Chapter-I
INTRODUCTION
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Industrial revolution and capitalistic attitude of the man has made his life very fast. In fact, the man of 21st century has become a virtual slave of gadgets which has made him inactive. In fact the modern ways of life have made the man feeble and physically handicapped. He has forgotten the principle propounded by the Greek philosopher, Aristotle that a sound mind exists in a sound body. However, over the decades, the society in general has realised the need to keeping fit through organised physical activities. But the fast life pattern has left little time for the human beings to undertake regular exercises.

After independence, the government of India has realised the importance of the fitness of the common man and some efforts have been made in this direction from time to time to improve the health and fitness status of the people. An organised programme of physical education and sports was also introduced in educational institutions for the younger generation. In the first instance, the government of India created a separate division for physical education and sports under university education. The University Education Commission (1950) and Secondary Education Commission (1952) were constituted, which suggested measures for developing physical education and sports for youths at different stages of education. Thereafter the ministry set-up Central Advisory Board for physical education, which recommended national policy for physical education and recreation including recommendations regarding status of physical education in India. It also sets outlines for the Diploma and Certificate Courses in physical education for boys and girls. The programme of physical education and sports was formulated and implemented and suitable provisions were made in Five Year Plan. During the 1st Asian Games in 1951, the performance of India Sports persons was found much below the expectations of the people and government. As a result the government of India became very serious about the physical fitness of the common people in general and youths in particular. A number of committees were constituted
and with their help, schemes were evolved to generate awareness and need of physical fitness amongst youths.

The National Policy on Education (1986) declared sports and physical education as an integral part of the learning process and also recognised the need for building up a nation-wide infrastructure for physical education, sports and games, vis-a-vis play fields, equipment, coaches and teachers. Facilities and their management are the basic elements for making a programme successful. Facilities include play grounds, equipments, gymnasium halls, swimming pools, fee concession, scholarship etc. The achievements of the programme depend on the available facilities and their proper management.

According to National Plan of physical education (1956), types of facilities are bound to change from place to place. The facilities should be designed and constructed with one central purpose in view i.e. to serve particular kind of educational program. Long term range planning for physical education facilities is a continuous process of anticipating and preparing to meet facility needs. Functional facilities are the result of thorough and well organised planning.

The report of Kothari Commission (1966) stated that the success of program of physical education depends upon the facilities available and appropriate management of the same. Responsibility can be successfully discharged if we realise the need of attractive programme, standard facilities as well as trained, enthusiastic, dedicated teachers to run physical education programs, facilities and leadership as well as conducive environment and similar factors make a strong chain in the fulfillment of the desired aim. Though the role of leadership is considered to be upper most by many, it has to be accepted that the management of facilities and programs is equally vital. The fact remains that any weak link in this chain would result in the poor achievements of the goals or objectives.

Since education is a state subject and physical education being an integral part of total education process, the organisational structure of education, including physical education, is the responsibility of the states. The central government could not force the state governments to introduce its policies in their educational institutions. Only a few states, voluntarily came forward to introduce physical
education and sports as an academic subject in their schools and colleges, inspite of the facts the new educational policy has a separate chapter which provides for introducing physical education as a compulsory subject in schools and colleges.

Physical education is concerned not only with the development of fitness but the total personality of the child to its fullness and perfection in body, mind and spirit. In striving for such fitness, however physical education has necessarily to train the child's mental, moral and social qualities; arouse his awareness of environment and development alertness, presence of mind, resourcefulness, discipline, co-operation and the spirit of respect, sympathy and generosity towards others, the qualities that are essential for a happy and well-adjusted life in a free and democratic world. Physical education can thus make a very valuable contribution to our national life.

In the early times, it has been wrongly concluded that women did not possess the intellectual efficiency to profit from the higher type of education. Therefore, women were purposely not given intellectual functions. Their duty was only to give birth and to foster children and to manage the home affairs. But this concept has been really and truly changed now considerably for women. Women in sports are now a serious force to reckon with in world competition and the domination by men of world class sport is shaken. At a professional level, the number of high earning women is quite marvelous and the publicity attracted has led to a media glamorization of health, fitness and vitality. In order to achieve excellence at ten top of the world sports there must be a huge base of regular players at user level. These regular participants provide the next generations' bunch of stars.

Women's sports is expanding rapidly but we must realize the situation is not entirely satisfactory. For instance if one looks at the participation either in recreational sports by women in local communities or at the international level of sports competitions, it is quite clear that women do not enjoy enough opportunities thereof. In a 14 nation study of the working mother conducted under the auspices of UNESCO and published in 1967, it is evident that women in general work longer hours and have less leisure time in comparison to men. This means that both categories of women i.e. working and the non-working are at a disadvantage in
comparison to men. Moreover, the housewives are also at disadvantage who often do not follow a fixed and limited working schedule. Even if the burdens of the domestic work have been considerably lightened it is more difficult for a woman to find chances for participation and join physical education as a profession.

In the 20th century fast development have taken place in almost every field including sports all over the world. The information techniques like television and press are giving much more coverage to sports and have become effective tools to publish and popularize sports to millions of people around the world. India does not hold any prominent position in field of competitive sports. Thought its participation in Olympics and various other international tournaments are quite old and it has gained to face the challenges in this field. The results regarding the women participation and their performance is even more worse. Being one of the most populated country with its rich natural resources and advanced technology, a question remain that a variety of factors like poverty, climate, cultural deterrents, lack of civic facilities etc. have adverse effect on the process of women participation and performance in sports.

What are the reasons of backwardness of Haryana state in sports in comparison to other states like, Manipur, Kerala, Maharashtra, Punjab etc.? In these states women are well aware about various sports discipline. But women of Haryana state, especially in rural areas are less involved in sports and physical education in spite of their being more talented, having more endurance, strength and confidence. Haryana is an agricultural state and sources of earning are limited other professions like, doctor, engineer, management, etc need much more money to be invested to get full knowledge over them. But physical education profession needs fewer resources in comparison to other stream. Despite being good athletes why women have avoided this field, why they do not choose it as their profession in terms of career.

What is Physical Education?

Physical education has been identified with a number of activities by different people. These include play, exercise, games, sports, athletics, leisure and recreation. Exercise refers to exertion of muscles, limbs etc. for health's sake. Play means bodily exertion with a view to amusement. Games cannnotes physical exertion for
amusement or competition governed by definite rules. Sports means all these physical activities done for diversion, amusement, pleasure or success.

The paramount duty of physical education is to improve the overall quality of life. It embraces all parts of life. Other activities are restricted to their particular field. For instance, dancing, jogging, swimming and many other activities are taken as fun and these contribute not only to physical but social and mental development. Some people participate in these activities regularly whereas others do not realize the importance of these physical activities.

In the past physical education programs have been described differently and even today it has its effect. If we understand the definition, aim and purpose of physical education, it will enable us to conceive mentally the objectives that the physical education programme are likely to accomplish.

**Definition of Physical Education**

Each letter of word physical education can be described as below:

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**Personality** : The various enduring and distinctive patterns of behaviour and thought that are characteristics of a particular person.

**Health** : Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.

**Young** : The period of student hood which may follow adolescence and which precedes full incorporation into the adult world.

**Socialization** : The learning process through which a child is trained in the attitudes, beliefs and behavioural appropriate to his or her culture.

**Interest** : A tendency of behaviours oriented toward certain objects, activity or experience which tendency varies in intensity (and generality) from individual to individual.

**Character** : Personality viewed from the stand-point of which is ethical or moral, such as a person's honesty; ordinally it has reference to relatively fixed traits.

**Ability** : A characteristics which defines one's capacity, competence, talent, mental power, social and emotional level.

**Learning** : Learning as a relatively permanent change in behaviour that occurs as a result of practice.

**Emotion** : A complex response involving conscious experience and internal and overt physical response and tending to facilitate or to interface with motivated behaviour.

**Development** : It implies overall change in shape, from or structure resulting in improved working or functioning. It indicates the change on the quality of character rather than in quantitative aspects.

**Unity** : It implies the unity of mind, heart and body.

**Care/Culture** : It is set of important understandings that members of a community share in common.

**Adjustment** : It is the process by which living organism maintains a balance between its need and the circumstances that influence the satisfaction of these needs.

**Tension** : Stands for care to give importance to other's point of view. In away, it stands for accommodation.
Identification: A process whereby the individual takes on the behaviour of another significant individual and behave as if he were that individual.

Observation: It stands for understanding things minutely and inquisitively so as to comprehend them in their totality.

Norms: In psychological measurement, a standard against which individually so as to comprehend them in their totality.

Contribution and Need of Physical Education and Sports

Physical education and sports can make contribution to achieve objective of establishing good human relationships. Through physical education and sports, the people, regardless of age, sex, region and race, come to know each other. Participation in physical education and sports helps in the development of social traits in individual members of the society. This fact makes it the noblest means of developing mutual understanding and brotherhood and safeguarding the peace at national and international level. Physical education makes contribution to the development of healthy habits, primarily by giving the students subjective experiences of developing a higher level of fitness. Participation in sports can help the students learn to control their emotions and become a socially acceptable person free from the feelings of aggression. It helps them satisfy their emotional needs such as the need to belong, to be accepted, to be recognised. When taught well, it can contribute to the objective of self realization. It also contributes to the development of desirable qualities of character such as being competitive, controlled, disciplined and tolerant under pressure and provocative circumstances. Physical education programme can help to develop the co-operative attitude among individuals by giving them both leadership and followership experiences and by having them work co-operatively on an assigned task. By developing desirable qualities of character, respect for humanity and co-operative attitude for the home and family, physical education will make it more likely that democracy at home is practiced.

Physical education can make contribution to the development of disposition to observe and to obey the laws, because in physical education classes and as member of inter-scholastic teams, students must obey the rules of games, observe
the training and conditioning procedures and conform to those procedures established by the Physical Educators to conserve and maintain equipments.

Physical education can generate a devotion to democracy when its programs are conducted with a view to achieve the respect for rights, liberty of others, a feeling of responsibility for the welfare of the others, participation in reaching group decisions, resolution of disputes through reasons and majority opinion and freedom of expression. The education system in general and physical education in particular should be viewed as a system by which India can best prepare India citizens mentally, physically, morally and spiritually. Spontaneous and voluntary participation in sports by youths is possible only when conducive facilities are provided to them which can serve to generate interest for active participation. Proper management of sports and physical activities will definitely infuse new spirit among the students to participate in competitive sports at different levels. The active participation by students in physical education programme will be beneficial for their adaptation to mental, physical and social stresses etc. that occur as a result of materialistic way of life.

Facilities for Physical Education and Sports

Physical education and sports is an activity based programme that needs highly sophisticated material and equipments. The performance in sports is directly related to the quality of facilities provided to the athletes. The creation of new facilities and maintenance of existing facilities is a challenging task before the administrators. The financial constraints further add to the miseries of the administrators. Thought it is very difficult to provide excellent facilities to the athletes, yet the provision of minimum facilities is the responsibility to the administrator, if one is really interested in attracting maximum number of youths into competitive sports. The facilities for students/athletes refer to conditions of playgrounds, gymnasium, swimming pool and the needed equipment to conduct the activities.

Education Through the Physical

Physical education starts with the very birth of a child. The very moment it comes into being, it begins to cry and move its limbs. This is necessary for its very
survival. The parents are its first physical instructors. It is they who instruct it how to work, run, jump or leap. In older times, it were they who first taught it how to climb a tree, use bow and arrow, a spear or swim or catch a fish. These were its main physical activities. In olden days, body was considered a distinct entity separate from mind, intellect and spirit. So physical education was only concerned with physical strength, strengthening of muscles and bones and various parts of the body and acquiring some body skills. Further, it was concerned with acquiring certain arts which were concerned with his survival. It has been somewhat unfortunate. It is now realized that man is to be taken as a whole and physical education is not merely concerned with his physical strength. It should be clearly understood that physical education is not only a physical activity but a process for development of man as a whole. It is not only acquisition of some technical skills in physical activity. It must take into account other aspects which are also important though physical activity, is its main role.

Physical education should not be taken lightly as sometimes it is even done in present times. It develops courage to stand against odds and to face life squarely. It moulds man's personal and group relationship. It is intimately connected with mind. It shows that peace of mind or spiritual developments are very much concerned with physical education. It is now very much connected with biological, sociological, psychological, philosophical, economics, political, and cultural aspects of life. It has also got much relationship with the environment and great stress is now-a-days laid on this aspect. In the present day society, maximum importance is attached to mental skills or achievements. Physical education is, therefore, likely to be neglected. If there is no mental growth, physical education would turn out to be brute force and very harmful for the human society. However, it cannot be forgotten that vigour and vitality of a nation depends upon physical capability and strength. Other factors such as hereditary, nutrition and environment also play their part in the development of physique. Physical education cannot be neglected on the ground that it may produce a bully, a knave, or a scoundrel or a villain. It may have these pitfalls but such like pitfalls are present in any process of development. Even intelligence or mental
development can produce a cheat. So physical education cannot be held responsible. The pitfalls are due to lack of proper direction to life.

**The Basis of Education through the Physical**

Man consists of three basic factors—physical, mental and spiritual. If these are considered to be separate entities having no relationship with one another, then naturally development of the body has nothing to do with the other two. In that case it is not necessary to think of physical education having any effect on emotions, ideas, thoughts and feelings. It is now recognised that sound mind exists in a sound body. If a man does not keep good health, he cannot be mentally alert. His I.Q. is less than others. A man with good physique is morally superior to others and is more social and capable for spiritual evolution. Normally, all good things go together and good or healthy physique is normally not easily liable to insanity, alcohol or drug consumption and leads a long and happy life. The science of psychology is also very much concerned with the body because this is the basis of very existence of man. There is a basic unity in human organism. The ideals of truth, beauty and justice seem to be far remote from physique but if there is ill physique, how far can one go. All our observations or activities depend primarily on our sense, though we may be using microscopes or telescopes.

There is nothing in the world which does not directly or indirectly depend on physique. Flights of our imagination, our capacity to draw conclusions or to forecast events or highest flights in spiritually normally depends on our senses and are earth bound. The mental perceptions have a bodily response. When we see a tiger, we are frightened and run. When we are insulted or rebuked, we are angry and tend to strike. When we lose something, become sad and begin to weep. Mental perceptions excites emotions and this give rise to physical act. But the fact is other way round. We are fearful, angry or sorry because we tremble, strike or cry. If we do not tremble, strike or cry, the emotions of fear, anger, or regret will not arise. The physical changes produce corresponding emotions. The unity of physiology and psychology is further strengthened by the state of postures. A general or a soldier walks with sketchy steps, a man who is self-confident stands erect, a person with a slavish disposition or who is a coward always crunches. If a person who is sad, is
told to stand erect, he gains a little self-confidence. Conversely, if a man who is happy begins to crouch, he will feel depressed.

Physical education has been defined by different authorities at different times in a variety of ways. According to Edward Hitch Cock, "physical education" as understood is a cultivation of power and capabilities of student as will enable him to maintain his bodily condition in the best working order providing at the save time for the greater efficiency of his intellectual and spiritual life". According to Dundley Allen sergeant, "physical education should improve the mass of students and to give them as much health, strength and stamina as possible to enable them to perform the duties that await them after they leave their college". According to Brownhill and Hagman, "physical education is the accumulation wholesome experiences through large muscle activities that promote growth and development". According to William, "Physical education is the sum of man's physical activities selected as to kind and conducted as to outcomes." Boucher defined it as "the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities that have been selected with a view to realising these outcomes". According to Boucher and West, "Physical education includes the acquisition and refinement of motor skills, the development and maintenance of fitness for optional health and well-being, the attainment of knowledge, and the growth of positive attitudes towards physical activity". According to Lumpkin, "Physical education is a process through which an individual obtains optimal physical, mental and social skills and fitness through physical activity". According to Borrow, "Physical education is an education if and through human movement where many of the educational objectives are achieved by means of big muscle activities involving sports, games, gymnastics, dance and exercise." According to a document published by the National Plan of Physical Education and Recreation, "Physical-education is an education through physical activities for the total personality of the child to its fullness and perfection in body, mind and spirit." It has also been defined as "the sum of man's physical activities selected as to kind, and conducted as to outcomes."

From the above definitions, it can be inferred that in physical education, the greatest stress is laid on the development of big and strong muscles. The programs
are to be elective and selective. An individual has to participate in these programs to get any benefit. Physical education should enable effective use of body, mind, intellect and soul. All the activities of a human being—physical, mental, intellectual, social, economic and political are inter-related and physical education helps greatly in the evolution of a 'whole' man. Physical education is the only process which helps every aspect of life. Physical education is quite natural. It does not come in the way of education.

Physical activities have to be selected with a view to objects to be achieved. All activities do not have the same value. Some are better than others from the angle to be achieved. First of all the object must be clear. Although it is necessary to strengthen the muscles or movement activities, it is not necessary to concentrate only on these processes as was hitherto being done. Due to present day social and moral requirements, the selection has to be broad based and inclusive enough to cater to these activities also. Physical education is not only to look towards the body though this is its main aim but a selection has to be made to cater to better human relations to make him friendly, tolerant, generous, adventurous, independent, self-reliant, calm and composed and a sense of equanimity in both victory and defeat, and how to follow command and how to lead.

**Quality of Life—Physical Education's Contribution**

Quality of life means all aspects of life which makes a man really happy. It means happiness, health, well-being, enjoyment, fun, leisure. It includes absence from pain, misery, disease, safety from harm and freedom from oppression. It cannot be denied that a feeling of fitness and that of well-being add to the happiness and well-being of life. For this very reason, employers ensure that their employees are healthy and fit in all respect to carry out their job efficiently. Employees also prefer to join firms which afford facilities for participation in games or sports. Vacations are given by firms to enable the employee to spend some time with their families at some hill-station or any other place for recreation. Arrangements for their lodging is made and they are given financial help for the purpose.

Walking has become popular for all types of people—ladies, men, young or old. Even infirm people take to walking for sake of health. More and more people take or
like to take part in running and races as a fun, sale of sports shoes and other sporting material is on the rise. In big towns, health clubs or health centres with or without exercise equipments are spreading like mushroom. People are becoming enamoured of them and it is becoming a fashion to join these clubs for the sake of health. These clubs cater for swimming, tennis, badminton, weight reduction, development of muscles etc.

It is generally becoming evident that health or longevity of life is not something that should be left to luck. Further in old days, people had to exert themselves physically and there was not much need for any extra exercise for the many. They also did not have much leisure. But with the advancement of technology, man has not to exert himself so much physically. Further due to high competition, there is always stress and strain. The environment which has become unhealthy, impoverishes his health. It has, therefore, become essential that people should take particular interest in exercise and games and this is being done. There is, however, one difficulty. Due to extremely competitive nature of life, people remain busy all the time in their profession and have no time for physical exercise. These people should be made to realize that for success in a competitive world, exercise is most essential. Even with all this awakening, more than half of the population due to lethargy or on the pretext of lack of time do not pay any attention to this most important requirement. They, have, therefore, to be particularly educated. Those who are poor, uneducated and old also do not pay any attention to exercise. Special attention is, therefore, required to be paid to them.

There are several types of people, people who do not have any interest, people who see competition on T.V., people who are spectators and go to enjoy the games, people who are semi-skilled in games and those who are skilled. Effort should be made to lift a person from a lower to higher category. Special teams with special instructional programs are needed to enthuse the beginners. Separate exercise programme may be initiated for the aged or senior citizens because their bodies may not cope with any vigorous exercise. Some changes may also be necessary for women especially during their postmenopausal years. Special attention should be given to the physical education of children, which is often neglected because these
are the formative years of their physique, mind and intellect. They should have physical programme in the school as well as out of school. This out of school activity will give them enjoyment. There are certain games as golf, swimming, tennis etc. which are for the rich. Proper facilities should also be provided for them.

**Objectives of Physical Education**

The worth of physical education can be obvious from the examination of the objectives and their fulfilment. Physical education achieves hygienic, remedial, educative and recreative objectives. It improves health, remedies illness and injury, increases knowledge about the movement of the body and an increase in fun and enjoyment and reduction of tension. In the beginning of present century, physical education programs in addition to organic assumed psychomotor and intellectual character. Later in 1934, the objectives of physical education were extended to include mental health, mental efficiency, emotional maturity and social and moral character in addition to physical efficiency. In 1965, the American Association for Health, Physical Education and Recreation stated five main objectives of physical education:-

1. To help children move in a skilful and effective manner in all selected activities in which they engage, in the physical education program, and also in those situations that they will experience during their lifetime.

2. To develop an understanding and appreciation of movement in children and youth so that their lives will become more meaningful, purposive and productive.

3. To develop an understanding and appreciation of certain scientific principles concerned with movement that relates to such factors as time, space, force and mass energy relationships.

4. To develop through the medium of games and sports better interpersonal relationships.

5. To develop the various organic systems of the body so that they will respond in a healthy way to the increased demands placed on them.

The physical education objectives are related to the objectives of education. It is therefore, better to understand the relationship between the two.
The objective of education is the development of a child as a whole. It is stated that the objectives of education were health, command of fundamental processes, worthy home membership, vocation, citizenship, worthy use of leisure time and ethical character. This was put in other words to state that the objective of education was human relationship, civic responsibility, economic efficiency and self realization. The success of any educational programme was judged from the extent of fulfilment of these objectives. The same objectives can be achieved by physical education programs in schools as well as out of the educational institutions. As understanding of body's structure and its functioning, health, growth and development, motor learning, exercise physiology, history and principle, is necessary for the formulation of physical educational course and for the instructors to put it in practice. This will lead to better result.

It will enable the physical instructor to judge why a particular individual should desist participation in particular type of physical exercise. He can very well explain it to the individual. An individual should be taught proper etiquette, safety principles, strategies and skills and sport rules. Taking exercise after prolong mental work, reduces mental fatigue. So in-between periods of mental work, sometime can be devoted to exercises. Exercise also reduces stress and tension. Whenever, one feels stress or tension, he should especially take exercise as brisk walk or running jumping or playing some game, etc. In the world of today everyone has some stress and tension. So exercise gives him much mental relaxation. This all will increase his productivity.

There are many elements of character which can be developed by physical education. The attitudes, values and our appreciations, individual and social can be changed and brought to a higher pitch. It can teach fair play, sportsmanship, courtesy and self-confidence. This can bring life of an individual to higher level. As a group, qualities of decision-making, communication and leadership are developed. Qualities of self-control, self-expression and the equanimity of spirit with which we win or defeat should be improved.

Physical education lays stress on the development and improvement of movement skills and game skills. Games, aquatic sports, dance etc. all require skill
in movement. These can be acquired by walking, running or jumping etc. either all alone or in groups or using apparatus. Certain skills can be developed by practising with bats, rackets, balls, ropes and hoops. Some skills as eye and hand coordination to hit or catch a ball are important. Such skills have to be developed independently.

Physical fitness comprises muscular strength and endurance, flexibility and cardiovascular endurance. An efficient respiratory system and a healthy heart reduces all the risk of diseases and promotes better life. Cardiovascular exercises should therefore, be encouraged. Efforts should be made not only to increase the muscular strength but that it could be sustained for a long time. Exercise should increase power, speed, balance, coordination and agility of the body.

Physical Education-Political Concept

In the earliest times, father was the headman of the family. And as these were joint families, the eldest man of the family was the headman. Then these group of joint families lived together and they formed a clan or tribe. The most powerful man of this group became the headman of the tribe. Now these tribesmen had to defend themselves from other tribesmen or they tried to subdue others. In the process, they continued to exist and flourished or got defeated and vanquished.

Therefore, in order to be ready for such situations, they kept themselves always prepared. These eventualities were very often because no basis of human relationship existed. No one was aware what morality meant and what was its importance. Quarrelling, fighting and war was what they were most conscious of and they spent all their time, energy and wealth for this purpose. They were wanderers or nomadics. The headman of the tribe was all powerful. Then there was a change and many tribes combined together and there was a larger community life. These people settled in villages and they carried their customs, rituals and traditions along with them to the villages where they settled. The headman of the tribe now turned to be king and he exercised his rule on a large domain. Rituals and traditions were followed to the core. Further, they were governed by a sense of fear. Man was thus nothing more than a slave to these rituals and traditions. A man was considered to be all powerful who was capable of doing anything. He was only next to God. Kings changed from one to another. If someone became powerful, he dethroned a
king and himself became a ruler but nothing else changed. There could be a slight variation. While one ruler could be kind and benevolent, the other could be quite unmindful and tyrannical. The position was somewhat the same. All the power vested in the king and he could do whatever he liked. Man could be robbed, tortured, imprisoned and murdered, if and when the king liked. It was his sweet-will and no one could interfere.

In Eastern countries, particularly in India and China, saints and men of religion began to teach the high ideals of truth, love, benevolence, humility and code of conduct in societies and what were the duties of a king and his subject. Later Jesus in Israel and Mohammed in Arabia and other prophets and wise men stressed upon human relationship and the duties of kings and their subjects.

Gradually, people began to exert themselves and the kings became less powerful. It took much time. Though the ancient city states of Athens were somewhat democratic - there was an election process and in England which had a king-was a Parliament which represents the people and had a voice. But it was in America, after the war of liberation, that democracy.

**Historical Perspective of Physical Education**

Physical education is as old as the history of mankind because the very basis of human existence is physical activity, whether in an unorganized form or organized one, physical education as such has been a part and parcel of human life right from the pre-historic times. In his uncivilized state, man had to be physically stout, resilient and strong. This was absolutely necessary for him to hunt for his food and protect himself from the wild animals. During his cave-life, man often ventured out in search of food. This involved vigorous running, jumping over the rills, gorges and streams, and throwing crude weapons at the animals. Sophisticated weapons which appeared with the passage of time, were not available to him.

That is why he had to depend upon his physical prowess and skill. Since it was a question of survival, the savage man, by instinct, had to be as strong as animals, if not more. It would be unreasonable to believe that man, during this period of his existence, made any deliberate effort to build up a strong physique through any pre-planned programme of physical activity.
The simple proposition is that during his "struggle for existence", man interacted with the natural forces—that were much stronger than him in such a manner that physical activity itself became a way of his life. Physical activity in one form or the other was born out of the instinct for survival. In physical prowess, biologists argue, man was not at all inferior to many animals: he could take the bull by the horn; he could tackle the swiftest stage of the wild boar but he found that certain animals were more superior to him in sprint and even many of them possessed natural protective apparatus like the claws, the horns, the fangs etc. So as time went by and intelligence sprouted in him, man made tools of stone, wood and other material to combat dangers. It is interesting to note that as man's intellect grew, his physical prowess waned and he started making use of such tools as the fling,, the stone choppers, wooden knives, batons to subdue the animals and even other human tribes. No where in the human history, man was so physically fit than in pre-civilization times. Then gradually, as the group affiliation and social consciousness developed, man started living in clans and then the tribes were formed. Naturally there developed inter-tribe feuds and inter-clan clashes over food, possessions, hunting areas, pastures, domestic animals etc. The hostile environment was not conducive to a luxurious life and hence physical activity remained the primary tool of struggle for existence. The tribal life of man was much more civilized in comparison to his savage life. Now instead of coming in direct clash with the animals or the strong savages, man thought of tactics and strategies to fight them out. Gradually rites and rituals appeared in the human society and yet there was no under-mining of the necessity for keeping physically fit. The tribal youth was kept involved in physical skill-training in hunting, chasing, scuffling, hand-combat, fist-fight, wrestling and the use of crude weapons.

They were encouraged to develop physical strength, speed, endurance and skills of over-powering the opponents. As man shunned nomadic life and took a more settled way, which was virtually a necessity, became a mere ritual. The tribesman was still very strong but he developed occupations which did not necessarily involve physical 'fight'. Religious ceremonies, rites and rituals came on
the scene. As reminiscences of the past, mock fights, wild dancing etc. were demonstrated on the ceremonial occasions.

Fight with wild animals was there but merely as a sport than as a survival activity. Contests in human strength and stamina were held at the time of religious festivals. Education was an oral procedure: there were no formal schools: children learnt by imitation. Inter-clan or inter-tribe rivalry ran in generations just as a tradition. Physical activity was not for its own sake but for the sake of show of superiority over the other clans or tribes. Physical activity for recreation during leisure, was the order of the day. Gradually social aspect of life started becoming more disciplined. As time advanced, codes of conduct were formulated. More and more attention was paid to educating the younger generations in affairs of life and war so that the tribe(s) could survive. All religious ceremonies and celebrations were preceded by fun and frolic and ended with physical-activity contests. The winners were not only profusely praised but also given prizes and certain privileges. For thousands of years, man lived in this state through out the world.

Ultimately, the tribal life gave way to cultured life. By this time, man had developed intelligent way of living an institutionalized life. This is how was born the great Egyptian civilization on the banks of river Nile, This civilization was the earliest to emerge from man's barbaric and nomadic state. During their hay-day, the Egyptians made significant contribution to art, science, architecture, education etc. yet it seems, they neglected physical education as a part of their general education process. They were peace-loving people and as such never bothered about making the younger generations physically fit through well-planned activity programmes. Although martial sports are not much mentioned in the history of Egyptian civilization yet there was abundance of swimming, dancing etc. Vigorous physical training was the purview of the Egyptian army only who bred horses and liked riding the most because it served them well in war. Many important discoveries and inventions have been attributed to the Chinese civilization also but not much is known to the world about its early phases.

However, the Chinese history makes it clear that physical activity has been an important part of their life through out. The Mongols who ventured out to far-
flung lands, originally came from China. These tall and fierce warriors were rough, tough, ruthless, and dauntless in war, great riders, deft in archery and swordsmanship. The exploits of Chengize Khan and Kubla Khan give ample evidence to the fact that physical training, which invariably included boxing and wrestling, was given a prominent place in their programme of military preparedness. Similarly, the history of the Indus Valley Civilization also shows instances of physical activity as an important aspect of life. The Aryans who are said to have settled on the Indo-Gangetic plain, came from Central Asia. They were great warriors and knew the art of war and living very well. Their superior physical prowess and skill drove the aboriginals away as a result of which the Great Indus Valley Civilization thrived excellently. The Aryans could not undermine physical exercise as a means of physical fitness. Their superior weaponry and their marvellous skill in organizing their society entrenched them into the very geopolitical fabric of this land. Unfortunate part of the story is that its history was never written, the way it should have been and most historians from Europe have, more often than not, dismissed the great contributions made by Indus Valley Civilization, as a mere trivialities.

As the Aryans settled in the Sapta Sindhu, they established their social institutions very well and looked more 'within', than 'without'. They utilized their genius in developing language and thereby writing books are scriptures which are the prized possession of the entire humanity today. The Vedic literature has an ample evidence to the fact that the Aryans attached due importance to physical training as a medium of military preparedness as well as sport. By experience and by experiment, they developed various types of weapons: weapons which were temporal as well as celestial; weapons that could be used by physical skill and prowess alone; weapons that could be used by mental concentration; weapons that could not be handled without spiritual powers and weapons that needed scientific skill. The Hindu Culture as the Indus Valley Civilization latter came to be known—paid extraordinary attention to the development of qualities of body and mind in her young children right from the very beginning.
Yoga—a unique system of body-mind development—originated on the Indian soil itself through the exact date of its origin is now known. Not only does this system lay emphasis on maintaining a sound health and fitness but also on purifying the mind, leading to the ultimate goal of life—the union of the individual self with the supreme self. Right from the time of the Indus Valley Civilization through the Epic Age to the present age, Yogic exercises have been practised by the Indians with a sense of belongingness. Besides this, hunting, sword-fighting, archery, horse-riding etc. were very popular sports in the Vedic India. The Indian dances—both classical and folk—have no peer in the world. In the same way, who can forget the contributions of the ancient: Greece to physical education and sports. The Olympic Games had their birth in Greece even though this country, at that time, was only an irate jumble of a few city states. It seems that no country or civilization had such a clear notion of education as well as physical education as Greece. As time passed, through invasions and trade-links, there was very fast and frequent mixing of the peoples resulting in an exchange of ideas, men and material. The cultures mixed up and the civilizations mingled with one another.

Today, we find that the world much different from what it was thousands of years ago. Cultural evolution and scientific inventions have changed the face of the world. Contemporary, continental influences have been felt and assimilated. Physical education in our world, has gained much more importance in the total system of education.

**Why to Study History of Physical Education**

Man has the capability "to look before and after" as Milton put it and "man is the only creature who is aware of and interested in his past", said Thompson. The study of history makes man aware of his present position in relation to his past. The past, present and future are a continuum. It is not easy to understand the present without reference to the past. In fact, the present stands on the edifice of the past. The comparison between the past and the present makes man wiser for the future that peeps through the present.

Since "History is a meaningful record of human achievements", as Best put it, it makes man aware of the things that were, of the events that influenced the ebb
and flow of human development through the Ages, of the institution and innovations that helped the development, of cultural nuances and ethos, of the prides and prejudices that caused upheavals in the empires and societies.

Man cannot do without learning from the long past of his cultures and civilizations, from his own experiences and those of his kinsmen. These experiences serve as a guiding light for the future development of the human race. Every man, every society, every movement, every organization and every institution have a background, a history. So has physical education. Physical education has existed through the Ages as a biological necessity, as a social experience, and as an educational process. For thousands of years, practices in physical education have been changing, its objectives have undergone tremendous transformation; and new games and sports have appeared in relation to the ever-changing environment.

Today, there, perhaps is no need for man to jump over the gorges and rills, nor in war does he have the necessity to throw a spear or a disc yet there is necessity for man to indulge in "racially old activity". Perhaps, physical activity is the only link between man's biological past and the scientific present. The history of physical education throws incessant light on the changing values in physical fitness, the development of various games and sports, their rules, regulations, tactics, techniques, strategies etc. The revival of the Olympic Games is a single instance of the importance of the study of the history of physical education. Through the history of the Olympic Games, today, warring humanity is remained as to how important it is to stand at least on one platform of life and to feel that the humans were born to behave like friends and not enemies. The instinct of fight is channelized through sports events so that nations do not go to war. No one can understand the present practices of physical education and sports unless one goes deep into the historical perspective of those events that had their beginning in the antiquity of man. Since man cannot completely break away with his past, it is necessary for the athletes and the teachers of physical education to be conversant with the past of their discipline and/or profession.
Today's records in sports events shall always be compared with the past achievements. Only then it would be possible for us to know whether we are improving or deteriorating in our sporting ability.

**Physical Education in Retrospect**

**Greece**

Ancient Greece is considered as the "cradle of European civilization". Because of its geographical position, Greece has served as a bridge between the Orient and the Occident. This small country of numerous islands once was a seat of great civilization which gave to the world a throng of intellectual and physical giants like Socrates, Plato, Aristotle, Alexander the great, Hippocrates, Aschyius, Empodicles, Hertodus, Milo Achilles, etc. to mention a few.

No other nation than Greece can claim the greater privilege of contributing to the world of poetry, music, science, art, sculpture, education, oratory, mathematics, astrology, philosophy, medicine and so on. The history of every art or science, even today, commences with the quotes from the Grecian philosophers and scientists. The world owes the love of science, the love of sports and the love of freedom to Greece alone. To the barbarian Europe, Greece, gave the beacon light of enlightenment.

The Greeks taught the world "how to observer, how to experience', how to think, how to organize and how to fight". It was perhaps due to the military overtures of Alexander—the great, that there was so much of mixing up of the cultures of the East and the West. The Greeks are also credited with giving a very serious thought to education as a systematic process of character-building and personality development. They truly were the "leaders" of the ancient world and the 'crown' of Europe. They are also known to be the first 'civilized nation' of the world to consider physical education and sports as an integral part of life which, in those days, comprised of either religious ceremonies or wars. Sports and physical education were as natural to the Greek as leaves to a tree.

Two major factors are generally ascribed to the development of physical education and sports in Greece. First, the geographical conditions such as the mountains, valleys, the sea, short mild cold winters and long dry summers, were enough for the Greeks to feel interested in an outdoor vigorous life. Second, Greece
in those days was not one compact state. It was a conglomeration of numerous feudalities known as city-states that were politically independent whose main occupation was war and secondary occupation agriculture. These city states were so inimical and belligerent to one another that they were always busy in fighting among themselves" with a motive to "capture men and material".

The constant threat of war forced them to keep in fine physical condition and also think of better strategies of war. To achieve these objectives, they had well-planned programs of physical education which stood them in good stead in war and provided them fun and recreation in peace. Rather, their past-times and sports were so arranged that they ultimately led them to the achievement of military objectives. Athens, Sparta, Crete, Crotona etc. were slightly bigger city states in comparison to others and that is the reason why they were better organized and administered.

In fact, the history of Greece is the history of Athens and Sparta. "Antheman Wisdom" and "Spartan discipline" are simply legendary even today. In political ideology, the two "giant" city-state were poles apart— the one being democratic to the core and the other extremely totalitarian in nature. On the whole, the Greeks were curious, inquisitive and creative people; they looked around as well as "inward" to develop norms, standards, value systems, philosophies and forums and passed on the same to the posterity for the upliftment of man intellectually, physically, materially and spiritually. Philosophical literature of Greece throws a great light on the system and structure of education as well as physical education. In fact, the Greeks paid very serious attention to the education of the Greek blood, and not others. The Grecian society was a very conservative society and was not susceptible to dynamic change. Who can forget that Socrates was made to drink a cup of hemlock for "corrupting the youth" with his "liberal ideas" which the society of his days did not tolerate. The Greek society at that time comprised of the people of pure Greek blood, captives and slaves. The 'pure blood' Greeks were known as 'citizens' and allowed all privileges but the captives and slaves were treated more or less like animals.

Interestingly, the 'citizens' were a few and the slaves too many. The slaves could never exercise franchise nor take part in the debates nor had a right to
education. They lived a dog's life which, historians consider as a scar on the fair name of the world's most enlightened society of those times. The history of physical education in Greece can be divided into four major periods as given below:

1. Homeric Period
2. Spartan Period
3. Early Athenian Period

1. Homeric Period: Homer was a great blind poet of the ancient times. He is credited with having written Iliad and Odyssey, the great Epics which contain a graphic account of the social, religious and political aspects of Grecian life. Like any other Epic writer, Homer was a revered historian, philosopher and moralist.

While the Iliad depicts agricultural and pastoral life and pastoral life and the simplicity of the Greeks, the Odyssey paints a marvellous picture of the adventures of Odysseous—the King of Ithaca. The system of education and that of physical education are very well referred to in these epics. In fact, no where was the history of physical education written separately. Homer has succinctly described the valour and chivalry of the Greek heroes and simplicity and mental acumen of the Greek folk. However, the Grecian society of those times could not be called more than a primitive society. Homer writes that the Greeks were extremely religious people and had 'peopled the highest heaven' i.e., the Mount Olympus with 'spirits divine' and Gods who, like men, participated in wars. There were too many religious occasions in the life of a Greek. This, perhaps, is the reason how music, art, poetry, dance, physical contests, etc. became an integral part of their religious life. Men and nature influenced those art forms. Homer is explicit that chariot-racing, boxing, wrestling, footracing, and shooting of arrows etc. were extremely common sports in the Grecian society. Through these sports, the Greeks prepared themselves for war. Dancing was a wonderful adjunct of physical education and it was universally practised. Children, Homer says, learnt the art of athletics, oratory, poetry and dance by sheer imitation and not by any formal effort. There were funeral games which the youngsters observed with keenness and learnt by themselves. The youngsters
listened with rapt attention the thrilling tales of gods and adventures of the great heroes—recited in a poetical style by the minstrels.

Memorizing the great epics was a common practice. The children absorbed the wisdom of the Elders when the latter held council meetings and debated social, political, philosophic and moral issues. Competition in those items were not only confined to individuals alone but to clans, classes and cities. Physical education in the Homeric period does not seem at all to be organized affair. There was neither schools as such nor the gymnasia nor paid teachers. Since the sports contests were an individual affair, the training of the young boys was entrusted to their parents or the elders in the family.

In athletic contests, only the "nobbles" participated and not, the ordinary people. The general education whatsoever, aimed at building up the "man of action" and the "man of wisdom" which planningly spoke of the wholesome development of the individual's personality. Physical education as such was considered to be a means of developing strong physique that could serve the individual during war. Specifically, through sports contests, the individuals prepared themselves to become soldiers which in those days was the main occupation of the Grecian society. Only due to this, the Greeks were well-built, physically strong and fit people. Physical activities were very natural in form and content and their objectives were the development of strength, courage, endurance, agility and bravery. The Greeks were fond of wholesome activities which led to the harmonious development of the body. Body-poise, muscular, symmetry, organic proportion and excellence in skill were developed through the medium of physical activity. In essence, this type of simple but ideal education was meant to improve the Greek society.

2. Spartan Period: This period of the Greek history is known as the Spartan period simply because the Spartan spirit of discipline dominated the scene. Sparta was not a monarchic state though it was an absolutely totalitarian one governed by the Elders. Allegiance to the state was extracted from every member through the strict enforcement of military laws. Regimentation was the order of the day. The total thrust of Sparta was on military preparedness as a result of which, this state produced the finest soldiers in those days.
History stands testimony that most of the soldiers in Alexander's came from Sparta only. Because every thing was subservient to the state, life never belonged to the individual but to the state. That is, perhaps, the reason why great thinkers, philosophers and medical men never settled in Sparta but in Athens. Neither art nor culture could grown in Sparta under the umbrella of military discipline. As the state was glorified beyond measure, the Spartans ventured out of bounds, they invaded the small states in the neighbourhood and put them under their subjugation. As an inevitable result of this high handedness of Sparta, the population of slaves and captives swelled beyond proportion, making life wretched.

Had it not been so, the Spartan soldiers would have never accompanied Alexander the great upto the Indus after leaving behind their hearths and homes. This extraordinary situation had its side effects too. The Spartans made their institutions and the rules governing them strict beyond imagination. The rules governing social life were dictatorial and unrelenting especially for the captives and slaves, who were often subjected to serve punishments leading at times, to flogging and capital punishment. Social and political institutions were organized and administered in such a manner that the Spartan citizens always looked to be the dominant class. The Spartan society, as is clear, became extremely inflexible, conservative and orthodox in every way. This attitude was absolutely antagonistic to that of the Athenians who were progressive and dynamic in their outlook towards every thing—from, politics to fine arts. For about one hundred years, this state of affairs continued in Sparta. It is said that the things were not so earlier in this city state: the Spartans basically were fine people, cultured and hospitable. Historians believe that the attitude of regimentation on the part of the Spartans left an indelible mark on their art and culture. Literary activities were almost at the lowest ebb; rather they deteriorated to a considerable extent, notwithstanding the building up of a fine military character. The life became one-track minded, static and perverted. Every Spartan citizen was named as city-soldier and his self and services were the possession of the state. His thinking become narrow and the wings of his personality remained clipped. Such a society contributed virtually nothing to the development of art, culture and literature except military excellence. The aim of Spartan education
was confined to the building of "Man of Action" i.e., the city-soldier who could be ruthless in war and strict in administration. The objectives of education were limited to the development of a high degree of obedience, courage, physical perfection and endurance. Right from childhood, the young boys were subjected to hard war training. The girls had to trail themselves in such a manner as to become capable of bearing healthy offsprings. They also had to learn the art of indoctrinating young minds in the dedication and sendee to the state. The programme of education was very rough and tough for both the sexes.

The natural love and affection ultimately led to the development of primitive rather than a narcissistic character. The mothers were discouraged to think of children as their own possession. That was how mothers felt so happy at the death of their sons and husbands on the battle field. A high self-esteem permeated the Spartan women when their sons or husbands sacrificed everything including their lives at the altar of the state. The youth were trained to spurn wealth and trade but inspired to fight to the finish and indulge in acts of dastardly. Their love was for none else but the state.

Under these conditions, there was no family life for a young man in Sparta; he was neither a brother nor a father nor a husband but only a city-soldier. Complete submission to the dictates of the Elders and the state was all that a Spartan could think of. Military excellence was developed at the expense of aesthetic and intellectual qualities of character. Truly, the Spartan character was typically brute, indomitable and dauntless. Since physical education was considered as an important aspect of education, its aim also contributed to the achievement of the aim of education. In this way, the aim of physical education in Sparta could not be discussed without reference to the aim of education which necessarily was the development of "Man of Action" i.e. to develop "Military excellence" to the point of perfection. All channels of education led to the fulfilment of the military objectives of the Spartan state. Even the dances which usually are a thing of beauty and rhythm, were meant to develop a high degree of physical fitness. The responsibility of education lay with the state because the individuals were considered to be a property of the state. Whatever the schools existed in Sparta, they were strictly
governed by the rules of the state. Even the early home-education was regulated by the state's orders: the parents were dictated to bring up their children in certain way. Even at birth, each neonate was examined by a medical board appointed by the Elders. If the child was found healthy and fit in all respects, it was allowed to be brought up by the parents but if unfortunately, it was found to be weakling and had no prospectus of being a healthy city-soldier, it was exposed on the Mount Tigris to be eaten away by beasts or birds or prey.

For the first seven years, the child lived with his parents who catered to all his needs. After that, youngsters were shifted to common barracks where they lived like young recruits. Not only were they fed and cared for but also they were initiated quite early in the skills of games and the skills of war. The toughening of these young colts started right in the beginning as they were made to learn wrestling, throwing, jumping, pankration etc. Participation in these activities converted them into hardy mini-soldiers. There is evidence to show that these youngsters were also taught certain ball games which put their reflexes in fine trim. Wrestling was the most popular activity in comparison to any other sport, presumably for two reasons: one, through wrestling the Spartans sought a wholesome development of the physique; and second, in a hand to-hand fight during war, wrestling enabled the Spartan soldiers to take maximum advantage over the opponents. This type of training, of course, was extremely vigorous. As a part of the training for toughness and self-discipline, the young kids were fed on scanty food and clothing. That way, Spartans were immensely parsimonious.

The result was that the boys often took to thieving. The Spartans never considered theft as an immoral crime but the detection and admittance of theft was severely punished. There is a famous boy of a young boy who stolen a fox from somewhere. For the apprehension that it might be detected, he hid the animal under his cloth. The result was that the fox started eating into the very vitals of the body. The boy fell died but he did not admit that he had committed the theft. Through such training procedures, the Spartan teachers developed a high degree of persistence and pain tolerance which ultimately led the boys to develop nerves and muscles of steel and an unflinching mental resolution.
There was hardly any recreation for them in the barracks. This sort of training lasted for about seven years by which time, the boys turned adolescents. The more formal system of education was called Agog which was supervised by a Paedonomous. This headmaster like man was actually selected from amongst the most outstanding citizens of Sparta. He commanded great veneration and respect from every one and no pecuniary benefits were given to him. It was an honorary position. The Spartan youth went through several years of education.

Each stage of education was by a specific nomenclature. After the second stage of education, the grown-up boys concentrated on military maneuvers, drills with and without arms. They were trained to handle various types of weapons of war, and specialized as horsemen, foot-soldiers, archers etc. At the age of twenty, the youth took the oath of allegiance to the state. From that time onward, they became full-fledged city soldiers. War or no-war, the city-soldiers had to do physical exercise: no excuse was tolerated in any way. It is said that even during actual war conditions, the Spartan soldiers were never spared from physical exercise. The amount of repression and suppression which a city-soldier underwent in order to become disciplined, is simply beyond imagination. It is interesting to note that Spartan women also underwent almost a similar type of physical training as well as education although in hardship it was slightly inferior to one for boys.

Girls were divided into different classes and practised games and physical activity. There was no co-education system and the girls trained themselves at separate training fields. The objective of their training was never military preparation but a high degree of fitness which would enable them to produce genetically healthy children. There is no evidence to show that girls participated in sports festivals and military expeditions as soldiers. However, girls gave up exercising in public as soon as they were married off. Beyond this point, their chief duty was to bear and rear children in the best, traditions of the contemporary society. Spartan methods of physical education were straight, severe and exacting.

Through gymnastic exercises—hard and rough—the Spartans trained their bodies and worked them up to achieving enviable fitness leading to prepareness for the war job. The training was, of course, based on the principle of progression. For
instance, Milo of Crotona trained himself by lifting the young calf of his cow every day. The calf, within a period of six months, assumed the proportions of a bull and yet Milo was in a position to lift it. The war-minded Helieneese were very firm in their belief that the youth must, be subjected to severe discipline of body and mind right from the very beginning. As a result, the matrons and nurses who looked after the Spartan youngsters were also extremely frugal dames. They conditioned the boys to live on bare facilities of food and clothing, to have no fear of the dark and to utter no crises when punished physically.

Crying or screaming was considered unworthy of the Spartan character. As the youngsters advanced in age, they were given little opportunity to escape into privacy. Even when married, they were hardly permitted to visit their wives openly yet. producing children was encouraged. The youth also could not escape the scotching public criticism for their omissions and commissions. They had no home life but lived under the constant supervision of the older-boy teachers who were dictatorial and ruthless. The total system of education and physical training was governed by the iron sceptre of discipline. The major objective was to produce a typical "Spartan character". Through hero-worship, and Spartan youth made efforts to acquire and assimilate qualities of character and conduct worthy of Spartan traditions. The Spartan mothers in whom "the love for state" was ingrained more than the "filial love", more often than not inspired and encouraged by persuasion and by coersio, the young boys to become fine city-soldiers. The teaching profession was held in high esteem because of which the number of teachers swelled to enormity. As physical training instructors, the Spartans were the Very best' in the whole of Greece.

3. Early Athenian Period: Athens and Sparta are often compared and contrasted on almost every aspect of their life—social, political, physical and intellectual. They had points of semblance and points of distinction. Politically, Athens was a through-and-through a democratic state while Sparta, a disctatorial one: the former encouraged individual excellence, the latter subordination to the state. Both were aware of the efficacy of military preparedness though in Sparta it was exaggerated. While the Athenian youth developed body and mind side by side,
the Spartan citizens clung too much to rough and tumble. Athenians were equally chivalrous but they were intellectual too.

While Athens is praised for the intellectual gains it produced, Sparta is remembered for the war "heads" it bred. In fact, prior to 776 B.C., Athenians were just herdsmen and shepherds. They were very simple in character and extremely hardworking. Despite the fact that they were democratic in outlook, their democracy was confined to citizens only who were of pure Greek blood. The majority of the Athenian population comprised of slaves who were denied all rights and treated very shabbily.

The vast population of slaves performed all sorts of duties—scavenging to teaching. The inevitable result of this type of social set-up was that the Athenian citizens had a lot of leisure time at their disposal. This was a boon and a bane at the same time. On the one hand quite a good number of Athenian citizens, devoted themselves to the development of art, science, literature, sculpture etc., and on the other most of them became lethargic and lustful: they often sat in market place and indulged in endless "talks and discourses"—sometime useful and sometime wanton. On the whole, Athenians served their state well by involving themselves in physical and intellectual pursuits. All this gave birth to a glorious culture that went down the annals of history in golden letters.

In their character and behaviour, the Athenians manifested a perfect blend of "head and heart". The early Athenian ideal was to encourage the individual to develop the potentialities of body and mind leading to perfection in personality and character. The crux of the matter was that every Athenian citizen had to be able to serve the state effectively and efficiently both in war and in peace. While the Spartans thought of perfection in body and skills, the Athenians added to this, mental and intellectual attributes. The Athenian education which mainly comprised of ethics, aesthetics, athletics and mathematics aimed to build harmonious personalities capable of standing the test of time. Efficient service to the state could not be possible without balanced development of the individual.

Unlike Spartans, Athenians were liberal and permitted development of individual qualities. It was not necessary at all for every citizen to join army.
However, he had to develop his physique to desirable proportions and levels. Physical education in Athens was an integral part of the general education system. It was at its peak in this state and was a function of national life. Physical education was not for physical education’s sake or for the sake of producing physical gains but was meant to develop individual qualities and characteristics.

Through physical activity, the youngsters were made to develop such qualities of character as self-discipline, courage, grace, humility, determination, sportsmanship and fighting spirit. Physical performance was secondary to moral and character development. Physical activities were invariably used as a medium of personality and character development. The Athenian girls were trained by their mothers to acquire qualities of head and heart. They chiefly learnt household arts and crafts, and occasionally acquired manly qualities of courage and fighting and even training male children. Up to the age of seven, the Athenian males stayed at the home and were brought up and educated by their mothers or nurses. Then they entered Palaestra, and the Didascaleum. In Palaestra, they learnt the skills of sporting events such as wrestling, boxing, jumping, throwing, running and gymnastic exercises. Through this, they developed shapely physiques. In Didascaleum, they learnt literature, music and some arithmetic which sharpened their intellect. Literature and music provided food for their minds. The incharge of Palaestra was a paidotribe, the physical education teacher who charged the required fees. The paidotribe was essentially a skill master who trained the youngsters in various sporting activities as well as the martial art.

In Sparta, the Council of Elders decided the survival of the child at birth but in Athens, it was the father who was given this responsibility. Interestingly, education and democracy—the two vitally important aspects of man’s social life—were meant for "pure" Athenians alone and no slave or captive could partake of these blessings. That way the Athenians, though overtly liberal and democratic, were in fact, extremely conservative and they never allowed the alien blood to enter the very core of their society and the polity.

Dancing was an extremely popular pastime of the Athenians. The Greeks danced in temples, in woods and at home: they danced at births, marriages and at
deaths. For them, every occasion of life was an occasion of dance itself. The Greek-dance differed essentially in purpose, form and scope from the social dancing of today. It was a part of religious ceremonies but it was very vigorous aiming to develop body-poise and balance. The emphasis was on the true expression of feelings. The Greeks expressed their feelings through dance. It bridged the gap between the physical and the intellectual or emotional development. That is why, dancing was held in high esteem.

4. Later Athenian Period: Rise and fall is a natural phenomenon. Individuals, nations and institutions are subject to undulations. Change is an irrefutable jaw of Nature: every atom of the cosmos is governed by this law.

In Greece, catastrophic changes took place as time moved on. The physical excellence started giving place to intellectualism. The social excellence gradually faded into the back ground and individual excellence instead permeated the scene.

This period of the Greek history is also known as the Golden Period because of the fact that in this period, intellect produced the ever-best philosophic literature. Individualism became the order of the day. More and more emphasis was placed on the development of the individual's personality. There was complete freedom of thought as a result of which more dynamic philosophic views and theories developed. "Man is the measure of all things, satisfy him" was the slogan rampant in this period of philosophic upheaval. Traditional concepts and standards of life were crumbling and the values of life were changing at a fast speed.

Although intellectual giants like Aristophanes and Xenophone clung to the old pattern of thinking. Socrates, Plato and Aristotle considered it impossible to carry coal to New Castle. They came but with revolutionizing thoughts which affected the traditional concept of life in more than one way: philosophical explanations of the natural phenomena gave way to scientific analysis. Socrates firmly believed that seeking true knowledge and not the traditional one, was the major aim of education.

The shift from traditional to the progressive thought and action was clearly discernible in this glorious phase of Greek history. Quite a few historians call this period as the Period of Transition. While intellectualism was on ascendance,
athleticism was waning very fast because the values of life were undergoing drastic changes. In athletics, professionalism was making inroads as a result of which more and more paid athletes—mostly slaves—started taking over. The refined people were changing over to intellectualism.

From the viewpoint of physical education, the consequences that followed were certainly ghastly. The great athletic festivals were no longer the concern of gentlemen but a purview and province of professional athletes. Sports and other festivals became a lucrative business. There were frequent wagers and bets: money was paid for winning an event. Still Socrates made a forceful plea for retaining and maintaining physical education as an integral part of the total education process. He was of the considered opinion that, without athletics, education was a body without the soul. Similarly, Plato also made strong appeals for striking a balance between intellectualism and athleticism. It is interesting to note that Plato himself had participated in wrestling contests in the Olympic Games, and won. He regarded physical education as a powerful instrument of bringing moral perfection in the Grecian youth.

As we come down to Aristotle, we find the emphasis shifting on to intellectualism. Aristotle considered physical education as an important sub-area of education but he ranked it below literature and music. Aristotle believed that true education must aim at "happiness of man". The educational experiences should be satisfying in nature and each individual, said Aristotle, must be given full liberty to decide his own character and conduct. Imposition of rules and regulations was tantamount to regimentation which Aristotle detested and considered harmful to the development of a harmonious personality. The impact of such philosophizing was felt in the formulation of policies and programs of education as well as physical education.

The policy makers, then, laid more stress on the development of individual as "an individual" who, they thought, must elevate himself intellectually. The aim of physical education was "well-being of the individual" and inculcation of good habits, courage, valour etc. Controlling passions, catharsis of emotions and sharpening of appetite so that the individual could be able to maintain a good
standard of health and fitness, were a few objectives of physical education. In this period, one finds neither Palaestra nor didascaleum for the promotion of athleticism and education. Even the gymnasium -which earlier was an important venue of physical exercise, was converted into a place of public recreation. There were 'pleasure resorts' all around where some form of physical activity could be seen. Those who wanted to have physical exercise, went to these pleasure resorts where they could find facilities for enjoyment. With the rise of professionalism in athletic festivals, professional gymnasia also cropped up all over Greece. The paid coaches and paedotribe prepared the professional athletes who participated in the Pan-Hellenic Games- The common man was forgotten.

Rome

In due course of time the great Greek civilisation degenerated with the onslaughts made on it by outside powers and also due to internal weakness which ate into the very vitals of the Greek society. Resultantly, the political power changed hands; first it was passed on to Macedonians and then to the Romans- When the Sun was setting on the Greek civilization, it was rising on the Roman Empire. The Romans, almost like the Spartans, were very industrious and worshipped power. Through their skill of organization and administration, they rather snatched power and started expanding the boundaries of their Empire.

Although they lacked aesthetic genius, they were superior in martial art. Unlike Athenians, they propounded neither theories nor philosophies. However, they contributed a great deal of practicality to political and social endeavours for which the European nations should be grateful to them. From the view point of physical education, the Roman history is divided into two parts. The first era originates in the folkways of the ancient times and extends through the great period of Roman expansion under the early Republic and comes to an end as Corinth fell in 146 B.C. This clearly speaks of the fact that early Romans were democratic people like the Athenians. The fall of Corinth signifies the fall of the great Greek civilization and the rise of the Roman Empire.

Thus the later period of Roman Education includes amalgam of the two civilizations, assimilation of the Grecian thought and culture, the downfall of the
Roman Republic, the rise of the Empire, and finally the gradual deterioration and eventual destruction of the great Roman civilization.

The Early Romans: The Romans, on the whole, were very orthodox and conservative society. They never believed in Utopian ideals. They viewed social and political institutions with a pragmatic sense of reality. The chief aim of their education was building up of 'an orderly and disciplined mind' and seeking ideals that would be useful in daily life. The Roman society was a utilitarian society and their educational endeavours were aimed at training the citizens so that they could do their work successfully in civil as well as military affairs. Discipline was the hallmark of their life.

The Roman soldiers underwent extremely hard training schedules so as to be able to defend their country with all their might. Von Dalen remarks that the Roman education reflected a devotion to utility and revealed a conspicuous absence of the Greek aesthetic and cultural aspirations. The early Romans, it is obvious, placed great emphasis on military and moral training than on intellectual achievement. Their high ethical standards and exacting methods, and objectives, physical education developed the Roman youth in such a manner that they possessed the moral fibre and physical vigour necessary for the rise of an empire. While the Greeks had produced philosophies, the Romans produced the orators. When the Roman orators spoke at the market places or in the theatres, they stirred the hearts of the audience and forced tears out of their eyes.

Unlike Grecians, the Romans were very serious, practical and pragmatic in their approach to the problems of life. They were neither discoverers nor innovators but "hey assimilated and conserved whatever they received from the Greeks who were neither good administrators nor good organizers. The Romans with their consummate skill in organization and administration, accepted from "he Greeks what, was of practical value and shunned what was ephemeral and merely of theoretical nature. The Romans have, in fact, taught the European nations how to rule and how to organize the social institutions. Although the Greeks were thinkers, philosophers and men of imagination yet they 'lacked qualities of administration.
The aim of physical education in Rome could not be discussed without reference to their system of education and polity. The Romans embraced and accepted no physical education unless it was of some specific value to them. Whatever the programs and practices of physical education existed in Rome, they were meant to make the youth physically fit and resilient so that they could become fine soldiers. In contrast with the Grecian ideals of physical education and sports, the Roman gymnastics, games and exercise were meant to make men strong and skilful warriors.

The Roman cared neither for grace of movement nor beauty but vigour and power which they considered supreme. The Roman society honoured only the soldiers, who were dauntless, discards, uncompromising, fearless and possessed the alacrity of a tiger and strength of an elephant. The weak and the unhealthy had no right to add to the population of the Roman society. The objectives of physical education were more specifically limited to the promotion of health, fitness, courage, strength and martial skills. In body and in mind, every Roman considered himself to be a soldier as he went under physical training. It is interesting to note that in the Early Roman Period neither education nor physical education was centrally organized. The home was the primary institution where the young Romans through play, developed the requisite qualities and characteristics. The state neither directed nor supported education. However, like Palaestra in Athens, there was Campus Martius where the Roman youth trained in the skills of robust sports and gained some experience in academics.

The Roman mother was highly venerated because she controlled everything—falling within the purview of the household. Through the stories of great soldiers—she instructed the young boy in physical skills and deeds of valour and courage. The father in Rome, decided whether new-born child should survive or not and he continued to assert his patriarchal authority over the youth even after their marriage. No education of the Roman blood was ever entrusted to slaves. As in Greece so in Rome, the number of slaves was large, who were treated very badly and often punished ruthlessly for their omissions and commissions. In Campus Maritus all types of civic and military skills were practised and learnt by the Roman
Youth. As far martial duties, there seems to be much in common between the Spartans and the Romans. Since war was the chief occupation of the Romans, all young men, as they reached the age of eighteen, were conscripted to the army on a compulsory basis. There was no let-up in this matter.

In the beginning, games and sports were an integral part of Roman life but as the Roman society advanced, the citizens started developing aversion towards physical involvement in sports. They enjoyed themselves more by becoming spectators rather than participants. Gradually, the slaves occupied the place as participants. There were no Sports Festivals as in Greece. The Romans, on the other hand, enjoyed the thrill of being spectators. Despite the fact that no organized system of physical education and games and sports were found in the Romans society yet like children of all civilizations and cultures, the Roman youngsters indulged in a variety of play activities which involved the use of horse, carts, whipping tops, ivory and leather balls, dolls, hobby horses, stilts and toy houses. The youngsters keep pets like cats, dogs, birds etc. Blind man's buff, hide and seek, ducks and drakes, odd and even etc. were some of the play activities which involved very low organization and often without any fixed rules. There were sports in which nuts and pebbles were used. The older boys participated in competitive games or gymnastics for their physical conditioning.

However, the main idea was to acquire military excellence. The entire programme of physical education was directly related to the needs of the Roman society. The ball games seem to have been very popular with the Roman society through out their history. In different activities, balls of different weight and size were used. Some balls were filled with hair, others were inflated with feathers or air. Tricky ball-games such a juggling two or more balls and catching them, were very common.

There is a reference to a handball type of game which the Roman youth were fond of. Dancing was practised but a limited extent: only the noble families took part in dancing. On holidays, there were horse and chariot racing competitions which the Romans enjoyed very much, but these activities were a part and parcel of the martial endeavours. Athletics which pervaded the Greek National Festivals so much, could
never become popular with the Roman society. Instead, the brutal gladiatorial combats appeared on the scene around 246 B.C. These combats gradually gained a great popularity in due course of time. The Roman Youth learnt by precept and by example from the Elders. Discipline was rigorous and it was inculcated with the iron sceptre.

Obedience was extracted from the Roman youth at all costs and without exception because obedience was considered to be a quality of paramount important especially in martial people. Since the discipline was very strict, corporal punishment was very frequently awarded even if it resulted in the death of a person. The military superiors themselves were extremely ruthless in maintaining a high degree of discipline. They were examples of valour, chivalry and obedience.

Later Roman Period: By this time, the Greeks had already come in contact with the Orient. In the process of give-and-take, the Grecians learnt many things from the East and also passed on to them many things of their own. The 'overpowering Roman mind' was greatly benefited because it assimilated not only what was good in the Greek culture but also, indirectly, what the Greeks had received from the Eastern civilizations. The Roman conquerors could not resist taking from the Greeks what they found was of some utility for them. However, the Later Roman Empire was a degenerating society. Its moral standards were declining very fast. Cracks and crevices appeared in the economic and the social structures. Corruption, exploitation and bribery were rampant: divorcing became very common as a result of which moral principles and religious norms were thrown to the winds. The gap between the rich and the poor was widening day by day—the former were becoming more and more luxurious and lewd and the latter driven to a state of abject poverty.

In education, there was no stress on moral education as found in the earlier period. The social structure of the Roman society was under great stress and strain as a consequence of which social ideals started crumbling very fast. Broad intellectual instruction was just, confined to the ruling and the more affluent, sections of the society. Surprisingly women's education in Rome was on a much higher plane than it was in Athens. The Roman woman possessed equality with man, nevertheless her training was confined to household chores except when wealthier families hired
scholars to give private coaching to their daughters. With the interaction between the Hellenese and the Romans, the latter learnt some intellectualism. So along with physical training, they started giving emphasis on intellectual education. In this period, there was neither compulsory conscription to the army nor extreme stress on physical training alone.

Soldiers were no more missionaries of the Roman Empire but took the mercenary duties and became professional. All this gave a big jolt to the importance of physical training programme. However, physical education was of great value to the professional soldiers and professional athletes. Ordinary citizens took physical exercise for the purpose of maintaining health and recreation. That way, physical education became an end in itself rather than a means of building character and personality in a harmonious way. Fun and frolic were the chief aim for which the Romans participated in physical activity programs along with maintenance of health. Physical education programme also contained the knowledge of personal hygiene, social health and sanitation. For this purpose many Greek physicians were imported by the Romans.

Gladiatorial Combats: Gladiatorial combats were contests in which a man fought against another or against an animal either with a sword or any other weapon in an arena for the entertainment of spectators. In most cases, the gladiators were either slaves, captives or paid performers. Originally these contests were actually daredevil exhibitions given by private individuals. With the passage of time, they became extremely barbaric in nature though popular. In fact, these contests were a sort of punishment inflicted upon the condemned individuals. The combatants attired in armour and employing various types of weapons customarily fought till either of the contestants died. Even the life of the victor, fatally wounded, was not spared unless the mob gave the thumb-up sign signifying pardon. Perhaps, the combat involving man against man was not so cruel as the combat between man and beast.

The story of 'Androcles and the Lion' so commonly found in the children's books of stories, shows how gladiatorial sports were popular in ancient Rome. Perhaps the bull fighting so popular as a sport in Spain today, is a replica of
gladiatorial contests. Gambling games were favourite past-time of the Romans. Small to big wagers were offered in gambling of all sort.

Pleasant physical exercises and competitions of light nature were utilized by the Romans as a means of stimulating appetite. There were physical exercises for various parts of the body as we find today in bodybuilding programme. The exercises were classified by Galen into three major groups: (i) exercises that build up good muscle tonus; (ii) quick exercises which could be rhythmic or otherwise; and (iii) violent exercises which were a combination of strength as well as endurance and speed. The first group involved digging, drawing, carrying heavy weights, rope climbing and resistance exercises. In the second group, Galen listed running, spurring, punching balls, ball play and tumbling especially rolling on the ground with an opponent. The third group was a deft combination of the first and the second group exercises: often weight or heavy armour were employed in these violent exercises. It should not be an exaggeration to say that the Swedish and the Danish systems of gymnastics actually took a lot of inspiration from these principles of physical exercise. Galen is also credited with being the first medical man in the world to use 'pulse' as a means of diagnosing disease and understanding the general physical condition of the body.

Germany

Germany, by the very reason of its geographical position in the heart of Europe, has exerted an extremely powerful influence on the history of Europe and of the world in almost all spheres of life; philosophy, education, war, literature and the like. In the sixteenth century, this small nation was a conglomeration of about 300 sovereign principalities just bound together by their religious sentimentality. This state of affairs continued for a century or so. Like other people the Germans also paid usual attention to Physical activity.

The year 1803 brought the end of the ecclesiastical states with secularisation and annexation. The changes in political circumstances in Germany were the outcome of the French Revolution whose links with the Enlightenment and proclamation of Liberty, Equality and Fraternity were part of the triumphant
progress in 1789 that led almost everywhere in Europe to the end of, or at least a severe shock for, the feudal regime of princely absolutism.

Napoleon—who was emerging as a potent force in Europe—then completed and went beyond the French Revolution, which the revolutionary wars and the policy of the Emperor of the French transformed into a movement affecting the whole of Europe rather than just a single state. There was a rapid succession of outbreaks of war, short-lived periods of peace, and armistice over the course of a quarter of century, which inevitably exerted a lasting impact on the people living through this epoch of breakdown, upheaval and reorganization. The French Revolution had an equally lasting influence on social and economic conditions. For instance, it kindled in Germany conflicts of opinion, and in the years that followed sparked off clashes of political allegiance with rejection or acceptance expressed in terms of conservative or liberal democratic views. During the years of French domination, of humiliation, and of defeat, the German patriotism arising out of resistance almost inevitably took on the characteristics of an aggressive militant and revolutionary nationalism. Its chief prophets were Arhat, Fichte, and Ludwig Jahn. The contemporary thinkers of Germany considered physical fitness as a means of building a strong nation capable of throwing the French yoke away. In other words, the French Revolution and the French invasion of Germany proved to be abseiling in disguise. It is really remarkable that Rousseau's ideas about education spread throughout Europe like wild fire and the German philosophers assimilated the sparks from it.

The aim and objectives of physical education in Germany have never been discussed outside the total philosophy and structure of education which to say the least, was greatly influenced by the philosophic thoughts of Rousseau and the ideology emanating from the French Revolution. However, the Germans received not only rational thoughts from other European nations but also modified them to suit their soil. While discussing the history of physical education in Germany in this era of turmoil, the reference to certain names which twinkle like stars, cannot be avoided.
Johan Bernhard Basedow, most lovingly known as the father of modern physical education, had very liberal views on education. He considered education as an important means of character-building and that education without physical education had no meaning. Basedow was highly impressed by the knightly sports performed by the students in Denmark where he served as a teacher for some time. He himself had some creative ideas about physical education activities. When he came back to Germany, he opened a naturalistic school known as Philanthropium at Dessau. This school was established along the lines of Rousseau. Basedow found an opportunity of giving concrete shape to his own ideas. Philanthropium was the first modern school in the whole of Europe which gave prominent place to gymnastic activities in the regular programs. The students from all shades of society were admitted to this school. To emphasize total development of the pupil's personality, Basedow made it compulsory for all to devote five hours to academics and three hours to gymnastics and recreational activities. For the first time, there was someone to champion the cause of physical education as an integral part of total education. It really was a question of laying down of some foundation and building up some tradition. John Simon was a votary of Greek gymnastics. He was the first teacher of physical education who engaged the entire school for an hour in the morning and two hours in the afternoon in a variety of games, gymnastics, sports, recreation and even manual labour.

As an improvement upon the programme of physical education, he considered fencing, horse riding and dancing unsuitable as educational experiences. Instead, he introduced running, jumping, throwing, wrestling etc. and called them Greek Gymnastics. Obviously, he was very much influenced by the physical activity programme of ancient Greece. There was also provision for shuttle cock, tennis, seesaw etc. for young children. This philanthropium became a very popular institution and served as a model for other schools.

The most outstanding of institutions was Schnepfenthal Educational Institute founded by Christian Gothief Salzman in the year 1785. The Institute became "the Olympic cradle of the art of German gymnastics". Salzman, in fact, had been a teacher at Philanthropium and he was exceedingly impressed by the teaching.
methods of Basedow. There was a great similarity between Philanthropium and Schnepfenthal Educational Institute. For instance, both the Institutions were designed to propagate, explicitly Rousseau's ideas and beliefs. Salzman was as straight as a stick in giving concrete shape to his dreams. The life at his Institute followed a clear pattern. Morning was devoted to the study of French and geography; and by 11 a.m. lessons in gymnastics began.

Activities and exercises were diverse in nature laying greater emphasis on some form of manual labour as an educational experience. Schnepfenthal was, in fact, a fore-runner of many educational programs which were introduced as reformative measures later on. Perhaps, Salzman was the first person to view gymnastics and physical activity as a curricular subject i.e., an integral phase of total education system.

Another teacher who gained much popularity at this Institute was Carl Andre. A small open-air gymnasium in a grove of trees was used for daily gymnastic exercises. Apart from gymnastic exercises which drew their strength from Greek gymnastic programs, throwing, racing up and down the hill, pole-vaulting etc. were also included in the schedule of activities. During inclement weather, physical exercises were performed indoors. On Sunday afternoons, games and gymnastic sports were organized on competitive basis.

Johan Christoph Frederick Guts Muths succeeded Carl Andre, as the teacher of physical education in 1786 and continued to serve this school for about half a century. Manual labour and gardening were also additional features of the physical education programs devised by Guts Muths. He wrote two important physical training manuals, 'Gymnastics for the Young' and the 'Games'. Gymnastics for the Young was written in two volumes; the first volume dealt with theoretical frame work such as effects and objectives of gymnastics while the second volume contained an elaborate discussion and description of running, jumping, throwing, climbing, dancing, wrestling, walking, swimming, and natural training and military exercises.

The Games' included the planning, organization and conduct of one hundred and five recreational as well as competitive games. Complete instructions were
provided so that the teachers could easily organize these games in the educational institutions. Guts Muths insisted that education without well-knit programme of physical activity was deficient.

Friedrich Ludwig Jahn, as one of the stalwarts of German Nationalism, considered physical education as an instrument of national solidarity. Popularly known as "The Father of Gymnastics" and initiator of "Turnvereine Movement", Ludwig Jahn, like Hercules, put in hard labour to arouse national feeling in his countrymen when they were choking under the weight of Napoleon's despotic rule. He strongly felt that radical reforms were essentially necessary in all walks of life especially education if Germany wanted to stand on her own feet and get back its freedom. Jahn must be comprehended as a man of conservative-revolutionary mentality who developed his views out of the single basic idea of populist nationalism. His crudeness and Germanomania can only be understood in terms of his determination to secure vivid presentation of the nationalistic views he propagated, and to appear as "popularly nationalistic" as possible. Introduction of his "patriotic gymnastics" on the Hassenheide can be viewed as Jahn's most effective attempt at realization of the ideas of populist nationalism.

During breaks between exercises at the public meeting place, Jahn used to present thoughts from, the "national heritage". "Patriotic gymnastics" were a crucial element in national education as conceived by Jahn, and primarily served paramilitary training. Jahn may have proclaimed that "The art of gymnastics should restore lost harmony in human education, add genuine physicality to excessive refinement in regained manliness, and comprise and affect the whole man in the community of the young". However, this educational idea, which had already been proclaimed by the Philanthropium and extended by Frobel, took second place to patriotic education based on the needs of the times. The prime necessity seemed to be training of able-bodied defenders of the fatherland, filled with nationalist enthusiasm. It was just inevitable that the gymnastics on the Hasenheide—justly called "patriotic gymnastics". Jahn was the teaching in Plamann's Boys School in Graue Kloster in Berlin. Here, on Wednesday and Saturday, when the school observed a holiday, John took the boys out for hikes and expeditions. He also gave
instruction in running, jumping, wrestling and recreational games. He introduced jumping standards and horizontal bars for instructional purposes. He also taught the boys shooting and fencing. In 1811, he began to work with a definite plan. He fenced a rectangular piece of land which he termed as Turnplatz. With the active help and support of his pupils he constructed a balancing beam, a horizontal bar, climbing ladders, jumping ditches and running track. It looked like a modern sports complex. Games and physical training exercises were conducted four times a week in which nearly 200 students participated. The entire programme of activity was so fascinating that even other schools permitted their students to join Turnplatz. Jahn prescribed gymnastic uniform—a short linen jacket and a long trousers and made it compulsory for all the participants.

In 1812, additions were made to the existing gymnastic apparatus which necessitated the preparation of more spacious play field. The number of participants swelled and at times, there were 500 gymnasts taking part in physical activity programs which began to attract the youth from different corners. On Sundays and holidays the adults too enjoyed participation in gymnastic programs. This is how young school boys were lured to physical activity. Jahn believed that the hope of Germany’s freedom lay in the development of strong, sturdy and fearless youth. The result was that the Turnvereine Movement spread like conflagration and it found ready acceptance throughout the country. In all big cities of Germany, there were found youngmen's Gymnastic Societies. In the Hassenheide Turnplatz the emphasis, as Durre, one of the Jahn's pupils explained, was laid "on toughening up', overcoming needs, and on preparation for an imminent exaltation and bracing of the people on half of a general state of mobilization.

Jahn himself stated that his aim was to preserve young people from laxity and debauchery and to prepare them to fight for the fatherland in the struggle ahead. The wealth of variation and versatility in exercise for all age groups without any divisive social barriers, the educational value of training excursions, the development of a language for gymnastics etc., do not cover the entire range of Jahn's aim but the real value of such gymnastics was seen both before and during the wars of liberation as lying in the military training and in cultivation of super-
patriotic attitudes. In 1816, Jahn and Eiselen jointly published their "Deutsche Turnkunst." Jahn was responsible for the first part of the work with its nationalistic emphasis where he wanted to convey the impression that he had given new life to a lost art, 'a long-vanished... expression of Antiquity'. Recent research has revealed that Jahn depended on Guts Math in both the theoretical and the practical ideas of gymnastics. A comparison of Guts Math's 'Gymnastic' and Jahn's Turnkunst' shows a great correspondence between the two books viewed merely as manuals, and "there are very great similarities and parallels in the organization of the subject matter, the form of individual exercises, and above all, in the succession of exercises".

As the membership to the Hassenheide Turnplatz increased to a thousand, the new-comers were divided into age groups under their own leaders. They were called as turners—the name was chosen by Jahn himself. In 1818, the Turnvereine Movement saw its hay day and it spread to other parts of the country. Even important officials were called upon to perform the opening ceremonies.

In 1814, a great exhibition of exercises was organized on half of the Hassenheide Turnplatz to celebrate the first anniversary of Leipzig battle. Unfortunately political tensions developed, which ultimately led to a ban on gymnastics in Prussia: as result, this Turnplatz was closed officially. The objective circumstances that led to the dissolution of the gymnastics arena on the Hassenheide are to be sought in these political tensions but the subjective reasons lay in Jahn's character. In 1819, Ludwig Jahn was accused of a murderous conspiracy and arrested. Turnvereine movement was declared illegal. Though he was acquitted in 1825, he was forbidden to live in Berlin or near a university or a boy's hostel. As a result, he took residence in Freyburg and henceforth took no active part in gymnastics. All the same, to Jahn must go the credit for having given a great boost to gymnastics on the Hassenheide in the years before 1813, thanks to his personality, his capacity for enthusiasm, and his devotion to the cause.

Adolph Speiss was another prominent leader of the Turnvereine Movement who entrenched gymnastics in the educational institutions. Jahn had no time to think of getting physical education a place in the school curriculum. His political aspirations and motives were clear and he utilized gymnastic movement as a means
of achieving national ends. However, Jahn's unrelenting efforts produced one grand effect i.e., educational authorities in Prussia came to fully realize the importance of physical education. The Prussian Ministry of Education supported physical exercise for young people as a crucial component in the national education plan but wanted to restrict this to state-recognized schools so that it became a regular subject and did not get out of control. So Speiss shouldered the responsibility of laying a foundation of school Gymnastics in Germany.

While in Switzerland from 1833 to 1835, he wrote his "System of Gymnastics" and began his "Manual of Gymnastics for Schools". In 1848, he actually began the work of introducing his gymnastic system in schools. Speiss' efforts were directed to the adoption of gymnastics as a vital part of school-child's total education. His chief aim was to create a system of gymnastics for German schools. That way, his capacity to organize, to introduce new things and train teachers, was really immense. Physical activity must be treated as a daily necessity and there should be no let-up given in this regard. Speiss was well aware of the values of physical education and its utility as a means of activation, relaxation, recreation, moral education, discipline and development of good posture. Many of his theoretical tenets with regard to physical activity have been incorporated by other systems of physical education throughout the world.

Before the founding of Royal Gymnastic Institute at Berlin, several attempts were made to develop physical education teacher training programme. However, in 1847, Hugo Rothstein established in Berlin the Central Institute of Gymnastics for the army where he taught the Swedish gymnastics of Ling rather than German gymnastics of Jahn.

In 1866, Euler started private "lessons for women in gymnastics. At this Institute, the curriculum included the study of anatomy, physiology, hygiene and first-aid for a total of five hours a week. History and methods of physical education were also taught for three hours a week. Fencing was practised six hours a week during the course. Along with running, and other practical activities, swimming was an important feature of the programme. Although importance of the Royal Institute declined as the students who qualified from this Institute had to appear at the
university examination to become qualified physical education teachers, yet this Institute served as the first state attempt to provide qualified leadership in physical education. Through out the country, Gymnastic clubs were formed which had their apex body as the German Gymnastic Association. E. Neuendorff, as the spokesman of this Association, came out with such slogans as "Back to Jahn. There is no better way forwards" and "Gymnastics our way—Germanness our aim and proclaimed his determination to establish strong emotional links between gymnastics and a strong personality.

After the World War I, the Nazis usurped political power in Germany. Neuendorff and the German Gymnastics Association made a public declaration of allegiance to National Socialism and its leaders, at the 15th Gymnastic Festival which took place at Stuttgart in 1733. In his speech at Stuttgart, Hitler proclaimed his support for this 'festival of German power', and thus for Jahn whose achievement had been 'to have recognized the importance of physical fitness at a time of uncertain concepts of state'. Anti-intellectual and Darwinsitic ideas then appeared as Hitler continued: "Bodily fitness on the part of the individual man and the individual woman leads to a nation's bodily strength and health. An upright and healthy people will never succumb spiritually to the mistakes to which the one-sided and over-burdended brain is all too easily liable. Brilliant peoples without courage and strength are constantly degraded into becoming the tutors of more healthy races".

The Nazi overtures redefined the aim of education and physical education and reshaped the practises and the policies. Schools and colleges became the place of indoctrination of Nazi philosophy. In 1936, a military general was appointed as the national Sports Commissioner. Hitler disbanded all the existing sports bodies and associations and created his own "centrally controlled" structure of sports organization to suit his political whims and whams in the form of National League for Physical Exercise. After the World War II, Germany was divided into Federal Republic of Germany and the German Democratic Republic—the former following in the foot prints of the Western Block and the latter, the "Socialist ideology" in almost all the spheres of their national life. However, it is really very interesting that
both the countries are highly advanced so far as their systems of physical education are concerned.

The East Germany has fantastically come up as a world-power in sports. It is said that they have been following an extremely logical and scientific approach in the matter of talent-identification and training of elite athletes. Every one every where does sports once a week. There are thousands of labour organizations which arrange daily gymnastic exercises for the labour. Besides gymnastics, football is extremely popular with the East Germans. On the other, in West Germany, sports are compulsory for all and swimming is very popular activity. The West Germans too are a formidable power in sport.

Japan

Japan has never been the innovator in physical education and sports. It has not significantly contributed to the world history of physical education by propounding any system but it has certainly shown to the World that short-statured people cannot altogether be discounted in athletic performance. Japan has given to the world the modified martial art known as Judo in the form of a sport which is gradually finding its place in the hierarchy of Olympic programs. The development of physical education in Japan can be roughly divided in the following parts:

(i) The period preceding Meji era;

(ii) The period succeeding Meji era

As in the other countries so in Japan archery, fencing, horsemanship, wrestling, martial arts, hunting with hawks etc. had been quite popular in the warrior clans before 1867. In due course of time, the warrior code and chivalric arts were developed. There were quite a good number of fencing schools.

Gradually, the instruction in fencing became conventialized as the teachers practising and teaching this art insisted upon continuing with their own styles and methods. Confuciousism had a great impact on the Japanese social, moral and politiral institutions. This led to the acceptance of physical education as an instrument of the development of body, mind and spirit. During later half of the nineteen century, Japan also came under the influence of scientific and educational developments in Europe. New concepts in gymnastics and other sports travelled to
Japan. As a result, Japanese system of education started becoming more and more scientific.

The policy-makers in Japan also started supporting the system of physical education which drew its strength from a rational medical viewpoint. In education and in physical education more progressive ideas were assimilated.

With the beginning of the Meiji Era in 1867, physical education in Japan got a face-lift due to Western influences. The Japanese schools were the first to adopt the new physical education on an obligatory basis. The first physical exercises to be adopted by the government for use in Japanese schools were a series of calisthenics along with military gymnastic exercises since they were, at that time, very popular in European countries and the United States. This state of affairs continued for the whole of the Meiji Era lasting up 1912.

Showa Period saw remarkable changes in the methods of education. The emphasis now shifted from the formal methods in which teacher plays the dominant role, to the informal ones in which full liberty is given to the pupils to explore, to imitate, to initialize the activities which they are to learn—the teacher just guiding and showing the way where the pupil fumbles. This shift also had its inevitable impact on physical education. Obviously, from the viewpoint of subject-matter, gymnastics which mainly comprised of formal drills, rhythmic exercises etc. receded into the background and games and sports as play activities got precedence. From the viewpoint of teaching methods, it meant the transition from strict commanding supervision and formal imitation to guidance and encouragement which ensure freedom of choice and satisfaction to each participant.

Of course, this progressive change did not come about in a year or so; it was a gradual process because there still were a lot many people in Japan who resisted change and clung to the old ways. Now the total curriculum formulated by the central government became mandatory for all communities. However, there was no sufficient elasticity in the curriculum to adopt itself to various local conditions and situations. The quick introduction of competitive games and sports at the elementary level produced not much encouraging effects and led to undesirable practices which intended to retard the normal growth and development of children.
Women's Physical Education and Sports have been hampered not only by the place of physical education in a particular society, but also by the place that women held in any society under consideration and to considerable extent by the ideas that men and women had about women's physical limitations. One of the significant social trends of the twentieth century has been the movement for women's liberation. In past societies it had been erroneously concluded that women simply did not possess the intellectual capacity to profit from the higher types of education. Hence, girls and women were typically given no intellectual function; their duty was to bear and rear children and manage the home. This concept has certainly changed considerably for women. Plato held a view. He believed that women should have education similar to the pattern he prescribed for men, including the highest type of liberal education and preparation for warfare.

Aside from simple childhood games and the popularity of dancing, the large majority of people in ancient China got their exercise from various types of physical labour; time for recreation was extremely rate, the emphasis on intellectual training was such that physical training was deprecated. A few girls whose families had means were educated, but physical activity was not a part of such training. There were a few exceptions, but these were rarities indeed. A simplest yet devastating maneuver like bending the feet kept women quite weak and useless for anything save household management and decoration.

In India history shows that there was considerable concern for health and recreation prior to foreign rule in the tenth century, and that a number of sports and games were practiced. There was often a military class that had to keep fit for combat. Dancing was popular, but then fall into disrepute except for members of the lower classes and professional dancing girls. Generally speaking, there was a complete rejection of bodily activity for women, who were kept in an interior social position.

In Iranian civilization there is no mention of physical education for women whatsoever, but in Hebrew civilization women appear to have accepted an important place, especially in early times. Dancing was often involved in religious worship, but subsequently continued only as a form of recreation and for various secular
celebrations. There was a certain amount of physical labour for women in connection with the routine chores of the camps or perhaps with the flocks in the fields, or in vine culture on the hillside. Certain health habits and recreational pursuits were considered desirable, the latter especially on the sabbath. As social life increased, women were confined to a greater extent to the home. They were not expected to possess intellectual acumen. Many women did involve themselves in simple games, music and dancing.

The Creten civilization preceded that of the Greeks and extended roughly for a period of four or five thousand years on the island of Crete and at other points in the Mediterranean sea. It was the first society, in which women assumed a relatively important role. Even their diet was a mother goddess. Women are known to have taken part in numerous games and sports. They did other things like hunting, driving chariots and even-bull grappling, a dangerous sport. There is further evidence that they attended various celebrations and religious festivals. Because the proximity of the sea, they were active in boating undoubtedly knew how to swim.

**Urbanization of Society**

The population from the villages began to shift to industrial areas or trade centres or the centres of Govt., authorities and new towns and cities came into being and there was rapid growth in population in urban areas. The factor behind this shift of population was economic. The quick means of transport and communication helped this system. Those who had courage and initiative and were ambitious left the villages but others remained there. In a way, cities got further strength at the cost of villages. Though the general belief is that people in the villages are healthier due to fresh air but the means of supply of sanitary water do not exist. Further the villagers suffer much more from diseases as proper medical facilities are not available and people do not have any knowledge about the diseases and preventive measures, etc.

The urbanization of society has raised many problems in so far as physical education is concerned. First of all there is lack of space for games etc., dearth of natural places where people can go for enjoyment or recreation. There is lack of picnic, fishing and swimming sports, parks and greenery. It places a demand on
physical education to cater for adequate recreational activities and outdoor life. People have the urge for recreational activities but proper facilities or opportunities are not available. They have the requisite skills but the opportunity to utilize them are lacking. Physical education will have to pay special attention to all these. The opportunities for development may be lacking and the surroundings may not be quite conductive to the growth and well-being of a child though he may be having leisure at his disposal. He may not develop any skill and not be able to use his leisure purposefully. In some societies the facilities may be quite limited. In such cases the instructor gets disheartened but this is a situation where he can exert the utmost and change the position.

First of all, it is necessary to recognize the interests, skills and qualities which the society requires from a child. The purpose of education then is to discover the methods with which these objectives can be fulfilled. It is a dynamic process. One has to be ever watchful of any new skill etc. that has developed and that has to be discarded. One has also to be ever on the outlook for the new methods. The ever new methods of how leisure can be best employed has to be looked for. The limitations of time, equipment, playground and trained teachers will have to be surmounted.

Status of Women in Society

"Woman is the mother of the race and is the liaison between generations. Indian culture attaches much importance to this section of the society, therefore, India has been symbolized as Mother India Keeping a view the exemplary qualities of women, viz., patience endurance, love, affection, sympathy and generosity. Traditional Indian had seen a woman only as a member of the family or a group - as daughter, wife, or a mother and not as an individual with an identity or rights of her own. The radicalism of tin constitution and its deliberate departure from the inherited social system lay in its implicit assumption that every adult woman whatever her social position or accomplishments, will function as citizen and as an individual partner in the task of nation building.

The special attention given to the needs and problems c woman as one of the 'weaker sections' of Indian society, and the recognition of political equality was
undoubtedly a radical departure from the norms prevailing in traditional India. The Scholars saw women as custodians of the family and responsible for the well-being of children, inculcating in them the cultural values and heritage of the Indian civilization. As they saw if women were to perform these roles efficiently and effectively, the they must be ensured a position of some dignity within the family. Very few of the reformers thought in terms of women’s rights to participate in social functions outside the family frame work.

The most significant aspect of Gandhiji’s ideas is the remarkable similarity between them and the demands now voiced by the women’s liberation movement all over the world: equality in the family and the society, the right to one's own body, the openings of wider opportunities for self development and a refusal to be regarded merely as sex symbols. Women have always played a definite role in the history of mankind. It is said that education begins in the mother's womb.

The growth and development of the child in the family always depends on the mother and if the mother is educated then it has the lasting effect on the members of the family. During recent years the world witnessed a greater involvement of women in politics and the world affairs. So much so that many countries including India had women Prime Ministers and some other prominent leaders who have made history of their period. No doubt India has got its women luminaries in various fields, including a Prime Minister, social workers and freedom fighters.

Through one finds a few cases of women assuming high position of responsibility, they seem to be exceptions rather than generality. By and large, one finds an upward trend in women assuming the intermediary position and in various professions under-represented in leadership. In fact women seem to remain locked in lower level and lower paid professions. Jawahar Lal Nehru accepted equal political, economic and legal rights of women. Nehru held that without economic freedom, other aspects of equality would prove superficial. Women must, therefore, be trained to participate in every department of human activity; and play an active part in all professions and spheres. For this purpose, they must fight social evils like purdah, untouchability, and laws and customs that have crushed them. But above all, they must participate in the struggle against the root cause of evils, which lay not
only in customs, but also in their political and economic subjugation. The women's movement would suffer if it remained isolated from the general political and economical struggle for liberation in the country.

Women's Role in Society

When women have an appreciation of their own value and are able to throw off their inhibitions of fear and dependence their contribution to society is felt in a number of ways. Firstly, there is a significant impact on children and subsequently the future of our world. The first educators in a natural and holistic way, are women. They influence the young in a way which shapes their lives and the world at large. For a better society young girls and boys must be treated with equality and allowed to develop in a natural way. Brought up in this way- the boys and girls must treat each other with respect. Secondly, there is growing tendency in education for women to take responsible roles within the educational system. It means that curricula will be made balanced and girls will also be encouraged to develop their capabilities to the fullest potential instead of taking education only upto a certain basic level.

Thirdly, there is significant effect on social atmosphere. Once a woman becomes aware of her potential and capacity-she can effectively fight against the vulgarity and obscenity and is being shown on the big silver screen and the small idiot-box i.e., television. The media has become a major educator and the portrayal of women in all forms of media is, generally speaking, extremely negative. Women must themselves exercise a force to change their portrayal image and, therefore, gradually influence society.

Problems faced by Indian Women

Formal organization for Games and Sports: In India, women and girls have long been deprived of participation in games and sports by direct or indirect social inhibition. The earlier social handicaps were purdah, early marriage, inferiority complex, inconvenient dress, jewellery, parental attitude, and the idea that physical cultural and games unsex the girls and make them into "Tom Boys". In India the sporting world is still men's world. Women constitute almost 50 per cent of the total population but in no way equal the male athletes in number, inspite of the facilities.
available, being equal or every one either male or female. Indian women were not seriously interested in sport until the early 1900's, club life, which was introduced into India by the British.

These clubs encouraged women of the leisured, official class to indulge in a little lady like exercise to kill their long hours of leisure but the average Indian women remained unaffected by this mild form of sporting activity. However, this much can be said to the credit of club life that it did stimulate sufficient interest in sport on the part of mothers to make them agree to let their daughters participate in games and physical exercise when these were introduced as part of the curriculum in modern, progressive schools. Besides, parents noticed that the health of their daughters as well as their qualities of leadership and poise increased as a result of their sports participation. No longer was sport considered immodest or an outdoor life had for the complexion.

Because of this traditional association of Indian women with folk and classical dancing and also because of the nucleus of sporting activity provided by club life, a certain amount of seriousness inevitably crept into women's sports. It first became noticeable in the early 1930's. Already, women pioneers had started blazing a trail. Raj Kumari Amrit Kaur, Health Minister India's first set an example for north Indian women by taking to competitive tennis. In Western India, a brave woman, who had already poached into men's preserves and established renown as a Sanskrit scholar, also started winning tournaments. Pandit Kshama Row, who had started serious tennis in the 1920's, set the same example in Western India as the Rajkumari did in the North.

Rajkumari Coaching Scheme

This was an all-India drive to discover sporting talent all over the country and to train young people with the assistance of distinguished international and national experts. It was significant that this scheme accorded as much attention to women as it did to men. The Constitution of India concedes full equality between the sexes. Sides by side with this, social legislation has ensured woman various marriage and private life. That this equal status also applies to sporting activities was evident from the fact that the National Plan of Physical Education and Recreation, evolved by
India's Minister of Education, devotes as much method and planning to physical education and recreation in educational institutions for girls as in those for boys. This is a scheme which applies to college physical education and recreation as well.

Indeed, Indian women have reached a stage where they were participating regularly in national and international sports meets and were gaining valuable experience. While more popular games and such as hockey, basketball, tennis, swimming, table-tennis, badminton athletics and volleyball were attracting steady adherents, Indian women had also shown that they were not averse to the unusual: a women's soccer team toured India, playing exhibition matches. Besides, one of the most popular methods of raising money for deserving charities was to field a team of Indian film actresses in light-hearted cricket matches a method that never failed. India also had a few women rifle champions. "Sabita Chatterji, and Geeta Roy of Bengal were well known in shooting circles. In this sphere, India had gradually started sending women contestant's abroad, and the valuable experience this gained in international contests, was sure to attract more woman to this most fearfully guarded of male preserves. On a more serious plane, India could boast of that most unique of female rarities - a woman commercial pilot.

**Barriers in the Way of Women**

There are many physical reasons why, at present, most women are unable to compete on equal terms against men. It must be remembered, however, that the best women in some sports can same sporting advantages as men, their performances increase considerably. It may be that social pressures are more important than physical limitations in determining a women's sporting success. People learn the values, attitudes and expected behaviour of the society in which they live. Although it is a lifelong process the child's early experiences are very important. In our society there have been different expectations of boys and girls from an early age. Boys have been taught sports skills and encouraged to be competitive. In contrast girls have often been encouraged to learn the skills of housekeeping and to accept a passive role. In the secondary school, the games dominated physical education programme has appealed to boys. The majority have found the subject attractive, an opportunity to show off their developing masculinity. This has not been so for girls,
many of whom have rejected the games approach and with it physical recreation in general. In recent years the development of many non-competitive, movement based activities for girls has increased participation and interest. In the past there was a dilemma for girls. They did not believe that they could be sexually attractive and sportswomen at the same time. This view was reinforced by society in general. It is now wonder that many girls avoided physical activity of all kinds.

Today attitudes in society are changing. Women now feel free to take part in sport of all kinds without their femininity being threatened.

Removing the Barriers

The Southern Council for Sport and Recreation has produced its own plan for encouraging more women into active physical recreation.

The Council found a number of barriers:

**Tradition and Perception**
- Traditionally sports have been male dominated.
- Social conditioning and sexual stereotyping have been the main factors which prevent women's participation in sport.
- Image and identity of sports have worked against greater involvement by women.
- Sport, in particular competition, is linked with muscularity. Caring role in Society.
- 'A woman's place is in the home.'
- Women should care for husband, children and ageing relatives.
- Working at home is not paid employment, therefore women can feel that they are not entitled to their own leisure time.
- When finance resources are scarce women's sport tends to get a low priority for the family expenditure.

**Transport and Access**
- In the majority of cases the man uses the car in connection with his employment.
- Access to facilities via public transport is critical.
- Links between the facility and the public transport are also important - Unit passages, dark subways.
Problems of the Modern Economy Facing Physical Education

The change from the primitive to modern industrial life has posed many problems in the field of physical education. Many of these affect development of child and youth and the way he leads his life. Certain principles of physical education arise out of these economic conditions. The programs for physical development have squarely to look to all dimensions of the problem which is becoming more and more complex. These programs are to cater for not only youth but children, housewives, working men and women, old people, handicapped and all classes of society. Attention has to be paid to urbanization of society, immigration mechanization of labour, mass production methods, transportation, safety leisure and amusement. Physical education has become a complex problem and requires all attention.

The Economy of Modern Industrial Life

Man began to fight against nature and the foundation of civilization was laid. The first civilization was the Egyptian civilization dating back to about 600 B.C. when wheel for drawing load was invented. Then came the primitive form of printing methods and so on life veered around agriculture. The life was rural most of population lived in villages. Cities were only a few which were inhabited by ruling classes, traders, horses, or carriage and method of communication was rude and time consuming. With the advent of Industrial revolution which start in Britain, life began to change rapidly. Man changed from hand to machine work and from man power to steam power. Life shifted from agriculture or home to factory children, women and man were in great demand. There was division of labour. People shifted in large number to these industrial towns. Demands in creased trade flourished and cities grew. It created a number of problems. Life became more active and the problem of governance grew. The cities increased the problems of human existence. People concentrated in small areas and the problems which were simple became complex. To meet these requirements, complex government machinery had to be set-up. Municipal committees municipal corporation, health, organizations etc. were set up to look after the sanitation, health, education, safety, recreation and welfare of the
citizens. It is not necessary that all these organisations could very well meet the requirement of the government.

The modern life has particularly added to the problem of safety. The two-wheelers, the three-wheelers, taxies, trucks and buses moving twenty four hours at high speed with scant regard to rules and regulations to reach their destination with the least possible delay. And that too on a road not wide enough and not properly built. A large number of accidents and deaths are reported each day. It calls for a radical change as rebuilding of cities. Fire hazards have increased tremendously and their are other risks due to electricity and machinery.

**Modern Concept of Physical Education**

The modern concept of physical education does not refer physical education as military exercises or limited to physical counting exercises. The new concept of physical education is not at all concluding physical education as a drilling marching programme or enjoying only with some sort of mass displaying activities. Modern concept of physical education is well emphasized, understood and recognized in the existing society. Following are explained modern approach and trends in physical education.

**Philosophical Approach**

In the modern era physical education has been accepted as a wide philosophical approach, which is individual, as well as society centred. New every individual and society as a whole has understood the social values in physical education. It is no more misunderstood as limited to parade grounds or gymnasiums. Modern concept emphasized physical education as a influencing source of developing positive and progressive thinking in the society.

**Education Process**

Modern concept of physical education refers physical activities as an education approach. Physical activities present us many education values not limited to body development only. Physical education also involves education process as other general educational subjects. In modern era physical education is highly accepted, recognized and implemented in schools, colleges and universities.
Professional Approach

Earlier no specific profession courses were preferred in the field of physical education. A military or sports background was enough to engage in the profession. Modern concept of physical education provide specific professional approach through specified courses like B.P.Ed/B.E.E., M.P.Ed/M.P.E. and related diploma's courses.

Scientific Approach

Modern concept of physical education is much scientific in nature physical education is now more empowered with new subjects of sports medicine, sports Biomechanics, sports psychology etc. new approaches clearly indicates the importance of physical education in every walk of life for every individual.

New Trends and Methodology Adopted

Misconception of physical education, that it is limited to drills and exercises is completely rejected. New trends and methodologies like rhythmic exercises, musical coordination's, rehabilitation exercise; yoga therapy, modern equipments and much more are being adopted by society. Every day new and more authentic theories or exercises methodology is existing and making physical education more and more valuable for individuals and society.

The modern concept of physical education leading to progression and development in the society.

Importance and Need of Physical Education in School/College/Society

Following are mentioned the importance and need of physical education:

(i) Proper Growth and Development:

Proper growth and development of child depends mainly upon the surrounding atmosphere. Physical education provides opportunity to children's for their proper growth and development. Its very essential to develop habits which assist students to grow effectively. In other words physical education is very essential for 'All round development of an Individual.'

(a) Physical development - Playing activities makes the child's anatomical and physiological systems progressive.
(b) Mental development - Physical activities are also helping children's to become mentally sharp and smart. Mentally preparing children for the future is definitely shows the importance of the discipline.

(c) Socially acceptable - Playing situations teach children how to cooperate, adjust and manages in a group. This kind of development makes children more socialized.

(ii) Psychological Development

Psychological development includes emotional stability, aggressiveness, and arousal etc. aspects. Physical education in school age (teenagers) children's become psychologically confused many times. In order to have good development of psychological aspects physical education, which is said to be the best source for this, must be programmed properly and essentially in secondary schools.

(iii) Better Fitness Level

Physical Education involves various physical exercise programs for different age groups. Good fitness level sound mind lies in healthy body proves the importance of physical education in Secondary schools.

(iv) Healthy Environment

Grounds and fields are the basic requirements of physical education. The presence of other facilities, equipments motivate children to live happy and use the facilities for the betterment. Open air, safety, playing with classmates makes environment very healthy.

(v) Providing knowledge

Physical education is not limited to physical activities or mass drills. Apart from the knowledge of the field of Games and sports Physical education covers the valuable subjects like "Health Education", "Sports Medicine", "Sports Psychology" Sports management, body physiology for which is really contributing a lot in making a healthful society. These subjects assist in learning skills to preventing diseases.

(vi) Leadership Quality

Physical Education provides number of opportunities to every student to develop this quality. Playing the lead/up games or any game of general nature helps
in developing one or the other quality of leadership like confidence, cooperation, loyalty discipline etc. This assist the student to face challenges came in the future.

(vii) Interest of Student

Physical Education makes the education programs more interesting. Good learning only takes place if one is interested for it. The recreational games and leaders activities create interest in child to learn with interest.

(viii) Acceptable Attitude

Attitude plays important role in ones personality. Mainly attitude is more influence in the adolescence age of any individual. Physical activities and learning processes teaches one the appropriate attitude against climates opponents, teachers, and parents.

(ix) Total Personality

The physical development improvement of other behavioural aspects ultimately helps in producing good personality individuals. Psychological changes plays effective role in this. It is a also famous said that if you want to know ones personality, check first about the same individuals physical activities participation.

(x) Personal Habits

Using of leisure time, good sitting and walking style, balance diet etc. are habits which lead to better life style. Physical education motives students to be in good habits and productive for society.

Problems Exist while Organising Physical Education Programs in School and Colleges

Physical education is essential and regular part of school total educational curriculum. Physical activities are needed to assist students in achieving total personality. With the new concept of physical education, this discipline is new no more limited to games and sports only. The wide scope of physical education itself demands very specific concentration and effective planning. So that full advantages of it can be passed on to students. Unfortunately the field of physical education still undergoing some misconceptions and these invalid aspects are hindrances in proper. Organizational planning of application of physical education programs. The proper application of curriculum needs practical awareness of real situations. Any kind of
misunderstanding in analyzing effects and importance of any subject may result in ineffective curriculum set ups.

Therefore it is essential to highlight the problems existing while planning for regular physical education programs in any educational institutions. Valid placement of subjects in school curriculum of any subject can make educational process more effective and production. Below are given some common problems relative to the field of physical educational in Indian schools or almost every educational institution.

**This Subject Physical Education is being Misunderstood**

Physical education is misunderstood as games and drills only. The wide scope of physical education covers all aspects need for the development of an individual. Physical education is not limited to sports fields only, it analysis the mechanical body movements, aware about the health components and touches many more scientific aspects. Because of this misunderstanding the discipline of physical education do not getting appropriate placement in regular school curriculum systematically.

**Wastage of Time**

Commonly the subject of physical education is wrongly considered as wastage of time. It is a general though that the subjects like 'Math', 'Science', 'Social Studies' etc. develops the aspects like intelligence, confidence etc but not physical education. In reality physical education develops the wholesome personality of students more naturally. Therefore students are not preferred to waste their time in physical activities but to go for extra classes in other subjects. This is one of the main reasons that lead to improper organization of physical education programs in educational institutions.

**Wastage of Money**

Games and reports, and even other subjects comes under Physical Education like sport-Biomechanics, sport-Medicine, sport training etc. require some general and specific equipments apparatus and facilities like play fields etc. which demands money. In the same side these equipments and facilities require proper and regular maintenance also. Many organizers considering as draw back and therefore rarely
prefer this discipline. Even some parapets also thinking the physical activities as money demanding only. This misconception also results in improper organization of physical education programs.

Physical Education as Profession

Very few students really go for physical education with motive to take it as profession. It is again question of misconception that Physical education give very less opportunities to earn good amount with good social status. This makes the physical education as less demanding subject by students and this also make organizers to put less effort for the proper implementation in school curriculum. But in the true side physical education is an integral part of total education programme and the demand for physical teachers increasing highly. Other institutions like health clubs, rehabilitative exercises, sports and games etc. too are in good demand of physical teachers/instructors.

Indiscipline in Education Institutions

Practical situations in rounds are totally different-comparing to classroom situations. Fields while playing some valid voices, talks are obvious but many think this behaviour of students as indiscipline. Off course creating undemanding noise, disturbing others, showing any kind of misbehaviour must be tactfully handled by physical education teacher. Mainly is through that the students that create indiscipline or those students who misbehave have chosen physical education as subject. Therefore organizers also try not to introduce this subject. Proper and accurate planning is needed for productive placement of physical education in school curriculum.

Weak Students

Organizers mainly worried about weak students and with the thinking that weak students are only interested in games and sports, they give less attention on physical education programme as a whole. This leads in giving less time period for physical activities to students and facing the weak students for studies. Organizers must give full attention to both the aspects (physical as well as intellectual) for students and therefore must be given balanced schedule to students.
Haryana at a Glance

Haryana iconed as the cradle of India's age old civilization has a chequered history dating back to the vedic age.

Haryana is a small but progressive state spreading over an area of 44212 kms. It has four divisions, District (21), Sub-divisions (51), tehsils (71), Sub-tehsils (45), blocks (119), towns (106) and 6955 villages. Its populasion is 21144564 comprising 53.73% males and 46.27% females. The radio of rural urban population is 71.29% about 15.80 populations is in the age group of 0-6 years. The rate of literacy is 68.59% whereas it is 63.82 in rural areas and 79.89% in urban areas. 56.13% females are literate. The sex ratio is 867 where it is 820 in the 0-6 age group. However it is 617 among the literates. The density of population of the state is 478. First place in the population is district Faridabad. Haryana become a new state of India on Ist November, 1966 with Chandigarh as its capital. Hindi and English are the official language but 'Haryanavi' is most widely spoken. Ten Lok Sabha and Five Rajya Sabha members represent Haryana in the Indian parliament. Haryana is a small state in North India it has Uttar Pradesh on its eastern border, Punjab on its western border, Uttranchal, Himachal Pradesh and Shivalik hills on its northern border and Delhi, Rajasthan and Aravali hills on its southern border. 16th place of Haryana in population of India. 2% population of India live in Haryana.

Divisions of Haryana – Ambala, Rohtak, Hisar, Gurgaon

District Jhajjar (Division Rohtak)
Sub-Division - Jhajjar, Bahadurgarh
Tehsil - Beri, Bahadurgarh, Jhajjar
Sub-Tehsil - Matanhel
Block - Jhajjar, Bahadurgarh, Beri, Salanawas, Matanhel
Sex-Ratio - 1000/848 (11th position in Haryana)
Literacy - Male (83.26%), Female (59.88%)
Population - 880072 (Male – 476475, Female – 403597)

District Gurgaon (Division Gurgaon)
Sub-Division - Gurgaon
Tehsil - Patodi, Gurgaon, Sohana Tawaru
Sub-Tehsil - Faruk Nagar
Block - Faruk Nagar, Patodi, Sohana Tawaru, Gurgaon
Sex-Ratio - 1000/874 (9th position in Haryana)
Literacy - Male (77.11%), Female (78.29%)
Population - 1660289 (Male - 886451, Female - 773838)

(District Mewat (Division Gurgaon)
Sub-Division - Nuh, Firozpur, Jhirka
Tehsil - Patodi, Gurgaon, Sohana Tawaru

(Population in Gurgaon according to Census 2002)

District Faridabad (Division Gurgaon)
Sub-Division - Balabgarh
Tehsil - Faridabad, Balabgarh
Sex-Ratio - (19th position in Haryana)
Literacy - Male (82.49%), Female (56.80%)
Population - 2194586 (Male - 1193063, Female - 1001523)

(District Rewari (Division Rohtak)
Sub-Division - Rewari, Kosli
Tehsil - Kosli, Rewari, Bawal
Sub-Tehsil - Dharuhera
Block - Rewari, Jatusana, Bawal, Nahar, Khal
Sex-Ratio - 1000/901 (2nd position in Haryana)
Literacy - Male (89.04%), Female (61.25%)
Population - 765351 (Male - 403034, Female - 362317)

Religion of Haryana
Hindu - 88.2%
Muslim - 5.8%
Christ - 0.1%
Sikh - 5.5%
Jain - 0.3%
Education

Haryana has a network of educational institution while a primary school is available within a radius of one kilometer, middle, level education facilities are available with in a radius of 2.1 kilometer. There were 11031 primary schools, 1,918 middle schools, 3,023 high schools and 1301 senior secondary schools functioning during 2001-2002 in the state presently there are seven universities and 214 colleges with 161 college of general education and 53 institutions exclusively for women in the state.

Universities

- M.D.U., Rohtak
- K.U., Kurukshetra
- Guru Jambheshwar University, Hisar
- Ch. Devi Lal University, Sirsa
- Bhagat Phool Singh Women University, Khanpur Kalan
- Pt. B.D. Sharma University of Medical Sciences, Rohtak
- Chaudhary Charan Singh University (HAU), Hisar
- Murthal Technical University, Murthal

Popular Games in 5 Districts


Jhajjar: Kabaddi, Wrestling, Yoga, Handball, Football, Hockey, Athletics
Mrs. Sunil Dabas coach of Indian Kabaddi team won success in 2010 in Asian Games.

Gurgaon: Hockey, Cricket, Swimming, Judo, Archery, Mrs. Geeta Zutsi of district Gurgaon was the First female 'Arjuna Awardee' of Haryana state.

Mewat: Kho-Kho, Kabaddi (only as recreation)

Rewari: Volley-ball, Badminton, Table-tennis, Kho-kho, Kabaddi, Mrs. Santosh Yadav got success in winning over the Mount Everest belong to district Rewari. Miss. Meena 'Bhim-Awardee' from Rewari can't take admission in the Department of Physical Education and join the Haryana Police.
Haryana's main concern is to tackle the problem of illiteracy among its female population. There were safety hazards, congestion of people in small areas and labour problems. People who used to work out-doors and indulged in muscular effort are now working in-doors without any fresh air and without any work or exercise. Since the rate of illiteracy is higher among women in Haryana, there is a need to motivate them to enrolled in schools and colleges. Furthermore, the area of physical education is not much liked by the parents/guardians of girl students, there is an urgent need to know the reasons as well as attitude of such persons. By undertaking such studies, one can go into depth of the problem preventing the girls particularly the rural ones to go for physical education. A large amount of money is spent as an incentive for promotion of sports activities in rural and urban areas. Many scholarships and awards are provided to meritorious sports women. Moreover, the incentives and schemes sponsored by the state government can be identified and highlighted to the knowledge of students as well as their parents. Also they may be told about the prospective career in this area. After knowing the conservative views or reluctance on the part of the parents, they can be prescribing to understand the subject rationally where their wards can achieve significantly. Many investigations have been made in women's lesser participation in sports and games but the literature on physical education as a career of women is scarce. The present study will thus help to find out the general conditions pertaining to physical education, background factors for lesser preference towards this profession, attitude and perception of female students, parents peer, physical education teachers, lecturer and technical experts towards physical education profession at school, college and university level. Therefore, this topic is undertaken.

Statement of the Problem

"PHYSICAL EDUCATION AS A CAREER OF WOMEN : A SOCIO-DEMOGRAPHIC STUDY OF HARYANA"

Objectives of the Study

- To study the general conditions pertaining to physical education and sports prevailing in India in general and Haryana in particular.
- To study the social profile of the respondents to identify their preference
towards physical education from different strata of society.

- To undertake a study of rural and urban areas as well as the region of Mewat, the most backward in education.
- To identify the factors responsible for lesser preference of women toward physical education.
- To be specific, an attempt is to be made to examine the perception and attitude of women, parents, technical experts, physical educationists, and administrators on the issue of women participation in sports and physical education.
- To identify the attitude of Head of Institution/Principal and physical education teachers toward women physical education.
- To put forth a suggestive frame for the solution of the problem.

Hypotheses

- Women hesitate in choosing physical education and sports as a career.
- Women have negative perception and attitude towards physical education especially in the rural area like Mewat.
- There is some adverse impact of social and economic factors leading to the poor interest of rural women in sports activities.
- It is because of the burden of domestic chores that women hardly find any time for sports activities.
- Parents belonging to remote areas do not allow their wards to choose and participate physical education as a career.
- Attitude of the Head of Institutions as well as physical education teachers is favourable.
- Government policies towards physical education and sports are not very effective.

Limitation

While conducting the study the researcher would like to confine herself to areas and respondents selected in the study. Moreover being a female researcher the mobility would be restricted, restraints terms of time, money are also to be kept in mind.
Delimitations

- At the same time the study is delimited to the female non participant and participants students of M.D.U., Rohtak, college affiliated, high and higher secondary schools apart from middle schools of the areas.
- It will also take into consideration the peer group, physical education teachers, physical educationists and coaches in the sample.
- As many as 800 respondents will be studied in the work under reference.
- Study will be delimited to five districts of Haryana state i.e. Jhajjar, Rewari, Mewat, Gurgaon, and Faridabad.

Definition of Technical Terms Used

**Women**: "Woman is one sex category biologically opposite to male. Naturally, the girls studying in the college falls under female sex category.

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

**Sports**: An action system whose frame of references depend on the organic, social, culture and personality systems. The sports are in which an individual takes part i.e. athletics, boxing, gymnastics, wrestling, judo, swimming, yoga and weight-lifting.

**Participation**: To join in or share in an activity or event.

**Rural**: The structural pattern of rural life is predominantly agricultural. Rural life is entirely based on religious outlook and tradition.

**Urban**: The structural pattern of urban life which is dynamic and self adjusting with changing situations. Urban relations are formal and temporary.

**Study**: It is a branch of learning department of knowledge or study is an act of process of applying the mind in order to required knowledge.

**Career**: Which is opting by every one for better living.
Socio-Demographic: It is a branch of sociology that deals with the study of the characteristics of human population such as size, growth, density, distribution, gender and marital status.

Significance of the Study

- This study is very significant in identifying the factors responsible for low level trapping of women in physical education and sports.
- The study can be helpful in creating interest and positive attitude among the female students towards sports activities and physical education.
- It is to provide knowledge to women athletes that physical education and sports are beneficial for them because most of the women players belonging to lower middle class families and they can earn name and fame in choosing this profession as a career.
- This study can be helpful for physical education teachers, coaches, planners, organizers and administrators to create motivational factors for increasing women participation.

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