A CRITICAL STUDY OF PHYSICAL EDUCATION STUDENTS OF SR. SECONDARY SCHOOLS OF DELHI IN RESPECT OF THEIR PHYSICAL FITNESS, SCHOLASTIC STANDARD AND SOCIO-ECONOMIC STATUS
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CHAPTER I

INTRODUCTION

Of all the creations of God, human life is the most sacred. It has two aspects the biological and sociological. Biological aspects of human life is maintained and transmitted by nutrition and reproduction respectively, whereas the social aspect of human life is maintained and transmitted by education.\(^1\) Education is essential human vitue. Without it, man remains uncivilized. Man is an animal and it is education imparted to him human to fit into society.\(^2\)

Thus every nation is becoming increasingly concerned about the physical fitness of its men, women and children, recognizing that physical fitness is fundamental and contributing to happy and useful living in any capacity. Aristotle said, 'The body is the temple of the soul and to reach harmony of the body, mind and spirit, the body must be physically fit. Nixon and Jawett\(^3\) wrote, "A sound mind in a sound body

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is a short but full description of a happy state in this world; he that has these two, has little more to wish for."

           Education is a never-ending process of inner growth and development resulting from one's own experiences whether they be in school or out of school. Education in real sense, is to humanize humanity, and to make life progressive, cultured and civilized. It is through education that the child develops his thinking and reasoning problem solving and creativity, intelligent and aptitude, positive sentiments and skills, good value and attitude, etc.

           Education makes an attempt to develop man in terms of his multidimensional personality. Education brings out the potential of an individual for his own self-realization and incidentally for the development of the society of which he is a member. The fundamental art of the education, namely, reading, writing and arithmetic can at best be called literacy training and not education. Education is learning to learn, so that, the individual continuously seeks to enlarge his intellectual and physical capabilities along with social adjustment and spiritual satisfaction; The seven cardinal principles of secondary education laid out by the National Education Association of the U.S.A in 1918 seem to be universal objectives of education. They are health, command of fundamental process, Worthy Home Membership, Vocation, Citizenship, worthy use of leisure and Ethical Character.4

           Education carries out its function through the school as a special environment. It directs, guides and control the innate impulses of the child, helps in the process of growth unfold what is within, prepares the

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4Charles A. Bucher, Foundation of Physical Education (St. Louis : The C.V. Mosby Company, 1979), P.13
education for the responsibilities of adult life, disciplines the mind and reorganizes and reconstructs human experiences.

The aim of the education is also the total and harmonious development of human beings, which includes the development of body, mind and spirit. The modern concept of fitness means fitness of the body and mind, due to body-mind relationship. Physical fitness is a one aspect of total fitness. New aspect of fitness include the mental, emotional, social as well as the physical aspects and all these component of total fitness play a significant role in living a full and happy life, free from disease, organic development, efficient movement; alertness of mind, emotional maturity and social adjustment provide the frame work of fitness. It has been said that fitness not only adds years to one’s life but life to one’s years. Thus, fitness is not a state for the young, it is for all ages.5

Unfortunately most often education is confused with literacy and information gathering. As a matter of prestige and as a criteria for applying for jobs much emphasis is given for acquisition of information in various subjects areas neglecting the development of body, health moral judgments, character, social skills, emotional balance etc., for which well organized school provide various opportunities for physical education, arts and crafts, culture activities, moral instruction, social services, assembly programmes, picnics, excursions, students club activities, etc.

An organism will be incomplete if it attempts to adopt to a life-style for which it was not designed or intended. Man is designed for movement, and he will not be able to adapt comfortably or fully to a life of ease, no matter how attractive that idea may seem. While a life-style

5M.Robson. "Orientation course in scientific Aspects of physical fitness” REport and Paper. L.N.C.P.E., Gwalior.
of ease is immediately satisfying, in the long run the individual may be betrayed both physically and mentally. The diseases and disorder associate with what some falsely believed to be “the good life” are increasing, and this increase seems to be in direct proportion to men’s growing obsession with spectatorism. The “good life” is, in the connotation, a false prophet, luring man into sacrificing a rich and varied existence for a life of ease now, but disenchantment later.

The pasts represent an immense repository of experience, which are, in effect, the core of human knowledge. In preparing students for the present and the future, education has, out of necessity, drawn on the past could serve as adequate preparation for the future. Because of this, education at times unwittingly dwelled rather heavily on the past without doing a real disservice to students. In that not too distant era, the past was a rather accurate reflection of the future. Since the dawn of the twentieth century however. Life has begun to move at a much faster pace, and it cannot longer be comfortably assumed that the future will De nothing more than an evolutionary linear projection of the past! One hundred years ago, life held relatively few surprises, so that sericulture system and educational curriculums tended to remain viable and relevant from decade to decade.

We are not the doorsteps of the twenty’”” first century, and we have witnessed a multitude of socio cultural and technological advance. In spite of the distance we have traveled, it is education alone that is seemingly reluctant to keep pace. Education seems slow to break its ties with the past, and instead seems almost eager to remain behind. Many of the educational models, which characterize the school of today, were first formulated during the Industrial Revolution of over one hundred years ago.
Education can be defined as a change, a modification, or an adjustment on the part of an individual as a result of experience. It is associated with learning and is characteristically followed by some change in behaviour. If that change is positive and in the right direction, it seems to help those individuals being educated to adjust more effectively to their constantly changing environment, to understand more readily their experiences in that environment, or adjustment is manifested through growth, development, and achievement.  

Historically, education has two primary responsibilities to society. First, the ultimate purpose of education in a society is the perpetuation of that society’s social and cultural heritage. In other words, education has survival value. By education individuals in the social and cultural heritage society continues to function through those individuals.

By these institution perpetuate culture and society by transmitting social cultural heritage to each new generation, they have a second major responsibility. They are charged with the obligation of helping these new generation adjust to the demands of that heritage. This responsibility places a heavy burden on educational institutions. In the process, youth must be socialized for future occupations, their values instilled, their health, fitness and welfare promoted, and their modes of thinking, judgment, and behaviour cultivated. Educational process are established to accomplish these.

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However, these educational processes are based on values and each must established for it self values that are considered desirable and essential for its essential for its welfare and survival.\textsuperscript{7}

Since ancient days education has been an integral part of life. When schools had not been established, family and society gave education in necessary activities of life. Able and experienced members of the family and society worked as teachers. Children received vocational education, too, from them. Today when different higher level institution have been established for various kind of education, it has become closely related with life.

The main aim of life is happiness. Hence the system of education also should lead to happiness. Just as life becomes a burden in the absence of happiness so also education becomes a burden for want of joy. People try to get rid of burdensome life and accordingly of the students also try to escape from cumbersome education, it may be regarded as quite natural. So the process of education should be enjoyable and it should be so much delightful that person receiving it should not feel that he is getting education. In this connection the example of games and sports may be cited in which the children have no feeling of boredom.

Education maybe regarded as a work. There may be a philosophy in considering education as a work. But it will be better to take it as a ‘joy’ than ‘work’. In educational institutions, today, education is neither ‘work’ nor ‘joy’. If the children consider a school as a jail, education will become a punishment for them. So it is necessary to make education related with life.\(^8\)

Sports enhance health and develop physical fitness of the participants giving youngsters on healthful and socially acceptable. Physical and emotional outlet for aggressive and competitive needs.\(^9\)

Now a day sports is a wide term, which include games, athletics and swimming, It is used in term’s recreation. Actually sports mean such activities where the pattern of movements does not change, as in athletics where a runner goes on running in same body movements. Sports are generally individualistic, games are action to another as in the case of games like football, hockey, basketball etc. in these games all of a sudden certain movement are done to outfit the opponent they require more elaborate organization and strategies based in tense competition.\(^10\)

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The modern man is the inheritor and custodian of the activities of the ancient man. Before civilization had ushered into the historic arena and before the onset of the machine age led a hard and robust life in contrast to the soft and sedentary life of the present days. On ceremonial occasions he revealed in dances and competed in matching his strength, wits and skill with others in wrestling, foot racing, throwing the spear etc.

Hence the great need for physical education now to compensate the loss sustained by man in natural physical type activities.\(^\text{11}\)

The word physical refers to the body. It is after used in regard to various bodily characteristics such as physical strength, physical development, physical prowess, physical health and physical appearance. It refers to the body as constructed to the mind. Therefore, when the word education is added to the word physical it becomes physical education. It refers to the process of education that concerned with activities that develop and maintain the human body.\(^\text{12}\)

Physical Education is concerned with big muscle activities. And the benefit that may be derived their forms, and with it’s contribution to health and growth of child. Of course, Physical Education develops whole body of man including mind.

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Physical Education programme is made of a variety of activities such as rhythmical activities, Aquatics, team sports, individual sports, minor game, self defense activities, self testing activities, dance body building, yogic exercise and corrective activities.\textsuperscript{13}

Out of these sports and game constitute the major segment of curriculum in physical education as this group of activities are well developed and the most interesting to the students. A variety of skill development, Physical and Social, as well as personality development is possible through this group of activities.

Sports contributes to physical fitness through intensive training provided for competition. There are a number of team game which are popular in various countries and competition at sub-national and international levels. Soccer is one of them. Soccer is popular game all over the world.

Education is the process by which the individual is shaped to fit into the society and which maintains and advances the social order. It is a systematic process designed to make man more rational, mature and knowledgeable. Education is the modification of behaviour of an individual for his own personal happiness, for his better adjustment in society and for making him a successful citizen, contributing something original to the society.

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Education means preparation for life. It should help every individual to become all he is capable of becoming. Education must be concerned with developing optimum organic health, vitality, emotional stability, social consciousness, knowledge, wholesome attitude and spiritual and moral qualities.\textsuperscript{14}

These educational objectives can be better achieved through physical education as the physical education aims at the development of physically fit, mentally sound, emotionally balanced and socially adjustable individuals. Thus physical education has a vital role to play in an integral part of general education which aims at enabling an individual to live an enriched and abundant life in an enriched and abundant life in an every changing world.

As physical education helps in the development of total personality of an individual, no one deny its significance in the development of fundamental skills essential for the daily life activities of the human beings and social skills, which aid and making him a well adjusted and useful member of the society. Physical Education contributes in no small measure to bring about social and nationals integration, and to instill the worthy ideal of civic responsibilities.

Since time immemorial men required the physical fitness and organic fitness for survival. Physical fitness takes a great major part in sports scientific world.

The world's greatest thinkers have stressed the importance of physical fitness in living a productive and meaningful life.

The Greek Philosopher, Aristotle stated that the body is the temple if soul and to reach harmony among body, mind and spirit, a human being must be physically fit. Sports by their very nature are enjoyable, challenging all observing and require a certain amount of skill and physical condition. Today sports has become a form of mass participation. Many participate in sports activities. It is taking the shape of a profession to some with high skills, with ample financial benefits linked with high degree of popularity.

The profession in the field of sports and Physical Education have changed dramatically in the yesteryears till today. Sports and different fitness programmes have been broadened from various angles throughout the human habitates along with the dynamic changed of life.

Organism carries different fitness level; depend on their anatomical, anthropometrical, physiological and different training loads and systems. For a particular task or event fitness “suitability for a particular job, degree of ability to function,” highly concerned. Physical fitness for the promotion of that task essentially yielded. Physical training helps the organism in achieving their physical fitness and also help in improving their proficiency in games and sports.

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Physical Education is essentially a process, one of the family of process which make up Education. Peters says, “Education is a concept like reform; it picks out no particular process but rather it encapsulate criteria to which a family of processes must conform”. Therefore if one accepts Peter’s criteria for education, then these are the criteria to which physical education must also conform. However, whatever criteria are established, the point remains that the processes of education and physical education must be related.

It follows that the ultimate aim of physical education is the same as that conceived for education as the whole. One needs, therefore, to look carefully at the many statements of the ultimate aim of education. One might follow Peters and look ultimately for ‘the educated man’ or perhaps Dearden who seeks “an education which grips a child by his moral coat collars and lifts him up to see over the crowded to the task of taking personal responsibility for being human”, Morris an existentialist point of view.

Physical educationists need to be aware of current thinking about both the ultimate and the general aims of education and should also make their contribution to the discussion. Possibly one of the major factors in the declining recognition of the importance of physical education in education- a fact reported by many colleagues and visible in many administrative decisions being made- is the failure of physical education to keep ‘contact with and contribute to -developments in the philosophy of education.16

One cannot go far with a discussion of “What is P.E.?” before employing the terms aims and objectives. These words are in common use but are employed differently by different writers. The following usage appears to be fairly generally accepted in education (though many exceptions can be found). Aims are directional statements of a general nature. Boyle enlarging on this view writes: An educational aim in much more like the inspiration for a voyage of discovery than it is like drawing a bead on a bulls-eye, or routinely catching the eight forty for town. It did not matter in the end that where Columbus got to was not India but America. It was the inspiration taking him overseas that counted”. Objectives may be most meaningfully ranged along a continuum from general objective to specific teaching objectives. Kerr says of objectives, “Teachers have in mind certain cognitive skills, attitudes and interests which they encourage pupils to acquire by the provision of appropriate learning experiences.

It is in this sense that we speak of curriculum objectives as the intended outcomes of learning”. He continues, “therefore operational criteria associated with the objective: that is the pupil must have been or will be involved in a particular kind of behaviours if the objective have been achieved”. Stones would regard as an unsatisfactory teaching objective any statement which did not specify “exactly what he (the teacher) expects them (the pupils) to be able to do at the end of the instruction”. It is debatable whether all aims can be achieved with quit this degree of precision and immediacy but the present discontinuity between aims and specific objectives in physical education is too marked. Archambault sums this up when he writes “the major difficulty is the fact
that we have failed to understand that educations aims, if they are to have any meaning and vital force, if they are serve as genuine criteria and standards for crucial procedure, must be translated into specific teaching objectives...". This is true of physical education although he as referring to education as a whole. It does show that physical education is not alone in falling short on this crucial point.

According these definitions, an attempt is made to relate the terms to working situations in physical education and to suggest where written expressions if them might be found.

Two other words are in common use to describe aims- intrinsic’ and extrinsic’. An intrinsic aims is defined as the pursuit of something inherent in the activity; doing something for own sake’. Conversely an extrinsic aim is towards something external and not essential to the activity itself. These can be useful distinctions for analysis but unfortunately values appear to be added to the words to that intrinsic equals’ good, worthwhile and genuine, whilst anything extrinsic is assumed to be inessential and of less worth. In fact most human activities are pursued for a vast mixture of intrinsic and extrinsic reasons; psychologists are only scratching as the surface in their struggle to understand human motivation. Certainly the evaluation of the worth of stated aims should be a separate matter from a description of whether these aims are intrinsic or extrinsic. Anyone unconvincsed might care to consider the activities of a sadist in these terms.

At this stage in the exploration of ‘physical education’, it might to draw a ‘map’. This is fraught with difficulties because of the absence
of agreed boundaries. Despite this it will serve to illustrate one total view of physical education.

The main stream of physical education is seen as one of the family of processes, which make up the education of an individual throughout his or her life. The amount of participation in physical education will vary for each individual. Some will continue physical education at the tertiary stage, some will not participate in any organized learning situations in adult life, other may not continue their physical education for a period and then return with renewed interest. Whatever the pattern of individual physical education, it is the sum of this participation that constitutes the main stream of physical education.

Physical recreation is shown as accompanying physical education through life but not as part of physical education. Recreation is a defined here, as essentially self-chosen activity, for intrinsic rather than extrinsic ends although not solely so, not concerned with the everyday routine of earning one’s living, primarily concerned with personal satisfaction. At times aspects of education could be recreative by this criteria. Certainly all recreation need not be physical recreation. In as much as physical education. Provides the skills, attitudes and knowledge that are used in physical recreation. So they are linked. Furthermore, an interest aroused in a recreative context may lead an individual to seek further education so that he can participate more satisfactory in his chose recreation. The amount to which individuals seek and value physical activities as forms of recreation could be viewed as a partial measure of the influence of physical education on life as a whole.
On the ‘map’ the preparation of teachers, coaches, etc., is shown as serving the main stream of physical education. Courses for intending teachers should be constantly looking for applications in the main stream of physical education whilst seeking new insights from the academic study of physical education, research finding and knowledge in related fields of study, what progress is made in the personal physical education of the student is seen as part of the tertiary stage of the education of an individual.

The academic study of physical education is shown as encompassing the study of both the main stream of physical education and the teaching, coaching and administrative aspects. It can also examine, with the aids of knowledge from other related fields of study, some of the underlying problems in, for example, the learning process human physiology, biomechanics or even the philosophical problems of relating physical education to life in general. As part of this problem it may involve empirical research. In this sense in that it does not have its own discreet ‘from of knowledge’ but this is in common with many academic disciplines in the general use of this term. It might more correctly be termed a ‘field of study’. It draws from other disciplines- not necessarily ‘pure’ themselves-often taking from them aspects which may be considered of peripheral interest in that discipline, but which are judge to be of more central importance to the study of physical education. It is the unique focus of interest and information, which divides the study of physical education from other studies. This may worry some physical education who seek a discrete body of knowledge but other will look at the world around them the observe that most important problems
involving people are solved by an inter-disciplinary approach. At the level of academic study the scope of possible areas of investigation is vary wide. This alone makes selection inevitable and with limited time and resources available it is obvious that large variations in the selected content can and will occur. In as much as these studies help to elucidate the main stream of physical education so this variation involves a spreading of attention, which is to be encouraged and may be valuable.

So much for comments on the way the ‘map’ has been drawn. If these areas are subjected to a secondary analysis by questioning on four fronts- Aims and Objectives, Content, Method and Evaluation Techniques- them one can begin to ask many more meaningful questions about the nature of different areas of physical education. One can make some sense of some of the confusion, which appears to exist.

Taking for example, objectives, even at a fairly general level, one would expect to find considerable differences between those of physical education in a primary school and those of an academic study of physical education at a university. The content of an adult evening class might be expected to be different from that of a lecture in a college of education or a primary school indoor lesson. Certainly teaching method differ greatly between a secondary school games lesson and university lesson and a university lecture or seminar period. Finally one would not be surprised to find different methods of evaluating progress in use in, for example, a college of further education, a primary school and a research project. If one cares to quote content in one area, aim in another and refer to methods used in a third, it is all too easy create great
confusion. In discussion it could prove useful to use this ‘map’ and secondary analysis to ensure that one is at least attempting to talk about roughly the same area of physical education.

What binds the main stream of physical education together? Some attempts have been made recently to put forward a singular unifying concept for physical education. This is unnecessary; it could lead to over-simplification and possibly eventual misrepresentation and distortion of the main stream of physical education. In the view, physical education is characterized by its constant place in the family of processes which make up education, by its continual reference to the ultimate aim of education as a whole, and by its consistence aims at curricular level. Furthermore, its methods are continually subjects to evaluation against those criteria which decide ‘what is an educational process’. It becomes increasingly defined in practice as its aims are translated into specific teaching objectives.

Its constant need not be constant. Activities should be selected (a) in the light of curricular aims (b) for those which are feasible, taking into account at this stage, for instance, historical cultural, economic and geographical factors. The content of the resulting physical education. Programme will consist of a series of activities- learning experiences - which show only certain family resemblances. For example, if all physical activities were analyzed and certain ones selected for their -contribution to the curricular aims of physical education., then it is possible that three or four of these aims would be achievable in all the activities but not necessarily the same aims or the same number of aims in each. Hence
the notion of a family resemblance amongst the activities -common features being present throughout but no one feature being necessarily present in all, and certainly not prominent throughout.

Without including the evidence on which the opinion is based or further amplification, in this view of physical education it is maintained that there are six major aims at curricular level that are applicable at all stages in the main stream of physical education. There will be a variation in emphasis given to the promotion of these aims at the different stages of the physical education of the individual but they are all present, or should be, throughout the duration of the process. They are:

1. The promotion of cognitive development.
2. The promotion of aesthetic education.
3. The promotion of moral education.
4. The promotion of social education.
5. The promotion of education for leisure- a recreative element.
6. The promotion of fitness for ‘positive living’.

It will seen at once that aims overlap considerably with those of education. Indeed, it is only by the achievement of aims in a variety of ‘subject areas’ that the aims of education as a whole are achieved. One could ask, “To what extent can physical education promote all these aims?” It is not claimed that physical education can promote all these aims equally or that every activity in physical education can contribute to all six aims. What is contended, is that where there is overlap with the
educational aims of other 'subject areas', physical education either offers a substantially different perspective, as in moral and social education. It could be that other aims, such as in areas 5 to 6, although perhaps accorded less importance in education generally, make the contribution of physical education particularly valuable because they are present only to a minor degree or not at all in the aims of other subject areas. Could it be that the fitness aim, not overstated and seen in relation to all other aims of physical education, is, in fact, one unique contribution of physical education to education?

Finally, one might select four tasks which appear vital at this stage in the exploration and development of physical education:

1. A close examination of statement of tenable aims and their justification.

2. An evaluation of all activities at present included, or which could possibly be included in the physical education programme in the light of their possible contribution to the aims of physical education. (Speculating wildly, this might result in the grouping of series of 'recommended activities' from which a selection could be made according to traditions, facilities, staff expertise, etc., available. Providing a certain selection of activities was made, taught with expertise and, particularly, an understanding of the aims of physical education., then these aims might be achieved irrespective of differences in actual content from place to place.)
3. The involvement of each teacher in the process of translating general aims into specific and it is at this point that the L.E.A. advisory staff could instigate wide scale checks on schemes-of-work in schools such as that being conducted in Gloucestershire at the time of writing. Problems so exposed could be remedied by group discussion and further in-service education.

4. The development of evaluative techniques which are relevant and integrated with work at all levels-evaluation must become a more accepted feature of physical education. Much of the confusion which exists in the practice of physical education due to the considerable changes of method and content which have been promoted largely on the basic of what can only be inspired guesswork, by teacher who would be excellent whatever they taught. All too often there has been no attempt to preserve anything of proven value, and all has been swept away in the enthusiasm for innovation. Those who have failed to make an objective appraisal of the past are even less automatically on the introduction of new method or material with which they are themselves concerned. Evaluation procedures must become part of the system if physical education is to avoid wild 'swings of fashion'.

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Physical education is primary concerned with education, with the person being educated and with its part in the care for that person as an individual, and as part of society as a whole. At times this could mean that a school child, talented in a sporting activity, might have to be shielded from the demands of adult sports. Munrow makes the point clearly when he say children should be, 'insulated, but 'not isolated'. Certainly talented children need to be protected from some external pressures, such as the worst aspects of professional sport's attitudes and practices. It is possible that a child might have to be advised, by a physical educationist, not to give too much time and effort to sport in contrast with other aspects of education during certain key periods. Protection should be from all attempts to exploit school children's talent, even from well meaning agencies and even if such protection means, in the long term, fewer World Cup successes, national anthems playing and flags being ceremoniously hoisted. Of course this is not a 'black-and-white' matter, judgment is required but the physical education has a great responsibility in such situations.

Conflicting pressure and philosophies can cause considerable 'role conflict' amongst physical educationists. Paul Governali of San Diego State College wrote an extremely interesting piece in 'The Physical Education as coach' in the July, 1972 Bulletin of Physical Education. The whole article really requires reading but for example, he notes, “The general purpose of physical education is to contribute to the student's total development, while that of intercollegiate athletics is, frankly, entertainment for the public and student body, personal glory for the players and coaches, and profit where possible”. Later he says, “many
colleges pretend that the purpose, methods, and objectives of athletics (this term covers many sports in the U.S.A.) are one and the same with those of physical education... some coaches accept ambivalence as part of the job”. But “Many coaches with conscience, those who should be teaching young people the way it ought to be, ultimately are forced out of-coaching”.

It is not suggested that such pressures, or at least such high degrees of pressure, exist as yet in England or Ireland. One the other hand, many with have witnessed, for example, school teams being driven ‘into a match’ by opposing physical education teachers; shouting their instructions from the touch lines and marshalling their players like toy soldiers in a mock battle. Some will have experienced the headmaster’s displeasure at Morning Assembly as he read out news of yet another defeat on the games field on the Saturday before.

‘Success at all costs’ in sport can be its downfall. As Governail affirms, “to win is good, But in educational, more often expressed by physical educationists and sportsmen in the past, seems to carry with it nowadays the tag of ‘old fashioned’. It is considered ‘a luxury; and ‘outmoded thinking’ if the player, the team, the school, the country, is to do well.18

Of course of the tenable aims of physical education is to develop the knowledge, skill and attitudes to enable individuals to

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participate in the creative physical activities and sports in their leisure
time, both whilst they are still at school and afterwards throughout their
whole life. From physical education they should transfer to a process,
of active recreation with its potential benefits for health and happiness.
But physical education need to teach well to achieve transfer. John Kane’s
School Council Survey of Physical Education in secondary Schools,
published in 1974, showed that male physical education teachers, placed
“the opportunities given for acquiring appropriate physical pursuits for
the enjoyment of leisure time” first in their list of teaching objectives;
whilst women placed in fourth out of nine objectives. (The sample
totaled 888 teachers.) The intention to stimulate post-school sport is
obviously present in many teachers; even if transfer too often breaks
down in reality. Emmett has studied the relationship of school sport
participation to adolescent sporting interests and she did not find a very
high carry-out. Lack of facilities seemed an important factor; but again
this is a complex problem.

Knowledge gained in the process of physical education should
facilities communication and contact with agencies through which physical
recreations can be followed up. Personal skillfulness and successful
experience in physical activity should also provide a basis for potential
future interests, and perhaps the necessary specific skill performance
levels, to move on into the wider world of sport. Above all, positive
attitudes to sporting participation should be created through physical
education, but note that attitude development is a two-way process.
Children’s attitudes in physical education are very strongly affected by
the attitudes demonstrated in adults sport. These are by no means always
acceptable. Looking for priorities within the three; knowledge, skill and attitudes, Kelly has written, No amount of teaching of an activity can compensate for an attitude which is unhappy or warped”.

Physical attributes: mobility, strength local and cardiovascular endurance, which are founded, developed, or enhanced through physical education, can obviously act as based for sporting performance. But sport, as Dr. Erich Geiringer has pointed out, can sometimes be, “a threat to physical and mental health”. He quotes frightening statistics to support his view of the damage done in the name of sport. Not everyone it seems, supports the existence of an automatic link between sport and good health. Adapted physical education may be called on to repair some of this damage as well as to cater for people handicapped in other ways.

However, in short, and despite very many reservations, physical education, can, does and should provide a certain basis for sport.

In conclusion, it would be quite wrong to ignore what has been potentially the most significant event concerning the future of physical education and sport on a world wide scale: the First International Conference of Ministers and Senior Officials responsible for Physical Education and Sport, organized by U.N.E.S.C.O. in co-operation with the International Council on Sport and Physical Education, in Paris in April, 1976.

The Conference Final Report, D.N.E.S.C.O. its recommendations, some of which are being discussed and adopted by the General Assembly of the United Nations, and the various activities which the
conference has stirred up at national and international, professional and political levels, are already major contributions to the king of discussions which should continue in the future.

To give some idea of the views put forward and confirming attention simply to the recommendations, one reads.

“That in order to fulfill the educational purposes of physical education and sport, national plans should be aimed at checking and eliminating the commercial tendencies which, largely fostered by professionalism in sport, hinder the wider development of sport and turn those who practice it into a type of merchandise.

That, in order to ensure that physical education and sport really contribute to international solidarity and that all countries can participate in them without any barriers, the traditionally recognized principles which prescribe racial, political and economic discrimination should be confirmed.

That Member States recognize that the benefits of physical education and sport are the right of all people and especially children and youth, and that therefore:

(a) Physical education and sport must be closely linked and formed as an integral part of the educational curricula and included in the country’s legislation with that of the educational system of the country;

(b) Programmes of physical education and sport should be
provided also for persons who have special needs, including children who are not enrolled in school:

(c) Due provision should be made in national programmes to meet the need for growing participation by girls and women;

(d) Measures should be taken to promote the practice of ‘sport for all’, starting in school, in order to introduce the widespread practice of sport throughout life. Further that Member States should ensure that board and diversified programmes should take into consideration the complementary nature of competitive sport aimed at excellence and high achievement on the one hand, and board-based mass physical and sport programmes on the other, in the planning of national programmes”.

The recommendations also observed, “that in the context of life-long education and the practice of sport beyond the age of compulsory schooling, it is important to give the child both a good background of general physical education and a liking for some particular sport to be practiced as a matter of choice”.

The importance of these words is not simply in their content - similar sentiments have been expressed at different times in the past - but in their context.

These are recommendation and observation made on behalf of 101 Member Associate Member States of U.N.E.S.C.O. and as such these sentiments any well directly influence the governments of the world. There is a proposal to draft a United Nations-Charter of physical
education and sport] and an Interim Intergovernmental Committee has already been set up which will be actively promoting the future of physical education and sport; that is if it can avoid getting ‘bogged down’ in the problems of international competitive sport and political wrangling!

To sum up finally: physical education is and should be a basis for sport, but, to quote the closing words of the 1970 F.I.E.P. World Manifesto on Physical Education, “The return on physical education is not defined in terms of victories won by top specialists but rather is measured by the improvement—more difficult to judge, certainly— it can bring to physical, intellectual and moral values by its social effectiveness, and, finally, the change of well-being which it offers each individual”.

Physical education has an important role to play in developing a well integrated Personality. Muscular activities play a major role in the development of organic system of the body such as digestive, circulatory excretory, cardiovascular, respiratory and the other systems of the human body. Through vigorous muscular activities system can be perform his daily activities in a better way and can help him to lead to healthful living. Physical skills can be developed only if effective body coordination is achieved in the various movements of body over a long period. Movement in a proper way is necessary for child’s growth in his formative age. The skills that a child acquires in his childhood will not only help him to be physically fit but will also enable him to engage himself in recreative

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activities in his after life. Further physical education also helps a child in his ability to think and to interpret his knowledge. He learns leadership, develops self-reliance, team spirit and sportsmanship through participation in various kinds of physical education programmes as a result of which his mental development is properly coordinated.

In brief, it can be said that a lead a healthy and balanced life and will be capable of doing better service to the society in which he lives. Education is mainly concerned with the youth at a formative period of life when he can learn values of physical fitness, social adjustment, and democratic living. Physical education is a tool in developing a child in all these aspects, and hence, is an integral part of general education.

Biology explains the process of organic evolution, survival common to all life including man; and it teaches the stages of organic evolution. It is form the study of biology that we have now come to realize that it is the whole man that is involved in behaviour, not merely a part of man. Physical education has hence to meet the biological needs of the child and promote its growth and development at different age levels meeting specific needs, will a full knowledge of its body mechanism. Viewed thus, physical education should help to improved and strengthen the body through its muscular and other organic system ensuring proper function of those system ensuring proper function of those system, through activities involving neuro-muscular coordination. It should be obvious that we live in a physical body which depends for its proper growth and development on physical activity. Good health, physical fitness, neuro-muscular coordination or skills in movements, the development of strength, agility, endurance, etc., are all now accepted as
objectives or benefits which we seek through physical education.

To ensure the satisfactory and willing cooperation of pupils, physical education provided for motivation, which is an important factor for making learning purposeful. It has to take into account the needs and interest of children in the learning process, different types of learning such as direct learning, concomitant learning and associate learning, are involved, and with them the development of attitudes, and inclinations, has also to be ensured. To this end, physical education has to offer adequate scope for all these learning through its programme.

Physical education helps the child in emotional adjustment and in developing describe social attitudes. In addition, physical education also endeavors to effect the improvement in the culture attainment of pupils and fit them as good citizens for the realization of real values in life.

In brief, physical education promotes the efficient function of the body, and facilities during the progress of the pupil’s growth and development the adjustment of personality, the development of skill, the shaping of its attitudes and habits for socially approved ends necessary to a balanced life and above all these objectives, we now have all important objectives that the pupils should also get to realize the need for service to the country as the end and aim of good citizenship.

It is now universally agreed the physical education should be an integral part of general education. Any system of physical education has, therefore, to fit in with the general educational policies and procedures
of the land. In India, education as a whole is going through radical changes to serve the needs of the individual and the needs of the individual and society; and this trend is reflected in physical education also, and so it is being re-organized with definite aims and objectives of education. Accordingly, the emphasis is not merely in teaching physical activities but on achieving the goals of education through these activities required not only for formulating sound policies and implementing them but for effective instruction also. The training of physical education teachers is the first essential. These aspects we shall consider later in this book.

Though thus briefly stated, the objectives of physical education imply others which contribute significantly to education as such and assist in the more complete development of the following specific goals which are the cardinal principles of Secondary education in U.S.A., and they elaborate in a way the three main objectives described in the National Plan of Physical Education as indicated of this chapter

2. Command of Fundamental Processes.
3. Worthy home-membership.
4. Ethical Character.
5. Citizenship
6. Vocation
7. Worthy Use of Leisure.

Through wisely directed participation in physical activities,
physical education contributes to all-round efficiency; and health indicates not merely a negative quality of being free disease but a positive condition capable of ensuring a keen an alert mind, skilled and enduring physical capacity.

Activity is the basis of life physical education is advocated as one of the means of attaining healthy development. It is through activity that growth and development (maturity of mind and body) arise with the impact on pupils of situations specially created and placed for their benefit in schools for the considered use of the big muscles of the human body. Through controlled and guided physical activities, all round physical development is attained along with a high degree of neuro-muscular (nervemuscle) coordination; and such coordination gives rise in its turn to physical efficiency through the acquisitions of valuable motor skills. Certain recreative activities like games interest growing pupils and enable them to acquire a power of thought, an alert mind, that is of great value to life.

The efficiency of the body is influenced by the function of our organs like the heart and circulation, the lungs and respiration, etc. Every such process in the body affects the body’s ultimate capacity for adjustment with our environment. Much of the child’s life is play-life; and its utility for good depends on the attainment by the child of skills which make such play enjoyable and therefore worthy of the child’s continuous interest and attention. Masterly over the fundamental skills in various activities is hence the best means of utilizing play for not only growth and development but as recreation of must value ultimately to
adult life. Athletics and recreative sports involve accordingly carefully training in fundamental physical skills, such as running, jumping, throwing and catching. Physical education contributes to the attainment of these essential skills.

Physical education is one phase of education that helps the development of character. It provides scope for the attainment in actual practice of many qualities that go to make the complex concept we call 'character'. It demands actual response to situations which are helpful to the pupil in his future life. It is in fact life-experience in brief. Thus, it encourages through games and sports sportsmanship, cooperation, sociability, self-control, leadership, patriotism, loyalty, friendliness, kindness, sympathy, tolerance, forgiveness and other qualities. Further, it also encourages the acquisition of habits of clean living and disinterested service or helpfulness. The habits of healthy and considerate behaviour thus developed are useful in both the home and the community. In fact, we need them in large measure in our national life. Through physical education. Children establish characteristics and reactions to familiar situations, and thereby develop desirable reaction patterns which contribute to their character.

Efficiency for work is attained only through the skilful and controlled use of the body. But beyond good physical capacity, the qualities, sportsmanship, cooperativeness, are also helpful for developing vocational ability.

In our present urban and industrial environments, there is a special need to provide training to youths in the right use of their leisure-
hours. Physical education offers ample opportunities for beneficial leisure
time occupations.

In fact physical education is one of the primary units of the
school system contributing to the worthy use of leisure, as it trains the
child not only in various games, sports camping and other recreative
activities, but also in culture activities like fold dances and rhythmic in
which pupils may engage themselves in an enjoyable way and develop
the capacity for fruitful development. Such participation is meant to
assist in mental relaxation and improve one’s ability for work and self
expression in the competitive conditions of our modern life.

Thus, the significant role of physical education justifies its
inclusion as integral part of education the aims and objectives of, depend
to a great extent on the political. Economical and social changes that
take place in a society. India has achieved political freedom and chosen
to become a secular democratic republic. This means that physical
education must make its contribution to the development of such qualities
of body, mind and character as well enable our pupils in schools to
develop and grow to be worthy citizens of a greater new democracy.

An stated in the National Plan of Physical Education and
Recreation the aim of physical education must be to make every child
physically, mentally and emotionally fit and also to develop in him such
personal and social qualities as well help him to live happily with others
and build him up as a good citizen.\(^{20}\)

\(^{20}\)Wakharkar, D.G., Physical Education and Sports in India (H.V.P. Mandal, Amravati
More definitively and specifically, the objectives of physical education laid down in the National Plan are:

1. The development of organic fitness.

2. The development of neuro-muscular skills; and

3. The development of character and personality.

A sound curriculum should enable a teacher to achieve these objectives. It is necessary to discuss each in details so that those responsible for curriculum design may plan their work in accordance with these declared objectives and with a full appreciation of their value.

The organic fitness includes good physique, normal sense-organs and efficient organic system like a fit heart and circulatory system, respiratory system, the glands of internal secretion, the digestive system, the muscular, nervous and excretory systems. Our working experience as men and woman and based on the foundation of organic fitness, which in its turn is dependent on adequate physical activity, pursed from childhood and adolescence into adult lives Organic maturity, which is the body’s ability to perform work at the highest level, is generally research by man after 20; and since physical activity is the base of organic development, it is our endeavor in physical education to enable school pupils to attain efficient body function of the glands of internal secretion, and the nervous and other systems. Through the ages of men’s existence on earth, activity has served as the basis of not only the body’s growth and development but its functional efficiency.

The cell, which is the unit of body structure, is the seat of life.
These cells generally increase in number strength and power. Such increased cell-power leads to functional efficiency in the body.

Activity makes the cell utililise food and improve its function. As a consequence, for instance, the heart and the circulatory system become stronger and more efficient. It was proved by C.W. Mullar that the blood pumped per minute by a trained athlete’s heart was 22 liters as against 10.2 liters of an untrained man. The heart of a trained athlete has a greater output and shows a slower pulse rate. Research has also proved that such persons have greater vital capacity for work, the respiratory mechanism is simultaneously improved through training to cope with the increased demand for oxygen created by heightened activity. Physical activity stimulates the digestive system, and thereby leads to the better secretion of the digestive juices which break down food to assist in its assimilation by the body. Exercise stimulates also the excretory system equally and increased its efficiency. The efficiency of the muscle activity. Ability to recover speedily from fatigue is improved as a result of regular exercise— the pursuit of a normal life of activity.

The physical education programme must therefore include such physical activities as well ensure the organic or functional efficiency of the body. Such active bodily movements can be ensured only through the use of the big muscle of the body. The big muscle are best used in exercises and activities like running, jumping, climbing, throwing, etc, which are the racial, age-old activities peculiar to man. The physical education curriculum should thus ensure physical growth, organic power and muscular development. Big muscle activities thereby promote strength
and endurance, if directed and supervised by a professionally trained teacher. Physical education programmes should hence be so planned as to assist in the production of optimum organic and mental or emotional control that go normally with good organic development.

Various tests have been evolved by workers in many countries to design the physical education curriculum on a scientific basis and for facilitating thereby the more effective acquisition of neuro muscular coordination through play and other social activities. It is the teacher of physical education who has really to help pupils to achieve skills and proficiency in motor movements through the physical education curriculum.

Physical education has also a great carry-over value. It prepares the way for pupils to make a worthy use of leisure in their after-life through habits arising from participation is recreative and social games and activities. The progress of industry and the advancement of technology have given rise to much leisure that needs to be used wisely and the cultivation of right habits if using leisure has become necessary not only to prevent delinquency but to enrich the pupils’ free time and enable them to use it in creative ways. Most work tends to become a drudgery unless man acquires the ability to use his leisure fruitfully and maintain his social fitness.

Thus, the school has a creative function to perform through physical education, guiding students to understand the moral and social values of life and development an ability to cope with their changing environment.
There is a great need for physical education in the present era in the interest of total well-being of a child. This is an age of automation and industrial revolution. Life has become much more inactive than before which is detrimental to the health, growth and development of a child. Pupils generally have to put in less work for their day-to-day living and have more leisure hours. Radio, T.V. and other devices have resulted in making our life inactive and sedentary. Youths are inclined to be onlookers rather than participants in various activities. It is however to be noted that if one is going to be fit in all respects to carry out his duties ably, he must have stamina, strength and skill to accomplish his duties without undue fatigue or boredom.

Physical activity in the plan manner is therefore essential to overcome these evils of modem era. Physical education has also an important role to play to overcome the problem of juvenile delinquency. A modem youth want to be a member of a group, desires action and excitement. It is only physical education that can fulfil his requirement and can help him to counter-act the problems of delinquency. It is difficult for a youth to adjust his nervous system and his emotion to the fact life that he has to live in the present times. This is an age of tension. Diseases concerned with the heart, blood vessels, kidneys and the like are in the increase. Physical education activities may contribute considerably in safeguarding the child for the tension of modem day living. Play and exercise are absolutely essential for a youth during the period of child-

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hood, which is a period of growth and development. Good health and wholesome experiences through recreative game regardless of age will certainly contribute to make life worth living.²¹

Sound mind in a body. Only a healthy mind can develop qualities such as patience, fearlessness, calmness, fortitude, forbearance, and self-confidence, which are necessary for promotion, community and national harmony and also for quality living.

Physical Education and sports should therefore form an integral part of life long education in the overall education system.

Sports, progammes will be studied more closely to the general Education and the academic study. There must be facility of indoor and outdoor playing infrastructure in all school and colleges.

Movement is a basic component of human existence. Movement aids normal growth and development are not synonymous, but they are closely related. Growth is a quantitative measure, while development is more of a qualitative measure.

Growth refers to quantitative change, measurable variations of body size and proportion. Development is a far more general concept and may refer to quantitative structural change as well as to a variety of other bio-psychosocial attributes, Reference, therefore, may be made to social development, mental development, personality development, motor development and to various other behavioral attributes.²²

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In our modern, technology-oriented world, the movement experiences of physical education are a primary means for stimulating normal physical growth and development. In primitive times, when people had to be continually physically active in order to survive, growth and development were stimulated in a more natural way. Strenuous physical activity was implicit in the struggle for survival. Today, because we are not so concerned with the physical education provide the means for assuring proper growth and development. For some individuals, physical education is the sole dependable source of necessary physical exertion.

In order to educate the physical person, movement experience must be provided that encompass many areas. The physical education of each individual should include, aside from sports-type skills, the fundamentals of proper use of the body, experience in a wide variety of loco motor skill, the techniques of manipulating objects, as well as activity designed to engaged organic fitness and motor fitness.

The word physical refers to the body. It is often used in reference to various bodily characteristics such as physical strength, physical development, physical prowess, physical health, and physical appearance. It refers to the body as contrasted to the mind. Therefore, when you add the word education to the word physical and use the words physical education, you are referring to the process of education that concerns activities that develop and maintain the human body.23

Many individuals choose a career without really understanding

why they have made a particular choice. Still others set a career goal and find out too late that they have made the wrong choice. Many more choose a goal, set objectives for achieving it, and are content and successful in what they do. Those individual who decide to become educators must realize that they are not only making a commitment to themselves, but to their further students, the school, and to choose to become an educator implies an intent to serve though an occupation, rather than be served by a chosen occupation.

Physical educators who have specialized in one particular educational field. Physical educators first, and physical educators, mathematics educators, and in fact of all educators and of anyone who is connected in any way with education. All educators must have the same commitment- to serve people through education, no mater what their subjects specialty.

In choosing a career in physical education, you are of course making a commitment to yourself. But the most important commitment is the one you make to your students. Physical education is very much concerned with serving individuals, because human movement is one of society’s most culturally significant modes of expression and communication. Awareness of the ways in which physical education complements the social and culture aspirations of people must become an integral part of the physical educator’s frame of reference.

The physical educator must have a valid desire to help people as they attempt, through movement, to become healthier, more physically fit, and as they strive toward self-actualization and the development of
self-esteem. The physical educator must also realize that he may never see the results of his teaching in terms of human fulfillment, but must realize that he is only a steppingstone on the way to fulfillment. While physical education has admirable aims and objectives, the potential for high levels of achievement and fulfillment is necessarily limited by time, student numbers in classes, and other factors. Students spend relatively little time in physical education class while they are in school, and this obviously limits the influence of the program and the physical educator. However, there can be no doubt that the role of physical educator is an important one. No other subject in the curriculum is so deeply concerned with the mental, social, and physical well-being of students, and no other subjects in the curriculum is in such an advantageous position to help and guide students toward activities that will make their lives more complete and more satisfactory.²⁴

There are some explanation for the status of physical education in our public school that may be attribute to those who are critical of the values to be derived from physical education. Some individual cling to the now disproved concept that man can be divided into two distinct entities: the mental, on the one hand, and the physical, on the other. These same people contend that the primary focus of education must be on mental processes, for they believe that it is the mind of man that has put him into a dominant position. Thus, they seek an education that has an intellectual emphasis, suggesting that progress, innovation, and new

technology come from purely intellectual development alone. These individuals do not realize that a productive mind depends largely upon a healthy body.

Still other individuals hold that physical education is frivolous and of no more value than free-play. These individual regard physical education as a frill and a needless; wastage of time that could be better given to "academic" pursuits. Many of these people content that a disproportionate amount of time is spent on physical education, including intramurals and interscholastic, creating a deficit of time to be allotted to classroom subjects.

Modern man needs to remain physically active in order to increase his chances for living a long full, and healthy life. Our modern environment is, in itself, an unnatural one, while twentieth-century technology has brought us to an extremely high standard of living, and has even increased man's expected life span, it has along the way produced pressure that were previously unknown.

Providing for experience in movement activities though the medium of physical education is a responsibility and obligation of the schools. Unless the school assume their proper role in providing high quality programs, the development of movement skills and positive attitudes towards movement will be left largely to chance. It seems almost paradoxical that the curricular status of physical education is sometimes questioned. When we look at the world of movement, we find many individual offering alternative non school programs. While many programs are run under high standards and utilized professionally prepared
personnel, there seem to be equally as many who are more highly publicized and more in the public eye who have little or no formal preparation to teach physical education. The fact that many such individual are thriving via television programs, in syndicated newspaper columns, and in health spas and figure salons bears witness to the fact that public often looks to persons others than professionally prepared physical educators for leadership in the realm of movement.

Part of the problem lies in the fact that while many physical educators have claimed professional status for physical education, the field is not yet a profession. A field of endeavor became a profession when its practitioners are the sole purveyors of the service- the field offers. Thus only licensed physicians may practice medicine, and only lawyers who have passed the bar may present cases in court of law. Physical education has achieved only the status of an emerging profession. While most public school require teachers to be certified in their special education field, in practice this is not always the case. There are many individual teaching physical education in the school who are not certified to teach physical education, but are certified in some other subjects field. Most private school require no certification at all for any teaching position. Also, coaches, who are frequently highly visible to the public, are not always professional physical educators or certified coaches. The standard imposed on physical education, and perpetuated by many directly or tangentially connected with physical education, are but some of the reason why the field lacks professional status.

When we think of problem within a school that hinders one
program or another, we usually tend to think in terms of class size, facilities, and equipment. There is, however, another aspect is not considered as often. Many school boards and school administration feel, within the structure of the elementary school, that any classroom teacher is automatically qualified to teach physical education on the grade label he or she regularly teaches. This kind of logic negates the basic premise that in the early years a strong, well-planned physical education program is so vital and critical to the proper growth of the child. When instruction of physical in education comes through an individual other than one trained and qualified who will devote full time to time very important aspect of the child’s education.

In circumstances where the classroom teacher is the individual charge in of physical education, we must question the physical education frame of reference used by those who are responsible for making curricular and educational judgment. If we assume that these individual are basing their decision on what they believed to be in the best interests of children and their education, then it might follow that the decision makes themselves may have been, as children, involved in a product oriented, rather than process-oriented, educational system. It would follow, then, that their decision concerning physical education might be based upon their own prior training and experience. Thus, while they may indeed firmly believed that their decision on the future of the child.

Where physical education is the bottom priority line in the curriculum, the program will not truly be an experience in movement, but will tend to be relegated to a free-play or recess type of activity simply
because the classroom teacher does not have the time, or in most cases, the training to plan a real-program based upon the real needs of the students.

In many respects, physical educations are the blame for the current low status of physical education within school programs. Sometimes, physical education has done little to dispel many of the common misconception about the nature and worth of physical education as a vital and viable area of the study within school curriculums. Where physical education has not been properly presented with in a community, long lasting and detrimental effects any results. Today’s school children are the parents, votes, community leaders, and school board member of the future. How they will ultimately evaluate and value physical education depends upon the effect of their own physical education experience.

Where physical education is presented as a meaningful, continuous process from the very beginning of the school years, a positive and supportive base is built for the future. Physical educators must understand how to develop a process-oriental program, and they must know and support the objective of physical education. They must be able to present to their students the purposeful “whys” of the physical education experience so that their students will have all possible opportunity to learn through the medium of movement experiences.

Education is based on the premise that the human organism functions as a mind-body entity. In other words, a primary objective of education is to educate the whole man—not his mind alone or his body alone. Many educational theorists support the belief that movement
experiences, beginning in infancy, give rise to eventual cognitive development, often referred to as “intelligence”. These theorists tell LIS that movement experiences provide the vital primary means through which children first explore, then relate to, and finally communicate with their environment. Further, the educational theorists propose that the child cannot become an intelligent being if he does not have an opportunity to experience the inherent, natural forms of movement.

The life of the individual is generally measured by two terms, quantitative and qualitative. The quantitative aspect of life is the time between birth and death, and death is measured purely in terms of time. The qualitative measure of life encompasses the variety of experiences the individual encounters in the course of life. While the quantitative and qualitative aspects of life are not necessarily related, the latter usually connotes both variety and richness. In other words, a full, good life. However, as recipient of the benefits of advanced science and technology, we sometimes become lazy about seeking out new experiences, resulting in a life characterized by a chain of repetitive experience that the narrow in scope. To give the fullest measure of quality to life, the individual must be motivated to seek out experiences that are personally fulfilling and self-actualizing. In this chapter we will investigate some of the ways which the experiences of life can become richer and more meaningful.  

Continued participation in movement experiences throughout life help to enrich life by indirect means, as we have seen. Also,

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25Leonard Kalakian and Myra Goldman, Introduction to Physical Education (Boston: Allyn and Bacon Inc. 1976) p.73.
participation through the adult years, after formal school experiences in physical education have ended, help the individual to maintain a body that is physically capable of varied experiences. However, the achievements of our technological age tend to weaken the individual’s motivation to participate in physical activity as an on-going facet of life.

Contemporary society, blessed with unprecedented scientific and technological breakthroughs, bask in comfort, luxury, and laziness, and each of these connotes a passive life-style. Contemporary society runs the risk of becoming hypnotized by passivity, in much the same way a child becomes obsessed with a new toy. Technology however, encroaches on life in very subtle ways. Because man is caught up by the unprecedented, rapid adoption of passive as a way of life he often fails to see far enough ahead to realize the consequences.

Education through meaningful programmes involving big muscle activity has been well established as an organized system called physical education since the day when Friedrich Froebel’s educational experiences at Keilhau and Burgdr of resulted in the theory that “education is acquired most efficiently through activity, self expression, and social participation.” The Kindergarten grew out of these theories. Thus, it has been considered as an integral part of education.26

In its essence health connotes zest for living and a joy of living with optimum physical fitness is to carry out one’s tasks with reserve to meet emergencies, and certain psychological traits indicative of one’s mental health and behavioral substrata for efficient functioning in one’s society.

The informal education which a child gets in his society, influenced by social modes, norms, ideals, morals and expectations is as important as formal education that one gets through the organized school and college system.

Therefore the function of education cannot be confined to conceptual development and information gathering but should include training of the body and spirit. Knowledge in itself is not sufficient in the achievement of excellence.

Kennet\textsuperscript{27} pointed out that intelligence and skill could function at the peak of their capacity only when the body was healthy and strong and it was physical fitness that was the most important key to a healthy body. Thus physical fitness is the basis of dynamic and creative intellectual activity.

Acceptance of concept as related to Biological integration and interrelationship of physical, mental, and emotional characteristics of human organism would tend to support the conclusion that other things beings equal mental processes will proceed more efficiently in an individual, whose body is healthy and when all parts are functioning normally. One reason why some athletes in spite of their beings physically fit, make poor achievement in studies. The reasons may be that they pay much attention to the practice of sports or physical activities and not enough is given to the class work.


\textsuperscript{28}J. K. Kane, Psychological Aspects of Physical Education and Sports (Boston: Routledge and Kegaripaul, 1972), P.2.
The mind and the body controversy seem to have been the concern of the philosophers since the day of Ancient Greece. Kane\(^28\) states that, even in the process of thinking in which the use of the body seem to be reduced to minimum, it is a matter of common knowledge that grave mistake can often be traced to bad health. If the “maxim” propounded by the Greek philosophers like Plato is believed and relied upon, it may have to be taken for granted that every individual who exercises his limbs, should be an intelligent individual. “The weak, the feeble and the unhealthy may not be as intelligent as the healthy.”

Intelligence had direct connection with our mind of mental process. Invariably motor functions depend on the efficient functioning of the organic system of the body. Hence there is an inter-relationship of all anatomical, physiological and physical system of human organism with the mental process of the person. It has been accepted that the concept of integration of physiological organ of the body which is possible through physical fitness, would support the intellectual process which proceed more efficiently and effectively in an individual. Whose” total body is healthy and when all parts of the body are functioning normally.”\(^29\)

However achievement in school education is measured by marks scored in test conducted in subjects of instruction in the school. A minimum level of intelligence to profit from instruction and minimum


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level of health, especially physical fitness, to concentrate and exert to acquire concept and skills of instruction are obviously essential.

Intelligence is essential for profiting for educational endeavors. Binet was asked by the France government to device a test to eliminate those who could not profit from education from the school and with devising such a test in 1894 gave birth to the concept of intelligent. He described intelligence as directness of thought, Capacity for making adaptation and auto-criticism.30

A more intelligent person is one who can more easily and more extensively vary with behaviors as changing condition demand. He has numerous possible responses and is capable of greater creative reorganization of behaviors, where as the less intelligent person has fewer response and is less creative.

Even though a basic level of intelligence is postulated as essential for profiting by organized educational methods, educational endeavor of pupils beyond this cut of point obviously seem to depend in other factors like good health of which physical fitness is a tangible factor, ego strength, aspiration level, ideal method for model formulation appropriate expert instruction received, etc.

The socio-economic status denoted the sub-group to which an individual belongs in the society. Each sub group has its own typical sub culture with emphasis on different values, morals, ideals etc. For instant, educationists all over the world have found low aspiration level for educational achievement in the lower socio-economic strata as they

do not get ideal images for educational attainment from adults in their immediate social environment. They lack facilitate to make optimum use of educational opportunities and they have lower expectations of educational outcomes.

Social-economic status of an individual affects participation in game and sports. Specific sport has been very closely related to the membership in the given class. In the same manner, through to participate in sports or in certain sports has the varied by social class. In the middle age only the nobles and upper class people were permitted to participate in sport and sport was often abandoned by these elites when the classes began to participate.

"In the life of any individual two groupings play perhaps the most vital role. One is community, which is the geographical unit of human society and its membership subordinate social differences. Community sentiments is a unifying force and diverse subgroups, many of them antagonistic towards each other, sick, their hostility because of loyalty to their community. The other is social class, which satisfies a community on the basis of status of the individuals. It involves hierarchy of status groups, the recognition of superior- inferior stratification with some degree of performance. The subjective factor of social status is a manifestation of group attitudes. It is related to such objective differences in society as income level, occupational distinctions, distinction of birth, race, education, etc. The sense of the status by the distance modes of

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life and culture expressions corresponding to them".\textsuperscript{31}

In individual's socio-economic status may influence his opportunity for participation, his desire to excel, his choice of activity, and his success. However as athletic prowess enhances socio prestige and acceptance, one in a low strata may be motivated to develop his athletic prowess to gain social prestige and acceptance which is denied to him otherwise being belonging to a low socio-economic strata.\textsuperscript{32}

As much bibliographic literature is not available on sportsmen hardly any data could be obtained on the socio-economic strata to which top sportsmen belong. However, such data as available for U.S.A and Africa countries lead to presumption that have powerful motivation to do well in sports to compensate their low socio-economic level have powerful motivation to do well in sports to compensate their low socio-economic origin.

Deerfoot\textsuperscript{33} a refugee from American girl made a mark in establishing himself a great distance runner of six and ten miles. There

\begin{enumerate}
\item Peter Lovesy, The Kings of Distance (London: Eyre and Spotiswoode Publishers Ltd., 1968), p.16.
\end{enumerate}
seems to be not other way than excelling in sports for a black youngest in U.S.A to leave the ghetto Kareen Jabber\textsuperscript{34} was one of the greatest professional basketball player of his times, and O.J.Simpson\textsuperscript{35} was the football star around 1970. Jesse Owens\textsuperscript{36,37} was one of the eight children of an alabam Cotton-Peiker 200 meters, board jump and $4 \times 100$ meters relay. Wilma Rudalf,\textsuperscript{38} the seventeenth of 19 children, suffered from polio at the age of four, said that she had to learn to run fast to be sure of getting to the dinner table before her brother and sister had eaten all the food. She won 100 meter, 200 meter and $4 \times 100$ meters relay in Rome Olympics in 1960. The prestige and value of sports proficiency is so great that even a slave, Tom Molynuix\textsuperscript{39}, get his freedom by exhibiting his superior boxing skill in Virginia.

Man is a Bio- Psycho -Socio- Physical organism. Due to the social factor the man is considered the best of all animals in the universe. Man cannot live without the society and if one can do so he may be either a God or an animal. Man and the group of the main components of the society. The base of the society is the interrelationship of the man and the society in it. Man’s education and status is dependent largely upon the environmental factor like geographical situation, political background economical condition, religious sector, culture qualities the society and the most important is the family. In the same manner the


\textsuperscript{35}Lucas and Smith, Sage of American Sports. P.368.
sports participation of an individual is affected by the above-mentioned factors. Hence the researcher intended to investigate a critical study of physical education college students in respect of their physical fitness, scholastic standard and socio-economic status.

**STATEMENT OF THE PROBLEM**

The benefit of participation in physical activity have both immediate and long range significance for the individual. Depending upon the activity and the participant's frame of reference, these benefit may be social, psychological, physical, or any combination of these. Physical education is thus challenged to effectively serve young people those process-oriented programs so that these young people will be guided toward understanding the continued importance of physical education in the adult world. It is highly probable that much of man's future rests with the kind and quality of education he receives today. Hence the selected problem stated as "A critical study of Physical Education Students of Sr. Secondary Schools of Delhi in Respect of Their Physical Fitness, Scholastic Standard and Socio-Economic Status".

**PURPOSES OF THE STUDY**

The general purpose of the study was to investigate through a critical, analysis of physical education students of Sr. Secondary School of Delhi, fitness, scholastic standard and socio economic status. The specific purpose of the study were as follows:

The compare physical fitness among the students of different
level of scholastic standard.

To investigate the different level of physical fitness among the students of varied socio-economic status.

SIGNIFICANCE OF THE STUDY

Professional programs must change. The aim is not to identify all the specific skills which successful teacher have been observed to use and to implant them by some additive process into each new teacher, but to clarify a positive concept of the modem educator and create curricular alternative which permit a young-adult interested in the human movement professions to synthesize his unique talents into a way of working effectively with others.

The significance of the study justified on the following points:

The result of this study might be detect the physical fitness level of the physical education students.

The result of the study help to know the scholastic standard of physical education students of Sr. Secondary School of Delhi Administrations.

The study helpful to know the socio-economic status of Physical Education Students of Sr. Secondary School of Delhi Administration.

DELIMITATIONS:

1. The study was delimited to the male students of physical education
2. The study was further delimited to the total 2000 physical education students of Sr. Sec. School of Delhi.

3. The study was also delimited to the following tests:
   a. Physical fitness was measured by the administration of AAHPER Youth Physical Fitness Test Battery and Harvard Step test.
   b. Scholastic standard was graded on the basis of percentage.
   c. Socio-economic status was determined by administering Kulshrestha's Inventory.

LIMITATIONS:

The following points were considered as the limitations of the study:

1. Time, place and day of conducting the tests were different.

2. The height and weight of students were not considered.

3. No motivational techniques were adopted which might affect the result of the study.

4. Inherent Potentialities of the subjects were ignored.

HYPOTHESES

On the basis of the literature reviewed, available research findings, experts opinion and scholars own understanding of the problem, it was hypothesized that:
1. There might be significant difference in physical fitness among the different students in scholastic students of physical education.

2. There might be a significant relationship in between physical fitness and socio-economic status.

3. The physical fitness would show a significant relationship with the scholastic standard of physical education students.

DEFINITION AND EXPLANATION OF TERMS

PHYSICAL FITNESS

1. "It is the ability to carry out daily task with vigor and alertness, without undue fatigue and ample energy to energy leisure time pursuits and to meet unforeseen emergencies."  

2. It is the state, which characterizes the degree to which the person is able to function, implying ability to perform resisting fatigue, performing with a high degree of motor ability and being able to adapt to muscular stress.

SOCIO-ECONOMIC STATUS

Socio-Economic status is defined as the level indicative of both the social and economic achievement of student or subjects taken for the present research.

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41Bucher, Foundation of Physical Education (Saint Louis : The C.V. Mosby Co. 1975), P.22.

Socio-economic status in terms of primary condition and characteristics is determined through income and wealth, home and its location, education, activities and association.