As Carron (1982) notes to date the overall strategy of sport cohesiveness research can be described as a generally erratic "shotgun" approach, no overall conceptual model has emerged to integrate the findings in any meaningful way, and as with the sport personality research discussed in. chapter 3, the findings are as diverse as the studies themselves. Although the sport cohesiveness literature is some- what less diverse and more "cohesive" than the sport personality research, the absence of an integrating framework

and clear standard definitions and measures continues to be a major problem.

Team cohesiveness and performance in sport.

Aaron's conceptual system raises numerous research possibilities but so far sport cohesiveness research has focused almost exclusively on the cohesiveness / performance relationship. Conflicting findings on cohesiveness and performance are cited. The first step in sorting out the literature is to consider the definition and measurement of cohesiveness in the research most of the sport cohesiveness studies used the same measure the sport cohesiveness questionnaire (Martens, Landers & Loy, 1972), thus providing a basis for comparing findings. The Martens et al. Questionnaire includes two categories of items : (a) direct ratings of closeness or attraction to the group and (b) interpersonal attraction or friendship ratings. The direct items and friendship ratings are not highly related to each other and they often relate differently to team performance. When the research findings are sorted out by type of measure some consistency emerges. Most of the positive relationships involve direct cohesiveness ratings and most of the negative relationship is found with interpersonal attraction measures. All of the major studies reporting negative relationships used an interpersonal attraction measure (Fielder 1954, Landers & Lueschen 1974, Lank 1969, McGrath 1962). In several studies with mixed results positive relationships were found when direct measurement were used but not when friendship ratings were used (Landers & Grwon 1971, Martens & Peterson, 1971, Widener & Martens 1978). A second approach to draying the literature on cohesiveness and performance is to consider key mediating variables particularly the team factors from Curran's conceptual system of the team

factors listed, the one receiving the most attention and the one that seems to have the most impact on the sport cohesiveness / performance relationship is the nature of the group task. Positive cohesiveness / performance relationships are reported most often for team sports that require extensive interaction and cooperation among players, such as basket- ball and volley ball with sports that require independent performances and little interaction. Such as boiling and rifle teams, cohesiveness may relate negatively to performance.

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