CHAPTER -2
SPORTS –USEFULNESS AND HISTORY

2.0 Introduction

Games and sports are as old as the cultures of mankind. Competitive sports have the advantages of enabling the players to learn skills other than the physical ones required to win games.

A sport consists of a normal physical activity or skill carried out under a publicly agreed set of rules, and with a recreational purpose: for competition, for self-enjoyment, for attainment of excellence, for the development of skill, or some combination of these. The difference of purpose is what characterizes sport, combined with the notion of individual (or team) skill or prowess.

Angel James Rowland, the former President of Yale University expresses his view with regard to college sports as noted below:

“So many of the truly fine and beautiful things in the life of young men are embodied in their athletic games, and these games contain so much of matchless value in the rounding out of sound and wholesome character, that no thoughtful person can regard the fate of college sports with anything but acute solicitude, lest they should in any measure fail of their great human
opportunity to help in building a finer, stronger happier race of intelligent and cultivated men, fit to be the leaders of their kind and the fathers of an older generation to come”.\textsuperscript{23}

ENCARTA World English Dictionary defines sport as “an individual or group competitive activity involving physical exertion or skill, governed by rules and sometimes engage in professionally”.\textsuperscript{24}

According to Cambridge Advanced Learner’s Dictionary “A game, competition or activity needing physical effort and skill that is played or done according to rules, for enjoyment and/or as a job”.\textsuperscript{25}

Jay C. Coakely opined that sports is an institutionalized competition activity that involves vigorous physical exertion or the user of relativity complex physical skills by individual whose participation is motivated by a combination of intrinsic and extrinsic factors.\textsuperscript{26}

‘Sports’ has long list of contributions to the human lives in a number of ways. In fact, it makes both body and mind of every human being sound. As it is known, the ‘sports’ covers both indoor and outdoor games. The usefulness and history of the ‘sports’ are discussed below in detail.

\textsuperscript{24} ENCARTA WORLD English Dictionary. 1999. Pan Macmillan; Australia. p 1810.
2.1 Usefulness of sports

'Sports' is one of the most effective factors in all round human development which seeks to form personal qualities and facilities, the acquisition of useful skills in life. Sports are playing a vital role in everyday life by inspiring people to participate in games by either playing or seeing. Sports also provide enjoyment to viewers and listener through suspense and thrill accompanying it, making it a patronizable event through which money and sponsorship flow in.

Sports pervades society to such an extent that it has been described by many as a microcosm of society. In other words, sports mirrors the values, structures, and dynamics of our society. According to Larson "Sports is the heart of any society. It serves to improve life and the social order. It is one of the most constructive force in a society, and instrument by which people may full themselves up and improves their way of life." As such, sports reflects the characteristics of society. Eitzen and Sage point out that "sports and our society have in common a spirit of competitiveness, a large concern about materialistic things, the present of a bureaucracy that dominates individuals and an inequitable distribution of power." Further they also pointed out that:

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Sport serves as a safety value for both spectators and participants, dissipating excess energies, tension, and hostile feelings in a socially acceptable way;

Athletes serve as role models, possessing the proper mental and physical traits to be emulated by other members of society and;

Sport is secular quasi-religious institution using ritual and ceremony to reinforce the values of society, and thereby regulating behaviour to the channels prescribed by custom.\footnote{NIXON (John E) and JEWETT (Ann E). An introduction to Physical Education. 1980. 9th ed. Saunders College Publishing; Philadelphia. p 128.}

Dr. Luther Lucien\footnote{Op.cit.(4). p13.} is of the opinion that sports activity is determined by four sub systems, i.e. the cultural, social, personality and organic system. Sports participation develops “good character” though the exact definition of good character is not to be found anywhere in the literature, but the desirable charter traits are as follows:

a. ‘Games and Sports’ generates atrium.

b. ‘Games and Sports’ develops attitude.

c. ‘Games and Sports’ generates a value on self-control and self-discipline.

d. ‘Games and Sports’ provides opportunities for individual advancement.

e. ‘Games and Sports’ generates mental alertness.

f. ‘Games and Sports’ is supportive of wholesome educational achievement.
Wilkerson and Dodder have conducted research to determine what sport does for people. They found that sport has the following seven functions in society:31

1. Socialization: Sport serves as a means of socializing those individuals who identify with it.

2. Collective conscience: Sport creates a communal spirit that brings people together in a cohesive manner in search of common goals.

3. Emotional release: Sport is a way to express emotions and relieve tensions; it acts as a safety valve and a catharsis to relieve aggressive tendencies.

4. Social control: Sport provides a means of control over people in a society where deviance is prevalent.

5. Change agent: Sport results in social change, news behaviour patterns, and is a factor that changes the course of history. For example, it allows for interaction of all kinds of people and for upward mobility based on ability.

6. Affirmation of identity: Sport offers opportunities to be recognized and to express one’s individual qualities.

7. Success: sport provides a feeling of success both for the participant and the spectator when a player or a team with whom one identifies achieves. To win in sport is also to win in life.

It is evident that sport, explicitly in this age of increased participation, holds many meanings for its participant as well as having a significant impact on our society.

The significance of games and sports is much extensive. The items have great value for both men and women, and are valuable to the youths and students in particular. Some of the indispensable implication of sports are briefly described below.

Sports teach the art of winning and losing gracefully, the spirit of being fair to others, observance of the spirit as well as the letters of the rules, and the maintenance of a friendly attitude word all individual involved in the game situation.

It also provides a social laboratory for the student to learn how to work with others in a cooperative manner, to contribute towards common purposes of the group, to promote a feeling of social consciousness, and to develop an understanding of the rights and feelings of others.

Sports develop abilities of self discipline and determination. Besides, through the intensive training various components of physical fitness such as strength, speed, endurance, agility and coordination are developed. It is very helpful in developing those traits of good citizenship essential to democratic living. These include qualities such as initiative, trustworthiness, dependability, social consciousness, loyalty, and respect for the individual.
Games and sports may provide opportunities for accepting responsibilities, making decision, influencing others and developing other personal qualities important to leadership. Competition may also develop traits of successful followership, including such qualities as respect of authority and outstanding leadership, abiding by the rules, and cooperation with those in command. Competitive athletics contribute to social poise, self composure, confidence and self realization too.

We learn value of discipline through the health activities. In every kind of ‘games and sports’ strict rules are to be adhered to and in this way the players are taught the sense of discipline. James B. Nolean,\textsuperscript{32} former Deputy Commissioner of the Police Department in the city of New York, reported that play becomes a way of learning about life- that respect for the rights of others is impressed on children through the rules that they are expected on children through the rules that they are expected to obey and expect their playmates to obey in turn.

Youth festivals of sports and similar competitions organized throughout the country will go a long way in harmonizing their thought and efforts. In fact, play grounds are the laboratories of the society where socially useful actions can be moulded, refined and humane approach to live can be practiced.

\textsuperscript{32} Ibid. p197.
In nutshell, the real advantages and benefits that flow from sports and games for national and international integration are:

**Inculcating appropriate values:** Games and sports inculcate among the participants the right values of life; like cooperation, friendliness, love of justice, love of truth, appreciating the contributions of others etc. which are essential for national and intentional integration.

**Providing rich experiences:** Sports persons from different states and countries exchange know-how and discuss techniques. Sports and games promote social and emotional interaction and long lasting friendships sprout and thrive.

**Developing liberal attitudes:** Common thoughts and common actions lead to common attitude and neutral dispositions. Sports and games enable the individuals to develop liberal attitudes by harmonizing healthy blend of sentiments which will go a long way in the process of national and international consolidation.

**Promoting feeling of togetherness:** The members of sports teams feel the sense of belongingness to one nation. While participating in international competition, they are representing the whole nation and this will promote in them a sense of security, mutual respect, understanding and regard for each other.

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Promoting ‘esprit de corps’: Among the members of the team, friendship and fellow-feeling flourish, unselfishness is learnt, and values like loyalty, honesty and cooperation are imbibed. They act in unison forgetting all their differences.

Promoting international brotherhood: World brotherhood is undoubtedly the most important achievement of international competitions, and the comradeship born out of this common zeal for sports is the main ingredient of international integration.

Removing fear and distrust: Sports competitions help in keeping the international rivalry, friendly, and fear, distrust and frictions fade away in the festive, relaxed, and friendly atmosphere of the tournament. World seems like a vast home.

Bringing the communities near: Sports persons from different communities are drawn closer to one another during sports and games, and gradually common interest and mutual understanding grows between them. They harbour kind and friendly feelings for one another. The heterogeneity of caste, creed, religion and regionalism ultimately fused into the unity of common purpose resulting into a homogenous community.

Promoting secularism and religious tolerance: Sports persons try to understand and appreciate the values, ideals and qualities of other religions, castes, customs, traditions and ways of living of other athletes. They develop
religious tolerance and respect of religion of others which is necessary for national and international integration.

**Creating a habit of thinking:** Participating in games and sports enables the youngsters to develop a habit of independent thinking. The varied situations that they have to face during practice and tournaments provide them opportunities to think, analyse and act rationally, and not to develop prejudice against any caste, creed or culture.

**Broadening mental horizon:** Sports and games through varied experiences promote in the younger generation those knowledges, develop those skills and foster those attitudes which help in the process of national and international integration.

**Promoting sense of responsibility:** Sports and games arouse in the minds of participants a sense of responsibility to their community and to the nation. It creates in the minds of the young a rightful pride for their country.

**Promoting a sense of discipline:** The term ‘sports and games’ itself implies a disciplined endeavour. Sense of discipline is inherent in sports and games. For sportspersons, self discipline becomes a habit of life and such individuals tend to follow the rules and regulations, and remain disciplined even when faced with grace provocation.

**Inculcating habit of obedience of law:** Sports and games demand strict obedience of rules governing them and adherence to code of conduct.
For the players, obedience of law becomes a habit which in turn assists the process of national and international integration.

**Developing wholesome personality:** An integrated and well adjusted personality is best able to uphold his responsibilities of good citizenship to his nation as well as best able to understand problems of other people. Participation in sports activities help in the growth of a well a balanced and well adjusted personality, which enable a man to adapt to new situations and environment.

**Developing social potentialities:** Games and sports have a potentiality of creating a new social order, a new ideology of cooperation rather than conflict and distrust. This help in promoting better social adjustments and solving various social problems.

**Breaking barriers of caste and creed:** Sports and games provide platform for meaningful social interaction. They provide ample opportunities to participant and mix together with participants having different views, and professing different faiths. They come to know the ways of living of people in different part of the country so as to create better understanding and thus breaking barriers of caste or creed.

**Bridging cultural gaps:** Sports and games aim at fostering and increasing respect and affection for those belonging to other cultural and ethnic groups. It eradicates the prejudices, partialities, differences etc. that arise out of cultural differences. They provide a powerful medium to achieve
the high ideals of inter cultural understanding. They provide such wholesome experiences and programmes which develop the understanding of other’s cultural patterns, beliefs and ways of living. Development of such understanding will promote cooperation and thus a process of give and take, a cultural synthesis will take place.

**Crossing language barriers:** In sports and games persons speaking different languages participate and are able to communicate with each other thus breaking the language barriers, and removing communication gaps.

**Breaking racial barriers:** In international competitions, persons belonging to different countries participate irrespective of their nationality, colour or race. Thus, the racial barriers are broken, leading to international integration.

**Promoting feeling of patriotism:** Sports teams comprise players professing different religion, belonging to different castes and creed but while representing the nation they do or die together for the nation. This promotes a feeling of patriotism, and strengthens the process of national integration.

**Spreading the message of peace:** Sports competitions are open to one and all, and all participate with the spirit of sportsmanship. They forget the political rivalry of their nation. Even the white colour of Olympic flag symbolized peace. The games thus spread the message of peace, which is necessary for international integration.
Transmission of worthwhile culture: Sports and games arouse, sustain and perpetuate interest in the change and growth of cultural process, and transmit the same from one person to another and from one generation to another which help in the process of national and international integration.

Promoting emotional integration: Sports and games can build emotionally integrated citizens with a refined sense of nationalism, well adjusted to the time, and remove anti-national and narrow outlook to foster emotional national integration.

Preservation of worthwhile heritage: Sports and games help in securing, saving and preserving social and cultural history of the nation. They inculcate national and human values, forming attitudes of respect for national culture, national history and national traditions thereby paving way for national integration.

2.2 History of sports

The development of sport throughout history can teach us a great deal about social changes and about the nature of sports itself.

In his earliest beginnings man was an integral part of nature and even today his behaviour reveals strong parallels with that of animals. These parallel can be seen in many of his games involving movement, for the animal world too, has its dances, its contest and its play, including ceremonial forms of challenge, greeting, defence and triumph.
Sport seems to involve basic human skills being developed and exercise for their own sake, in parallel with being exercise for their usefulness. This suggests that sport is probably as old as the existence of people as purposive beings, and that it was a useful way of people learning and developing, increasing their mastery of nature and the environment.

There are at least two ways to gain a perspective on the background of that human activity we today called sports. The first is an attempt to take a collective look at the development of sport like activity. It involves a historical analysis of the development of sport in a generic sense. This is the approach he used elsewhere in identifying seven stages in the development of sport as a concept:

1. British field sports- highlighted in seventeenth century England
2. Organization of other sports in eighteenth century England
3. Mid or late-nineteenth century sport developments in the United States-particularly the rise of intercollegiate sport
4. Organization of intramural sport programs in the schools and colleges—beginning around 1914.
5. Organization of various community sport programs for youth—epitomized by the establishment of little league baseball in 1939
6. The golden age of sport—roughly covering the period from post world war II to be present—characterized by extensive increase in sport

involvement by a many people in a variety of sports, both as participants and a spectators

7. Sport as an area for scholarly inquiry-largely a development of the past 15 years- a stage whose impact or future development is still difficult to assess.

Of course, as we go further back in history the dwindling evidence makes this or difficult to support.

2.2.1 Pre-history

There are many modern discoveries in France, Africa and Australia of cave art from prehistory which provide evidence of ritual ceremonial behaviour.

Stone-age drawings were discovered in the Libyan Desert depicting among other activities, swimming and archery.

The art itself is an example of interest in skills unrelated to the functional tasks of staying alive, and is evidence of there being leisure time available. It depicts other non-functional activities such as ritual etc.

Therefore, although there is scant direct evidence of sport from these sources, it is reasonable to extrapolate that there was some activity at the times resembling sports.
It is reasonable to assume from these and other historical sources that sport has origins which lies in the beginning of mankind itself.

2.2.2 Ancient history

Individual sports, such as wrestling and archery, have been practiced worldwide since ancient times. Sport has been increasingly organized and regulated from the time of the Ancient Olympics up to the present century. Activities necessary for food and survival became regulated activities done for pleasure or competition on an increasing scale.

2.2.2.1 Ancient China

There are artifacts and structures which suggest that Chinese people engaged in activities which meet our definition of sport as early as 4000 years BC. The origin and development of China’s sports activities seem to have been closely related to the production, work, war and entertainment of the time.

Gymnastics appears to have been a popular sport in China’s past. It certainly remains so today, as the skill of Chinese acrobats is internationally recognizes.

The Beijing Museum is dedicated to the subject of Chinese sport and its history.
2.2.2.2 Ancient Egypt

It was in the earlier period of peaceful security, lasting nearly two thousand years, that the basic characteristics of Egyptian civilization crystallized, leaving an indelible mark on the spiritual as well as the sports culture. Hunting was the most widely practised form of aristocratic amusement, and there are many effectively portrayed hunting scenes in Egyptian art.

Monuments to the Pharaohs indicate that a range of sports were well developed and regulated several thousand of years ago, including swimming and fishing. These are perhaps not surprising given the importance of the Nile in the life of Egypt. Other sport included javelin, throwing, high jump and wrestling.

Again, the nature of the sports popular at the time suggests close correspondence with everyday non-sporting activities.

2.2.2.3 Ancient Greece

The Greeks were the first people to develop physical education in the modern sense. They took regular exercise in gymnastics in their own way and they entered the different festivals, where they used to take part in athletics-wrestling, jumping, javelin throwing, and other events. The most famous of these festivals was held at Olympia—a western area of Peloponesus every four years from 776 B.C. to 383 A.D., where over fifty thousand people were accommodated in the stadium. This historical festival was
closed by the Christian Emperor Theodosius\textsuperscript{35}. The influence of these festivals was so great that every Greek considered it as his duty to prepare himself in order to win the honours. The awards ranged from a crown of wild olives to costly prizes, and the accompanying hero-worship gave the winners such encouragement they started visiting different cities for the sake of prizes, and the common love for physical education changed into professionalism in the festivals.

2.2.2.4 Ancient Mexico

Archaeologists have dated the earliest ballcourts in Mesoamerica to 1600 BC. The ball game was an extremely important part of ancient Mexican society, as testified by Olmec statues that depict chiefs and important men wearing ballplaying gear such as helmets and padded clothing around 1200 BC. The most important Classic Maya legend, the story of the Popul Vuh, centers around a pair of Hero Twins who play ball against the Lords of the Underworld. The Mesoamerican ball game had important symbolic associations, but also had more mundane functions-facilitating the celebration of holidays and gambling.

2.2.2.5 Ancient Rome

There were four types of Roman sports: \textit{ludi} (chariot racing, equestrian sports, boxing), \textit{munera} (gladiatorial sports and wild beast shows, which they believed to have been imposed on them by Etruscan kings),

\footnote{JAIN (Deepak) and GALLOWARY (R W). Encyclopaedia of Health Education (in 4 vol.). Vol. II. 2002. Sports Publications; New Delhi. p 5.}
Greek-style athletics (foot race, pentathlon), and recreation sports which were (apparently) not professional, such as *ludi pilae* (ball games).

### 2.2.3 Origins of modern sports in Medieval Europe

Many modern sports can trace their roots back to the local games of the rural working class. Games such as the Shrovetide football matches across much of Europe, Caid in Ireland and Hurling in Cornwall often had few rules and were violent and chaotic in comparison with their modern counterparts. Prizefighting also emerged in 17th century England, with the first rules (the London Prize Ring rules) established in 1743.

In contrast, the game of Calcio Fiorentino, in Florence, Italy, was originally reserved for the aristocracy. The aristocracy would also favour sports as patrons. Horse racing, in particular, was a favourite of the upper class in Great Britain, with Queen Anne founding the Ascot Racecourse.

#### 2.2.3.1 Development of modern sports

A number of the English Public Schools, such as Winchester and Eton, introduced sports for their pupils, particularly variants of football. These were described at the time as "innocent and lawful", certainly in comparison with the rural games.

With the coming of the Industrial Revolution and the movement of the populace from the country to the cities, the rural games moved to the new urban centres and came under the influence of the middle and upper classes.
The rules and regulations devised at English public schools began to be applied to the wider game, with governing bodies in England being set up for a number of sports by the end of the 19th century. The rising influence of the upper class also produced an emphasis of the amateur, and the spirit of 'fair play'.

The industrial revolution also brought with it increasing mobility, and created the opportunity for English public schools, and universities in Britain and elsewhere, to compete with each other. This sparked increasing attempts to unify and reconcile various public school games in England, leading to the establishment of the Football Association in London, the first official governing body in football.

2.2.4 Modern history

The influence of British sports and their codified rules began to spread across the world in the late 19th and early 20th century, particularly association football. A number of major teams elsewhere in the world still show these British origins in their names, such as AC Milan in Italy, Corinthians in Brazil, and Athletic Bilbao in Spain. Cricket became popular in a number of the nations of the then British Empire, such as Australia, South Africa and India. The revival of the Olympic Games by Baroun Coubertin were also heavily influenced by the Amateur ethos of the English public schools.
In the United States, baseball became established in the urban north-east, with the first rules being codified in 1840s, while American football was very popular in the south-east. With baseball spreading to the south, and American football spreading to the north after the Civil War. In 1870s the game split between the professionals and amateurs; the professional game rapidly gained dominance, and also marked a shift in the focus from the player to the club. The rise of baseball also helped squeeze out other sports such as Cricket, which had been popular in Philadelphia prior to the rise of Baseball. American football also has its origins in the English variants of the game, with the first set of intercollegiate football rules based directly on the rules of the Football Association in London. However, Harvard chose to play a game based on the rules of Rugby Union. This variant would then be heavily modified by Walter Camp in 1880s, with the modifications also heavily influencing the rules of Canadian football.

Tori historians, notably Bernard Lewis – claimed that team sports are primarily an invention of Western cultures. The traditional teams sports, according to these authors, springs from Europe, primarily England. This ignores some of the ancient games of cooperation from Central America and the Indian subcontinent. The Industrial Revolution and mass production brought increased leisure which allowed increases in spectator sports, less elitism in sports, and greater accessibility. With the advent of mass media and global communication, professionalism became prevalent in sports. This further sports popularity in general. Perhaps in a reaction to the demands of contemporary life, there have been developments in sport which are best
described as post-modern: extreme ironing being a notable example. There is also a move towards adventure sports as a form of escaping or transcending the routines of life, examples being white water rafting, paragliding, canyoning, base jumping, parkour and more genteelly, orienteering. The history of sport education is an important topic of the political history.

2.2.5 Modern European and global developments

Sports has been increasingly organized and regulated from the time of Ancient Olympics up to the present century. Activities necessary for food and survival became regulated activities done for pleasure or competition on an increasing scale, e.g. hunting, fishing, horticulture, the industrial Revolution and mass production brought increased leisure which allowed increases in spectator sports, less elitism in sports, and greater accessibility.

These trends continued with the advent of mass media and global communication. Professionalism became prevalent, further adding to the increase in sport’s popularity. This perhaps contrasts with the noble Grecian ideal, where victory at the Games was much sought after, and rewarded with an olive branch. (perhaps not lonely with an olive branch, some writer record.)
2.2.6 Women's sport history

Women's competition in sports was frowned upon by many societies in the past. The English public-school background of organised sport in the 19th and early 20th century led to a paternalism that tended to discourage women's involvement in sports, with for example no women officially competing in the 1896 Olympic Games.

The 20th century saw major advances in the participation of women in sports, although women's participation as fans or athletes remains in general less than men's. Mass involvement tends to favour sports such as swimming and aerobics, and tends to stress the competitive aspects less than men36

The increase has been partly related to the drive for more women's rights. In the United States, female students participation in sports was significantly boosted by the Title IX Act in 1972, preventing gender discrimination and equal opportunity for women to participate in sport at all levels.

Pressure from sports funding bodies has also improved gender equality in sports. For example the Leander Rowing Club and Marylebone Cricket Club (MCC) in England had both been male-only establishments since their founding in 1818 and 1787 respectively, but both opened their doors to female members at the end of the 20th century at least partially due to the requirements of the United Kingdom Lottery Sports Fund.

2.2.7 India

'Sports' in India has firm historical roots. It has been closely associated with the religious practices, traditions and culture of Indian people. The physical activities were performed on the banks of the rivers, tanks, in forest and caves. The activities where practiced are called as Vyayamshalas. In the states of U.P., Punjab and Maharashtra these activities are called Akhadas or Talimkhanas. In Tamilnadu and Kerala, they are named as Garadis and Kalaris. In Bengal regions, they are known as Byyamgars. In such places the physical activities like Danda, Baithak, Malkhamb, Lathi, Yogasana etc. were taught to the students. Nowadays these are generally called as Gymkhanas or Vyayam Prasarak Mandals.37

2.2.7.1 Ancient period

There are evidences that in the Vedic age, the people were taught Archery, Sword fight, Mace fight, Horse riding, Yoga and Suryanamaskar. Similarly in Epic age (the Ramayana and the Mahabharat) the great teachers like Vasista and Viswamitra who taught Dhanurvidya to Sri Rama. Dronacharya was an expert in Dhanurvidya and was teacher of Kauravas and Pandavas.

At the time of Buddhist period, a Chinese traveler name Huentsang had come to India. His accounts stated that the subjects like Meditation,

Archery, Hunting, Chariots, Swords, Military training, Elephant riding, Horse riding etc. were taught.

2.2.7.2 Medieval period

In medieval India, the kings of different states paid more attention towards building a strong body in order to prove them as a warrior or soldier to fight with the enemies. As a result of which, they established many centres of Akhadas and Gymnasiums. The name of Shree Samarth Ramdas Swamee was important, who was the teacher of the Great Chhatrapati Shivaji. He traveled throughout Indian and inspired people to build gymnasium in a temple for god Hanuman and to precise Surya Namaskar every day.

2.2.7.3 The British period

The British introduced team games like cricket, hockey and football and put a check upon the indigenous physical activities like sword fight, dagger fight, spear fight, horse riding and archery as they prohibited Indian for keeping weapons of war. With the transfer of government from the company to the crown, the western methods of education were being introduced in schools and colleges. They also introduced gymnastic exercise like parallel bars, horizontal bars, rings etc.

In the year 1908 Dr. Henry Gray came to India and became the first physical director of national Y.M.C.A. at Calcutta. Dr. A.G. Noohren, one
time national physical director of Y.M.C.A. and Mr. Buck both took steps for the formation of all India Olympic Committee in the year 1923. Mr. Buck also compiled a book entitled ‘Rules of games and sports’ by the Y.M.C.A from 1928 onwards.

2.2.7.4 History and development after British period

➢ The Ministry of Education created a special division for physical education after independence with a view to reorganize the educational pattern.

➢ The two commissions namely the University Education Commission and the Secondary Education Commission were constituted to promote physical education and sports for the youth at different levels.

➢ The Ministry set up (i) a Central Advisory Board of Physical Education and Recreation and (ii) The All India Council of Sports and under their advice, national policies and programmes of Physical Education and Sports were formulated and implemented suitable provisions were made in five year plans for physical education and sports.

➢ A National Plan for Physical Education was devised by the Central Advisory Board of Physical Education and Recreation which suggested specific recommendations to train the teachers

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and reorganize curriculum. Such recommendations did help in larger measure to the state governments to develop facilities for disciplines.

- The All India Sports Council had helped Ministry of Education in evolving a coach programme for prospective workers in the field to develop infrastructure facility which encourage the sports federations to improve their professional commitments.

- To inculcate and develop high level leadership in physical education and sports, Lakshmibai National College of Physical Education, Gwalior and Netaji Subhash National Institute of Sports, Patiala took leadership in Physical Education and Sports respectively.

- Special committees such as the Ad-hoc Inquiry Committee for games and sports and the Kaul and Kapoor Committee were appointed to examine and suggest measures for development of physical education and sports and improving quality in the field.

- Kunzru Committee was set up in 1959 to recommend measures for the effective co-ordination of different schemes for the development of youth of the country.

- The National Fitness Corps Syllabus for schools was framed and made available to the states for implementation in the secondary schools of the country.
The National Physical Efficiency Drive subsequently known as the National Physical Fitness Programme was started in 1960 and conducted every year.

Dr.C.D. Deshmukh Committee was appointed in 1963 to suggest measures for developing physical education and sports in universities and colleges in the country.

The Kothari Education Commission was formed in 1965 to improve the standard of physical education and sports.

The Society for the National Institutes for Physical Education and Sports was set up in 1965 for the maintenance and administration of the two national institutes.

The National Council of Research and training framed a curriculum in physical education and sports for classes I to X.

### 2.3 Observations

This chapter is intended to give an idea about the usefulness and history of sports in order to meet the objectives of this study. The value of games and sports is indispensable in the healthy living of the people and its role in building up of national integration is also crucial indeed. The significances are briefly stressed herein. A short history of sports and its global developments have also been tinted to get a more clear picture of the study.