Chapter I
INTRODUCTION

The Meaning of Education

"Education" in some form or other has existed since times immemorial and was generally referred to man's behaviour in society, to develop the society wherein he lived.

The term "Education" means different things to different individuals. Some say it is a training process that comes about through the study of instruction, others say it is a series of experiences that enables a person to better understand new experiences and some others may yet again say it means growth and adjustment.

In ancient times, Education was a privilege of the upper class whereas the working classes were given just a bit of informal training in religious observances, suitable to their vocations in social life through participation and apprenticeship.

The "liberal education" was mainly the privilege of the gentlemen, priests and administrators.

The aim of education was to sharpen the intellectual powers of the child and the method was vigorous exercise of the mind through certain subjects like mathematics, history etc.
However, with the passing of time, the old concept of education underwent a tremendous change. Eminent educationalists like Aristotle, Plato, John Dewey and others, tried their best to solve the problem of education by explaining its meaning and defining its aims, for the alround development of the individual and the society at large.

Dewey\(^1\) defining the modern concept of education states:

"Education is a fostering, a nurturing, a cultivating process."

He adds\(^2\):

Education consists in the acquisition of those habits that effect an adjustment of an individual and his environment.

He further stresses\(^3\):

Educational process has no end beyond itself; It is its own end.


\(^2\)Ibid., p. 46.

\(^3\)Ibid., p. 50.
The Educational process is one continued reorganising, reconstructing and transforming.

Bucher\(^4\) defines education as:

\[\text{...........the reconstruction of events that compose the lives of individuals so that new happenings and new events become more purposeful and more meaningful.}\]

This interpretation implies that a person thinks in terms of previous experiences and everything he or she does from birth until death. One learns through doing and it can take place in the classroom, library, playground, gym and the like.

Rusk\(^5\) emphasizing the importance of education in modern society states:

Education is not a luxury which can be afforded after development has occurred, it is an integral part, an inescapable and essential part of the development process itself.

The process of education has become indispensable to an underdeveloped country as ours. Efforts are being made to


propagate and develop the concept of Education. Education has achieved tremendous progress and nourished by cultural and scientific development, plays a vital role in the all-round development of the individual.

The Havard Committee\textsuperscript{6} in their report entitled "General Education in a Free Society," emphasized the need for effective thinking. Intellectual development was not the only goal of general education. Knowledge of the body was also to be considered as an important development.

\textbf{Concept of Physical Education}

Physical Education has existed since primitive times though in an informal and unstructural manner, with the sole aim being that of survival. The primitive people needed physical strength and prowess to fight their enemies, build shelters, obtain food and resist forces of nature.

The Greeks were the first people to give some sort of structure to physical education, which have been reflected in the writings of Plato the Greek Philosopher, who pointed out the relationship of mental development to physical development.

\textsuperscript{6}Bucher, \textit{Foundations of Physical Education}, p. 75.
"They are not intended to train the body, the other mind, except incidentally, but to insure a proper harmony between energy and initiative on one hand and reason on the other, by turning each to the right pitch.

And so, it may be asserted that anyone who can produce the best blend of the physical with the intellectual sides of education and apply them to training of character is producing harmony in a far more important sense than any musicians."

Plato's thinking has influenced Physical Educators to accept the premise that close-mind body relationships do exist.

"Mens Sana in Corpore Sano" ..... "Sound mind in a sound body" ..... an age old adage of Education, confirms the fact that the alround development of an individual can be brought about more effectively through his physical development.

Early physical educators stressed the need for maintenance of health alone but as decades rolled by, compulsory participation in physical activities by all became the focus of attention. By and by physical educationalists attempted in bringing physical activity closer to education. They realised that any education which was devoid of "Bodily movements" was no real education.
According to McGee\(^7\) Physical Education has been defined as:

"........ an education through the physical where many of educational objectives are achieved by means of big muscle play activities."

A physically educated person is one aspect of the totally integrated and effective person.

Mathews\(^8\) has defined Physical Education as "Education through or by means of physical."

This implies that the aim or goals of physical education are the same as those of general education. Thus the physical educator strives to achieve the aims of education through or by means of large muscle activity.

Williams\(^9\) defines Physical Education as follows:

Physical Education is the sum of man's physical activities selected as to kind and conducted as to outcomes.


This definition implies that a selection of activities must be made and that outcomes are important.

Williams\(^\text{10}\) further clarifies the aims of Physical Education as:

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

This implies that the leaders in this field must develop a programme of activities in which participants will develop body awareness and realise results beneficial to their growth and development and that through participation in such activities, they will develop physical characteristics such as, endurance, strength and agility, to resist and recover from fatigue. They will improve neuromuscular skill. Socially they will be able to play an affective part in democratic group living and will be in a position to interpret new situations in a more meaningful and purposeful manner as a result of these physical education experiences.

When physical education in schools and colleges identified itself with general education, the old and exclusive interest in

\(^\text{10}\)Ibid., p. 323.
Physique strength and motor skills was enlarged to encompass a wider range of objectives. But even more significant than this shift in physical education purposes, was the proper concern of physical education with the stated purposes of education itself.

In a very real sense, the purposes, programmes and organisation of schools and colleges are the concern of physical education, as it has a responsibility, like other special areas of education, to help form the purposes of education, to help shape its programmes and to help determine its organisation.

Bucher defining the concept of Physical Education states:

Physical Education, an integral part of the total education process, is a field of endeavour which has its aim the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities which have been selected with a view to realising these outcomes.

A well directed physical education programme, enables the children to develop skills for the worthy use of leisure time, engage in activities conducive to healthy living, develop socially and contribute to their physical and mental health.

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Physical education is fast gaining a prominent place in the educational system, as such, the physical education programmes have to be duly strengthened and revised to meet the rising demands of the modern educational system. Physical education must be identified as an important part of the education of each individual. Academicians, parents and the public in general must clearly understand and identify the values and contributions physical education can make to people. They should be aware of the fact that physical education is closely linked with the educational process and is essential to meet life’s challenge.

"Physical Education must be relevant to Education." ¹²

The modern concept of Physical Education stresses the need to relate physical education more directly to the goals of general education and the primary goals of schools and colleges.

The post independence period, brought about an educational revolution in our country. Various Commissions were established to study the problem of education and to introduce the modern system of education. Even in the early stages of development of education in our country, physical Education was given considerable importance for the allround development of an individual.

¹²Ibid., p. 13.
Kothari\textsuperscript{13} stressing the importance of physical education in the process of Education in India, states:

A successful programme of physical education is a must in the school curriculum as it contributes not only to physical fitness but also to physical efficiency, mental alertness and development of other qualities like perseverance, team spirit, leadership, obedience to rules, moderation in victory and balance in defeat.

Physical Education, Games and Sports have gained Universal recognition as an integral part of the total educational system. It has contributed immensely in the general development of an individual in making him a physically fit, mentally alert, emotionally sound and socially acceptable citizen.

\textbf{Concept of Physical Fitness}

Physical Fitness has been defined by Clarke\textsuperscript{14} as follows:

Physical Fitness is the ability to carry out daily tasks with vigour and alertness, without undue fatigue and with ample energy to carry out leisure time pursuits and to meet unforeseen exigencies.


Physical fitness was identified as a positive quality extending on a scale from death to "abundant life." All living individuals have some degree of physical fitness, which is minimal in severely ill and maximal in highly trained athletes. It varies considerably in different people and in the same person from time to time.

Persons with heart ailments, metabolic diseases, neurological disfunctions, etc., who are not organically sound, are at a lower level of physical fitness.

The physical educator should ensure that the pupils have the basic physical fitness components. The basic physical fitness components are muscular strength, muscular endurance and circulatory-respiratory endurance. Within the broader sense of motor fitness, other components included are muscular power, agility and speed.

Physical fitness is most essential to the individual's total effectiveness. The only way to improve the ability to undertake such tasks that require sustained physical effort is by doing appropriate exercises.

A group of members of the American Association of Health, Physical Education and Recreation\(^\text{15}\) defined physical

\(^{15}\) Bucher, *Foundations of Physical Education*, p. 20.
fitness as:

......... that state which characterises the degree to which the person is able to function.

Fitness represents the capacity to live most vigorously and effectively with one’s resources. Physical fitness implies such abilities as that of resting fatigue, performing with an acceptable degree of motor ability and being able to adapt to muscular stress.

Mathews\(^\text{16}\) defines physical fitness as:

......... the capacity of an individual to perform a given task involving muscular effort.

A child who is fit enjoys robust health, a fine looking physique, a satisfactory level of social and emotional adjustment and a proficiency in the basic skills of movement.

The tremendous development and progress made in the field of physical education over the last few decades, has been mainly due to the growing scientific interest on the part of teachers towards the problem of their profession. The entire professional atmosphere has been prevailed by the concept that further progress could be made in this field by a knowledge of scientific procedures.

The growing application of scientific procedures in the field of physical education, induced eminent scientists to evolve various types of tests for measuring the general physical fitness of an individual, such as, strength tests, motor fitness tests, cardio-vascular tests, skill tests and the like.

An accurate information about an individual is a must, to help him in his difficulties or to diagnose his strength and weaknesses. Measurement is an important aspect of scientific procedures, in assessing the general physical fitness of an individual.

The dire need to inculcate consciousness and enthusiasm for physical fitness among the people of our country and to stimulate their interest for physical welfare, induced the Union Ministry of Education, Government of India, to launch the National Physical Efficiency Drive\textsuperscript{17}, way back in the year 1959-60 as per the recommendations of the First All India Seminar on Physical Education for Principals of Physical Institutions. The Drive consisted of certain tests for assessing the various components of physical fitness of an individual, such as, strength, speed, endurance, agility and flexibility. Individual test scores were recorded and scoring

\textsuperscript{17} National Physical Efficiency Drive, Ministry of Education and Social Welfare, Government of India, 1971, Publication No. 932.
was done based on extracts from the Decathlon Scoring Tables for Track and Field Events adopted by the Congress of International Amateur Athletic Federation held in Brussels 1950 and in Helsinki 1952.

In 1971, the implementation of this scheme was entrusted to the Lakshmibai National College of Physical Education, to ensure the systematic implementation of this scheme, on a scientific approach and a sound footing, as this was one of the leading Institutions in the field of Physical Education, functioning under the aegis of the Ministry of Education and Social Welfare and possessing the requisite technical know-how for the effective implementation of such a programme. The NPED Scheme became a National movement and was being implemented successfully in almost all the States and Union Territories in the country. Consequently, this scheme was renamed as National Physical Fitness Programme, to create an awareness of physical fitness amongst the people of India, irrespective of age or sex. The NPED scheme has been in vogue as a measure of physical fitness in our country ever since its inception and although the scheme was discontinued in 1987-88, it is still being implemented in various educational Institutions in the country, particularly in Goa, in evaluating physical fitness of the pupils for assessment of the Physical Education Examination. Unfortunately, this scheme did not gain much popularity and was consequently discontinued, as
it was basically an evaluative procedure, without any provision for improving the physical fitness of the individual.

**Educational Scene in Goa**

Goa...... is a tiny but most picturesque State in India, situated on the West Coast of India, about 200 miles South of Bombay. The Terekol Creek in the North, separates it from Maharashtra, to the South is the Karwar district of Karnataka State, the Sahyadri Ghats demarcate it in the East and the waters of the Arabian Sea in the West.

This beautiful State which covers an area of about 3,702 sq. kms., is rich in natural resources, having a temperate climate and abundant rains lasting from June to September. The long sea coast, placid navigable rivers, dozens of ghats, fertile fields and fruit groves, soothing lakes, cascades and springs, offer the most hospitable adode to its inhabitants.

Unlike the other States in India, Goa is marked by its rich and varied social and cultural heritage, brought in by the European invaders and developed over centuries.

**Pre-Liberation Period**

Unfortunately, in the field of Education, Goa lagged far behind the other States, as the developmental process of Education, particularly in the field of Physical Education and Sports, during
the Pre-Portuguese and Pre-Liberation periods was rather slow and insignificant.

As history tells, it seems that there did exist some rudimentary system of education, much earlier than the conquest of Goa by Afonso de Albuquerque in 1510. In those days, there seems to have existed some schools of elementary education run by the Brahmin Sinais, in the vestibules of temples, porches of residential houses, verandahs of village administrative houses, etc.

Goan society was very fortunate in receiving a wide range of influences. Various natives and alien dynasties that ruled Goa, not only enriched Goa, but, also invested in it a certain amount of urbanisation and refined manners.

Goa suffered many invasions and in consequence of these invading forces, many customs and manners of the conquerors were introduced, which were intermingled with the customs of the local people.

**Inception of Physical Education and Sports in Goa**

It is assumed that the same happened in the field of sports, whereby many activities might have been transplanted to Goa, from other places in India, by foreign invaders, since rulers normally try to live their own pattern of life and natives follow it.
As expressed by elders, it seems some type of indigenous games were played in Goa in the XIX century, between neighbouring villages, which were attended by large crowds and the victorious teams would return to the village, heroically, amidst tunes of "dol-cash" (drum and trumpet) and ovations from the crowds. Lack of transport, in those early days, caused immense inconvenience to travellers. Only those who were financially well off could travel by bullock carts or "Machilas", whereas the majority of population had to walk for miles together, to witness any competitions, which were consequently organised between teams within the village or between two villages.

Prior to the conquest of Goa by Afonso de Albuquerque in 1510 and until three centuries later, Physical Education was not included in the plan of studies, although efforts were made by the Portuguese rulers to develop the system of Education in Goa, on the lines of Lisbon, as Afonso de Albuquerque, put it in his letter to the Government of Portugal - "Criar uma Goa a semelhanca de Lisboa,"\(^\text{18}\) having for basis the teaching of Portuguese language for the propagation of Portuguese Culture and ways of life.

\(^{18}\) Cartas de Afonso de Albuquerque, Vol. 1, p. 29 (Letters of Afonso de Albuquerque).
The Educational policies were mainly directed to train a class of employees, endeavoured to impart instruction through the medium of Portuguese and aimed at the luzitanization of their own colonies and the alienation of the ruled from their own Cultural Ethos.

Nevertheless, efforts were made to promote education through the introduction of certain policies and reforms, way back in 1772, by Marques of Pombal, whereby posts of masters were included to teach reading, writing and singing.

With the implementation of new educational policies, gymnastic exercises adapted to the age were included in the curriculum of primary school in 1841.

In 1931, medical gymnastics were introduced for all classes, with the basic aim of developing the general health of the student. The syllabus included exercises of the neck, trunk, arms, legs and other respiratory exercises for developing the respiratory system. The duration of the physical education/gymnastics class was of 30 minutes.

However, as narrated by 98 years old Prof. Lavinia Lobo e Sousa, a retired Portuguese primary school teacher, who worked in various primary schools in Goa for 27 years i.e. from 1913 to 1940, it seems not much interest was taken by the Portuguese Government to promote Physical Education and Sports in a
systematic manner. There were no specially trained teachers or coaches to take up physical education classes either in private or government primary and secondary schools. It seems that the school curriculum did not include any physical education programme either at the primary school level or at the secondary school level.

However, in the last quarter of the XIX century, a sort of novelty was introduced in the field of games and sports, with the introduction of Football and Cricket amongst the students of St. Joseph's High School, Siolim, Bardez, in 1883 and then at Arpora, by Rev. Fr. Robert Lyons, which later spread like wild fire all over Goa. The curriculum included a games period of 45 minutes, which was managed by some sports minded persons, like Fr. Lyons, who supervised the training sessions and guided the students in the concerned games, as has been confirmed by Ex-International Footballer, Shri Joveniano de Sousa, an ex-student of St. Joseph's High School, Arpora, in the early 1930's, who happens to be the father of the research scholar.

In 1945 the Office of Primary Instruction was replaced by the Office of the Council of Public Instruction under the authority of the Governor General. Between the years 1940 to 1951, although games and sports gained considerable popularity, physical education in general was not given adequate attention. The games
period was mostly utilised for training students in team games like, football, hockey, cricket, volleyball and some track and field events. Only a few private schools possessed a suitable football play ground.

In 1951, the Conselho de Desportos da India Portuguesa (Sports Council of Portuguese India) was established which boosted games and sports in Goa, till it was abolished in 1959 and in its place, the "Conselho de Educacao Fisica" (Physical Education Board," was established.

Prof. Alberto Feleciano Marques from the National Institute of Physical Education, Lisbon, came to Goa and conducted refresher courses for the primary school teachers and for those devoted to games and sports. It was under the initiative of the Physical Education Board, that the Goa Football Association was formed and Athletics were introduced.

In 1957 the Office of Instruction was set up by integrating the Directorate of Public Instruction and Health and the Old Office of the Public Instruction was abolished. The National Library and the Council of Sports, were placed under this newly formed body.

The Department of Public Instruction was set up in 1960 bifurcating services of Instruction from those of health.
The advent of the Republic created a proper social climate for free expression of the feelings of unity with the rest of India, which strengthened the tendency for Marathi and English. English schools started by private initiative went on expanding. The syllabus followed by the English and Marathi Schools were as per the Maharashtra pattern.

The secondary schools were affiliated to the S.S.C.E. Board, Poona and prior to that to the Bombay University, for preparing students for the matriculation exam.

Plans for coaching schemes and exchange of teams between Kenya, Mocambique and Portugal, did not materialise in view of the liberation of Goa in 1961.

**Post-Liberation Period**

The Liberation of Goa in the year 1961, brought about a New Era of Education, whereby new policies were introduced by the Government in 1962 as per the recommendations of the Jha Committee, which aimed at integrating the existing system of education with the one prevailing in other parts of the country.

In 1962, with the onset of Liberation, the sports loving State of Goa, entered the mainstream of physical education, games and sports of the rest of the country.
**Primary Education**

The new Educational Policy envisaged that free and compulsory education was provided to the children in the age group 6 to 11 years. The medium of instruction was changed to the mother tongue or any of the languages of the 8th schedule of the Constitution, the choice of which was left to the guardians.

The syllabus of primary and middle schools were revised and new books were introduced. Interim Grant-in-Aid Code for private primary schools was also introduced. Private school teachers tried to secure jobs in Government Schools in view of attractive salaries. The number of students enrolled in primary schools shot up to 71477 whilst the number of teachers increased to 1725.

However, no special emphasis was laid on promotion of physical education at the primary school level. The games period was more recreational in nature and games like atya-patya, langdi, etc. were played.

**Secondary Education**

The expansion of Primary Schools brought about a proportionate growth in secondary education. The Lyceum and other secondary schools had to change their medium of instruction from Portuguese to English. However, the Secondary Schools continued being affiliated to the S.S.C.E. Board Poona, except for the Lyceum Central which was converted into Higher Secondary School and
was affiliated to the Central Board of Secondary Education, Delhi.

The need to provide trained teachers at the secondary level, resulted in the establishment of the "Institute of Education," a private teachers training institute duly recognised by Government.

Up to 1961, the controlling body for Physical Education, was the Physical Education Board, as well as, the Directorate of Education. Consequently, a Physical Education Section was established under the Directorate of Education, to look after matters pertaining to Physical Education, games and sports, wherein the unit of NPED was incorporated. The NPED Scheme was implemented very successfully in all the rural and urban, primary, middle and secondary schools in Goa.

The selected athletes were deputed to participate in the NPED National Award Competitions organised by the Lakshmibai National College of Physical Education under the auspices of the Ministry of Education, Government of India, wherein 5 boys and 3 girls did Goa proud, by winning the prestigious award, 3 seniors and 2 juniors in the men section and 1 senior and 2 juniors in the women section respectively.

The Physical Education Board started conducting tournaments for secondary schools which were previously conducted by Organisacao Nacional da Mocidade Portuguesa (National Youth
Organisation). In 1964, the Goa Daman and Diu School Sports Association was formed which undertook the organisation of State Level Competitions and the deputation of Goa State Teams to participate in the National School Games Autumn and Winter Meets organised by Schools Sports Federation of India.

One of the highlights in the developmental aspect of Physical Education in the State after Liberation, was the establishment of the Training Institute of Physical Education by the Physical Education Board in June 1966 at Porvorim, wherein C.P.Ed courses of one year duration were offered on par with the N.F.C. Scheme, followed by the Central Government. A total of 46 students passed out through this Institute during its tenure of 2 years, who were absorbed in Secondary Schools. However, the Institution was closed down in 1969 as the Physical Education Board was abolished.

Physical Education was introduced as a very important co-curricular activity in the secondary schools and in 1968-69, it was raised to the status of a subject with due weightage for final assessment of the over all performance of the students in school.

Goa Daman and Diu, State Council of Sports

In 1969, the Physical Education Board was replaced by the Goa, Daman & Diu State Council of Sports, with a view of
boosting the sports activities in the territory, on par with other States in the Country and an Assistant Director of Physical Education was appointed as Head of the Physical Education Section which was attached to the Directorate of Education.

The Sports Council, was an autonomous body which functioned as an advisory body to the Government in promoting games and sports in the Territory. This apex body of sports had a strength of 28 members with the Chief Minister as President, the Sports Minister as Vice President and eminent sports personalities, representatives of sports clubs and State Level Sports Associations as members.

The schemes implemented by the State Council of Sports were as under:

1. Grant of recognition to Sports Clubs and State Level Sports Associations.

2. Annual grants to the Sports Clubs and State Level Associations.

3. Release of grants to State Associations for participation/organisation of tournaments/nationals.

4. Establishment of Regional Coaching Centres and conduct of coaching camps in various games and sports, such as, Pre-national and Advance Summer Coaching Camps.
5. Award of Rolling Shields to outstanding Sportsmen/Organisers.


7. Promotion of Rural Sports and participation in National Level Rural Competitions.

8. Establishment of rural centres.

However, in 1990, the Goa State Council of Sports was renamed as "The Sports Authority of Goa," with the sole view of expanding the activities and developing Infrastructure for promoting Games and Sports in the State on a war footing basis.

Until 1971, the syllabus of the National Fitness Corps were adopted for the curriculum of Physical Education in Secondary Schools, which were consequently revised by the Directorate of Education, so as to include exercise tables, drill and marching, leziums, major and minor area games, combatives, track and field events, etc., for Std. Vth and VIth. Folk dances and Malkamb were also introduced for boys in Std. VIth.

The syllabus for the standards VIIth, IXth and Xth, included developmental exercises, drill and marching, rhythmics, leziums, folk dances, malkamb, wrestling, athletics and major and minor area games.
A total of 4 periods of each, were allotted to Std Vth and Xth were allocated only respectively.

**Directorate of Sports**

The establishment of Sports and Cultural Affairs on 1st J the Late Chief Minister of G- B. Bandodkar, an ardent lover of an important landmark in the education, games and sports in t

This newly formed department of Sports, initiative of iri Dayanand, was indeed an important landmark in the education, games and sports in t

The newly formed department of Physical Education, the N.C.C. Wing, the Kala Academy and the G of Sports were brought under Sports and Cultural Affairs.

This tiny but dynamic schemes for the promotion of
and cultural activities in the rural and urban areas of the Territory.

The Physical Education Section expanded considerably with the appointment of additional Assistant District Inspectors in Physical Education, on par with the Assistant District Education Inspectors of the Directorate of Education, and the filling in of these posts necessitated the candidates to possess a Bachelors Degree in Physical Education. These officers frequently visited the schools in the territory to supervise the physical education programmes in the schools and guide the Physical Education Teachers in carrying out their duties effectively.

Evaluation of the physical education programme formed an important aspect in the general development of physical education.

Evaluation was done on the basis of:

1. Adequacy.
2. Syllabus followed and time allotted.
3. Facilities of playground, equipment, etc. provided to the students.
4. Provision made for the health and hygiene of the students.
5. Participation in sports, cultural and allied activities.
6. Opportunities made available for the total development of the students.
7. Standard of instruction, both in matter and methods.
8. Tests, exams, promotions.

Physical Education was made a compulsory subject, up-to Std. X, and every secondary school was required to appoint one Physical Education Teacher possessing a Bachelor's Degree of Physical Education, for every 500 students. Candidates possessing a Certification in Physical Education (CPEd) were not considered for appointment as Physical Education Teachers.

A State Advisory Board, under the Chairmanship of the Education Minister was constituted in 1974 to advice the Directorate of Sports and Cultural Affairs, in matters pertaining to Physical Education.

Some of the schemes which were being implemented by the Directorate of Sports and Cultural Affairs were as follows:

1. Conduct of seminars and orientation courses for physical education teachers.
2. Conduct of National Physical Fitness Programme.
3. Propagation and training courses in Yoga.
4. Promotion of literature in Physical Education and Sports.
5. Release of grants to non-government secondary schools for purchase of sports equipment.
6. Supply of sports equipment for primary and secondary schools.
7. Release of grants to non-government educational institutions for development of playgrounds.

8. Release of grants to registered sports clubs for establishment of Vyayamshalas.

9. Organisation of Primary and Middle School Sports Festivals.


11. Deputation of teams for participation at the National School Games and other competitions organised by the School Games Federation of India, such as C.K. Naidu Cricket, Subroto Mukerjee Football, Nehru Hockey Tournament, etc.


14. Development of Taluka Level Sports Complexes/Multi-purpose Halls/Swimming pools, etc.

15. Institution of State Sports, Youth and Cultural Awards to outstanding personalities in the field of sports, culture and youth activities.
17. Implementation of National Service Scheme.
19. Celebration of days of National Importance.
20. Inter State Exchange of Cultural Programmes/Troupes.
21. Financial assistance to sportsmen, writers, artists in indigent circumstances.
22. Cultural Talent Search Scholarships Scheme.
23. Release of grants for organisation of Inter-collegiate Tournaments.
24. Conduct of coaching camps, diet coaching camps, pre-national coaching camps etc.

Goa Board of Secondary and Higher Secondary Education

The considerable expansion of secondary and higher secondary education, necessitated the establishment of a separate board of education in Goa, as such, "The Goa Board of Secondary and Higher Secondary Education," was established in 1975, with the main aim of providing secondary and higher secondary education by granting recognition to required number of such schools in the Territory and take such measures as would lead to academic, intellectual, physical and cultural development of the youth. Publication of Text Books in various subjects, conduct of workshops,
seminars, orientation courses inclusive of framing syllabi for various courses, etc., are some of the major responsibilities of the Board. The Goa Board also undertook to conduct the first public examination for Std. Xth in March, 1976 and that of Std. XIIth in April, 1977.

**State Institute of Education**

The establishment of the State Institute of Education, the academic wing of the Directorate of Education in 1974-75, with the objectives of qualitative improvement of school education was an important landmark in the development of Education in Goa.

**Transfer of Physical Education Section to the Directorate of Education**

The transfer of the Physical Education Section from the Directorate of Sports and Cultural Affairs, to the Directorate of Education in 1980, proved to be extremely beneficial in giving the much needed impetus to physical education at the primary and secondary schools on par with the general educational system.

Some of the major development aspects in the field of Physical Education under the auspices of the Directorate of Education were as under:
1. Systematic supervision of the Physical Education Programme in the Non-Government and Government Secondary Schools in collaboration with the supervisory unit of the Directorate of Education.

2. Enhancement of budget for the promotion of physical education.

3. Appointment of qualified personnel as Physical Education Teachers in Primary/Secondary/Higher Secondary Schools.


5. Conduct of Seminars and Orientation Courses for Physical Education Teachers in various games and sports.

6. Effective implementation of the Physical Fitness Programme including the Bharatiyam Scheme introduced by the Sports Authority of India to encourage mass participation in Physical Fitness Programmes.

In 1982, the Goa, Daman & Diu Board of Secondary and Higher Secondary Education, framed new syllabus for the standards VIII, IX and X, with a view of raising the general standard of education in the State. Accordingly, Physical Education has been considered as a school certificate subject.

One of the major aspects of the newly formulated syllabus for physical education, which is being implemented till date,
is the inclusion of Testing Methods for measuring the physical fitness of the students. The battery of tests are based on the National Physical Fitness Programme, but, the scoring norms have simply been lowered, perhaps to facilitate the Goan students in attaining the prescribed standards successfully or to attract mass participation.

However, it has been noted that the present norms have not been set up based on the actual performances of the Goan students, since the tests were not administered prior to setting up of the norms. The existing NPFP National norms were simply lowered.

Further, the NPFP tests have been included in the syllabus without taking into consideration the availability of suitable play-grounds and other relevant facilities for administering these tests at the various educational institutions in Goa, most of which do not possess the minimal requirement of play-grounds. Such schools have adopted the Battery B tests of the NPFP Scheme, and follow their own non-standardised method of evaluating the physical fitness of the students. The variables included in the NPFP tests are difficult to perform by most of the non-athletic student population, as they involve technical skills which need prior practice. The present syllabi also do not include any specific Testing Methods for the girls.
Although quite a few decades have lapsed after Liberation, since efforts are being made by the Government to promote physical education and sports, it is pertinent to note that, till date, no standardised tests nor suitable norms have been set up for measuring the physical fitness of Goan students, specifically for the girls.

It was therefore, imperative to undertake the present study, to formulate appropriate norms for evaluating the physical fitness of Goan students, based on a suitable Battery of Tests, which will be acceptable to the Goan students, consisting of such standardized variables, which will measure the basic components of physical fitness and will be easy to administer within the available open space of the secondary schools in Goa, less time consuming, easy to perform and interesting to the youth, with minimal equipment and personnel required to administer the tests effectively.

As per the age old saying, "Catch them young and coach them right," and in order to identify talent at an early age, to attain excellence in games and sports at the international arena, the Sports Authority of India, launched the National Sports Talent Contest (NSTC) Scheme in the year 1985, for the children in the age group of 9 to 12 years.
In 1988, the Soviet experts attached with the Netaji Subhas National Institute of Sports, did some pioneering work at the Centre of Excellence Bangalore and with the help of NSNIS, Patiala and LNCPE, Gwalior, a Battery of Tests was prepared for selection of NSTC students in 1989. However, when the test was administered at the State and National Level, it was reported that the standards were rather high, as most of the children could not achieve the minimum scores.

Consequently, a special committee comprising of Russian and Indian experts, studied the Battery of Test applied during 1989 contest and after discussing certain technical aspects, formulated suitable Battery of Tests for application in the NSTC 1990. The Battery includes skill tests for various games in addition to the general fitness tests. Achievement norms have also been laid down for boys and girls in the age group of 8 to 12 years, on experimental basis, based on the previous NSTC performances of Indian Children. The process of collection of data for standardising the norms is still in progress. Nevertheless, these non-standardised tests are being conducted in Goa, on experimental basis, as in other States in India, under the auspices of the Sports Authority of India.

It is thus seen that there do not exist any standardised norms for evaluating the physical fitness of students in Goa.
The promotion of Physical Education in Goa, suffered yet another setback, when the Physical Education Wing, was once again reverted to the Directorate of Sports and Cultural Affairs, in 1990, which was by then re-named as the Directorate of Sports and Youth Affairs in 1989, since the Cultural Wing was shifted to the Directorate of Education.

The shifting and re-shifting of the Physical Education Section, from the Directorate of Sports to the Directorate of Education and vice-versa, has greatly hampered the effective promotion of physical education in the State.

In spite of the sincere efforts of the Government to promote this important field of education, Physical Education is yet to make a headway in our State.

Concrete measures are to be taken to coordinate the curriculum of physical education with the total educational system in the schools, as the present syllabus which were framed over a decade ago, do not meet the rising demands of the modern concept of physical education, which emphasizes on "Fit People..... Fit Nation"!

It is also pertinent to note that although rapid strides were taken in the development of games and sports in the State of Goa, since the last two decades, not much has been achieved
in the field of physical education, specially amongst the fairer sex.

The syllabi for Secondary Schools, which were formulated way back in 1982 and do not include any specific programme for girls, are still in vogue and no efforts have been made to revise the same to meet the rising demands of the modern concept of physical education.

Legend tells us that women were totally debarred from participating or even witnessing any sports events as early as the ancient Olympics. Fortunately, with the passing of time, this concept was changed and women were permitted to participate in sports.

Inspite of sustained efforts from the Government to encourage mass participation in sports amongst women by introducing special schemes, such as, the National Women's Sports Festival, the response of women to sports in our country, specially in rural areas, is not very encouraging.

The same is the case in the State of Goa, wherein girls are reluctant to participate in physical activities due to prevailing social customs and traditions.

Nevertheless, the fact that the sturdy and robust Goan lasses can definitely excel in the field of physical education and sports, is evident from the scintillating performances of a good
number of Goan girls, like, Mary D'Sousa, Stephie Sequeira, Loretta D'Sousa, Yolanda de Sousa and many others, who donned India colours at the International Arenas and brought glory and honour to the State of Goa and the country at large.

The scholar, herself being a member of the fairer sex, strongly felt the need to encourage mass participation in physical fitness programmes amongst the talented and enthusiastic Goan girls, to ensure positive results at higher level competitions. Hence, she confined the present study specifically in respect to the Goan girls.

The research scholar an Assistant Physical Education Officer of the Directorate of Sports and Youth Affairs, Government of Goa, who has gained considerable experience in promoting physical education, games and sports in the State of Goa, for almost two decades, strongly feels the need to formulate standardised norms for Physical Fitness Tests, specifically for Goan Girls, since as at present there do not exist any such norms in the State to evaluate the physical fitness of the students.

Hence, the investigator undertook this need based problem for research.
Statement of the Problem

The purpose of the study was to standardise norms for physical fitness tests for girls in the age group of 13 to 16 years in the State of Goa.

Sub-Problem

The sub-problem of the study was also to compare the physical fitness status of the girls in different age groups.

Delimitations

1. The study was delimited to the girl students in the age group of 13 to 16 years of secondary schools in the State of Goa.

2. Although a good number of standardised tests of physical fitness are available in various literary sources the study was confined to 7 selected test items aimed at assessing the physical fitness components of strength, speed, "endurance, agility and flexibility of the girl students only.

Limitations

1. As the subjects selected for the study, were randomly selected from various secondary schools in Goa, hailing from different regions, factors such as geographical conditions, diet, customs and such other factors that might have an effect on the results,
are considered as a limitation of the study.

2. The inability of the researcher to administer the tests to all the subjects under the same conditions, such as date, time, weather, grounds, etc., is yet another limitation of the study.

**Definition and Explanation of Terms**

The following terms pertinent to the study are defined for the clarification of succeeding discussion:

**Norms**

A norm is a scale which permits conversion from a raw score to a score capable of comparison and interpretation. It is a standard to which an obtained score may be compared. Norms are assumed to be representatives of some larger population.

**Physical Fitness**

Physical Fitness is the ability to carry out daily tasks with vigour and alertness without undue fatigue and with ample energy to carry out leisure time pursuits and to meet unforeseen exigencies. It is that state of an individual that characterizes the degree to which the person is able to function. Physical fitness varies considerably in different people and in the same person from time to time.
Test

A test is a form of questioning and/or measuring used to assess retention of knowledge and capability or to measure ability in some physical endeavour. It is a specific tool, procedure or technique used to elicit a response from the student in order to gain information to be used as a basis for appraisal of the quality or quantity of elements such as, fitness, skill, knowledge and values.

Measurement

Measurement is a technique of evaluation that uses tests and other procedures and instruments, is generally precise and objective, generally results in quantitative data and characteristically can express its results in numerical form when indicating ability or capacity in some trait or characteristic involving fitness, motor skill, knowledge, value or process.

Strength

Strength is the force that a muscle or a group of muscles can exert against a resistance in one maximum effort. It is the capacity of the individual to exert muscular force. Strength is an important variable in power measurement.
**Muscular Endurance**

Muscular endurance is the ability of muscles to perform work. It is the ability of a muscle to repeat identical movements or pressures or to maintain a certain degree of tension over a period of time. Muscular endurance is closely associated with strength.

**Cardio-vascular Endurance**

It implies to the ability of the circulatory and respiratory systems to adjust and recover from the effects of exercise or work. It is the result of a physiologic capacity of an individual to sustain movement over a period of time.

**Speed**

Speed is the capacity of an individual to perform successive movements of the same pattern at a fast rate. It is the capacity to sustain a maximum rate of speed over an extended distance. It is the rate at which a person can propel his body or parts of his body through space.

**Agility**

Agility is the ability of the body or parts of the body to change directions rapidly and accurately. It is the capacity of an individual which can be measured by the rate of changing his position in space. The physical ability of the individual that
enables him to rapidly change body position and direction in a precise manner.

**Flexibility**

It is the ability of an individual to move the body and its parts through as wide a range of motions as possible without undue strain to the articulations and muscle attachments. It is the range of movement in a joint.

**Significance of the Study**

Evaluation is an indispensable aspect of the developmental process of Physical Education and Education at large.

Any Physical Education Programme which is devoid of an appropriate system of evaluation, is like a ship without a rudder.

Evaluation is a must if further progress is to be achieved. As at present, there do not exist any standardised evaluation norms for assessing the physical fitness of Goan students, which is most essential in interpreting raw scores.

1. The present study will therefore prove, beneficial to the Physical Education Teachers in assessing the physical fitness of the students age wise and in enabling them to plan their activities accordingly.
2. It will also enable the students to better their performances.

3. It will make a valuable contribution to the field of physical education in the State of Goa.

4. The study will help Physical Education Teachers and Coaches in spotting talent in various games and sports.

5. The study will open avenues for further research in this direction.