CHAPTER - I
INTRODUCTION
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1.1 Introduction:

The strength of a nation rests upon the health of its people and the future of health of people depends, to a large extent, on what is done to promote, improve and preserve the health, as health is a right. To be a good man is the first requisite to get success in life, and to be a nation of healthy citizens is the first condition of national prosperity. Health is man’s greatest wealth; he who has health must cherish it with care, lest he should lost it. Health is not merely the absence of disease, it is the positive quality of living body, of which fitness for one’s work and happiness are distinguishing marks. We are now coming to realize that health is extricably bound up with our minds, environment and ways of living. Health is basic to learning, to happiness, to success, to effective citizenship, and to worth while living. In ‘Aryurved Swastihya’ ‘health’ has been defined as a well balanced metabolism, a happy state of being, the senses and the mind. Swami Vivekananda has said, “a weak person who has weak body or weak mind can never be a master of strong soul.” Aristotle has also stated that a sound mind lives in a sound body. The concept of health has been very appropriately summed up by J.F. Williams, “Health is the quality of life that enable an individuals to live most and serve best.” (Sing, Ajmer et al, 2003, PP- 207-208). Again the accepted definition of world health organization, 1947 indicates, “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” Health can be achieved, maintained and improved by supplying the basic physical, mental, emotional and social needs in proper proportion. In fact, health is the key to education, success and good citizenship and a happy life. Now-a-days health and its
maintenance is being considered as a major social investment and it is being felt that health involves individual state and international responsibility (Rathee, B. Singh et al, 2005, P.1)

How does one attains good health, probably it is wrong to use that expression; because health is not a constant but a variable condition. So, one does not attain good health and remain healthy throughout the life unless one puts in an effort to stay healthy. What goes to make a person healthy and make him stay healthy is what physical education is all about. If healthy mind is the permanent resident in a healthy body, it can be asserted that societal health is determined by those people who are both physically and mentally sound. If India enjoys the dubious credit of being an impoverished country, it obviously means that there is something missing about its societal health. This, in turn, reflects the poor status of physical education and sports in this country. The importance of promoting physical education and sports in order to build a strong India can not be therefore underestimated.

Every human being has a right to get access to physical education and sports which are essential for the full development of personality. The freedom to develop physical, intellectual and moral powers through physical education and sports must be granted both within the educational system and in other aspect of society’s life. Everyone must have full opportunities with his natural tradition of sports for practicing physical fitness and attaining a level of achievement in sports which corresponds to his gifts. Special opportunities must be made available for young people including children of pre-school age, for the aged and the handicapped to develop their personalities through physical education and sports programme suited to their requirements. (Duabe, S.W. 1990, P.51)

Today’s education has undergone phenomenon changes and it should now be taken as unparallel development of the human mind and wisdom. Unlike education in the primitive society modern education is much more
advanced in context, methods and approach. It is now a dynamic and systematic endeavour where forethought has to be given to the proper planning of new curriculum and to the understanding of the nature, material and method so as to save the destinies of children. Modern thinkers in education, now-a-days emphasized that best individual is one who is physically fit, mentally sound and sharp, emotionally balanced and socially well adjusted. That is why today’s education is not merely a vast sea of mental acrobatics but also a physical activity that leads to all round perfection of an individual. Out of the myriads of new facts concerned with educational process the fact that learner needs a well-planned sports facilities and physical education programmes. Physical education programmes should be put into proper perspective and thoroughly studied for the welfare of the humanity at large. (Singh, Kr. Sinku, 2009, P.2)

It is beyond doubt that physical education holds a considerably significant place in our modern educational system. Now-a-days, education of a student is deemed incomplete without proper physical training because such a student has unifacet and unsound personality. That is the reason that special efforts are being made to develop and popularize the physical education along with other factors of education—teaching methods, aim of education, syllabus, text books and education etc. Physical activities are distinct, yet inseparable part of human nature and physical education programmes are organized in our schools with a view of nurturing and developing this basic human nature. Physical Education is rightly recognized as an integral part of education. The existence of man is primarily physical. The first lessons that a human child learns are lessons of physical activity. No education, so ever ideal and exalted in its objectives, is complete without emphasis on motor activities. The human body is a sacred gift of Nature. The growth, development and efficiency largely depends upon the quantity and quality of motor activities it performs. Compartmentalization of human personality into “body mind and spirit” is an over—simplication. The mind and spirit do not reveal—themselves
without body. The body, being an observable material cause of mind, is an instrument through which man performs all mandance duties joined upon him by nature and society. Sherrington remarked that “muscle is the cradle of recognizable mind which seems to have arisen in connection with the motor act where integration progressed and where motor behaviour progressively evolved, mind progressively evolved.” Adequate muscular activity is not merely a biological necessity; it is the basis of intelligent behaviour.” The primacy of physical education over all other kinds of education, formal or informal has to be recognized. At no point of time in the history of human civilization, did physical education receive so much attention as today.

Evolution of human life started with the movement. Human being has been very active and creative by nature and physical activity has been part of their life all along since evolution. For primitive man, search for food and shelter was the first activity. The first physical activity was also the first mode of communication; it was also a means of expression. As human being evolved culturally, emotionally and socially, physical activity was also evolved. As the society become more and more complex leading towards the modern age, physical activity came to be recognized as an organized and supervised form of education, as was termed as physical education. The importance of physical education and activity was recognized by Plato when he said, “Lack of activity destroys the good condition of every human being, while movement and methodical physical exercise save it and preserve it”. When human movement is combined with the universal drive of play, the combination forms one of the most powerful education media – the physical education.

The nineteenth century was an extra-ordinary period of development in terms of both ideas about sport and fitness, and physical education. Muscular activity and competition became not only acceptable but favourable. Moral development began to be tied to sport and fitness. The “ideal person” was
portrayed as fit, skilled and moral. Education began to change from a narrow academic view to a more child centered view in which playful activity was seen to be central to an appropriate education. Physical education was beginning to be seen as a necessary part of basic education. More people were participating and more people were taking the role of spectators. Participation during adulthood was considered to be an important recreational balance to the demands of the modern life.

The great historical influence on contemporary physical education was the progressive education movement of the early twentieth century, and physical education came to be considered a valuable school subject, integral to the education of children and youth. Progressive education was the first to recognize and to understand the vital role that physical play, activity might have in normal, healthy development. Another major influence was the growth of sport and its acceptance into the school and university curriculum. Sport participation was defined as having potentially strong educational values. Physical education has also changed, moving quickly from the strong emphasis on gymnastics and fitness to one that includes individual and team sports. Education through the physical was the dominant curricular philosophy for the twentieth century, and fourfold objectives of physical development—physical, motor, mental, and social development have dominated thinking in physical education.

During recent years, movement education has become the strongest alternative interpretation of physical education, adopting a different view of defining content and different teaching process for physical education. Human movement emphasized the ability to move as a means of expressing, exploring, developing and interpreting one’s own self and one’s relationship, to the world. Fitness trends have become very popular because of our society’s general concern with fitness and health as the modern cyber age has heaved upon us several health related problems which have focused the
attention on social development too. Modern physical education philosophies have greatly influenced both sport and physical education by emphasizing on self development, self growth and interpersonal relations. Adventures experienced during physical activities, involving risk and challenge, develop personal and social skills through various activities. Recent emergence of adapted and adequate physical education for persons with disabilities has resulted in mainstreaming of such persons in regular physical education classes.

Modern concept of physical education has given rise to a Global perspective and has become one of the most viable factors in cross culture integration. Sports has its own language and can provide a medium for international understanding and goodwill among nations. It has assumed great importance not only for self actualization at the national level but for social maturation and survival at the global level. In 21st Century, physical education is no more a physical training only, or simply body building, or merely indulging in play activities or mass drills, or pertaining to physical fitness alone. It has emerged as a multidimensional discipline.

The 'new' physical education emphasize education through the physical as philosophical basis for sports, fitness and physical education, a philosophy in which activity is believed to contribute to physical, mental, social and intellectual strength paving way for all-round, wholesome and harmonious development of an individual. (Sing Ajmer et al., 2003, Pp. 14-20)

Physical education as a major discipline is gaining influence through its popularity and recognition throughout the world in view of the contribution it makes to achieve the goals of education. It is considered a vital and integral part of the total education of an individual. Our society has entrusted the responsibility for perpetuating its cultural heritage and socializing its youths to educational institutions chartered for that purpose and
since physical education is the integral part of our educational system, it might serve students well to observe how physical education fits into the education pattern. (Sharma, Anil, 2007, P. 2)

The word physical, education is derived from two separate words, 'physical' and 'education'. The plain dictionary meaning of the word physical is 'relating to body', it may relate to one or all of the bodily characteristics. It may be physical strength, physical endurance, physical fitness, physical appearance or physical health. The word education means systemic instruction or training or preparation for life or for some particular task. A combined meaning of these two words would be that systematic instruction or training which relate to physical activities or programmes of activities, necessary for development and maintenance for human body, development of physical powers, or cultivation of physical skills.

Education is a doing phenomenon, one learns through doing. Education is not confined to classroom alone; it may take place on the play ground, in library or even at home. Such an education is conducive to the enrichment of an individual life. A well directed programme of physical education leads to healthful living, social efficacy and good physical health and worthy use of leisure time. In the modern context, the terms physical education has assumed much broader and more meaningful application to our daily life. Physical education is the education of man, 'in' and 'by' means of physical activity. It is education of physical through physical. Physical education is that education which starts with physical development and advances towards perfect development of human being, the ultimate result being vigorous and strong body, acquisition of sound health, mental alertness and social and emotional balance. Such an individual will be able to interpret new situations effectively, in more meaningful and purposeful manner and can be said to be a physically educated persons.
According to Harold M. Barrow, Physical education may be viewed as "an education of and thorough human movement where many of the educational objects are achieved by means of big muscles activities involving sports, games gymnastics, dance and exercises. By big muscle activity is meant those movements which involve the large muscles of the trunk upper torso, and leg as supposed to the muscles of the extremities. It frequently refers to gross motor skills". (Sing, Ajmer et al., 2003, P-14)

Physical education is the process by which changes in the individual are brought about through his movement experiences, and it is the sum of those experiences which cause to the individual through movements. Physical education is the sum of man's physical activities selected as to kind and conducted as to outcome. Generally physical education is misunderstood as many physical activities or many physical training or just drill. It is important to overcome this misconception of physical education. The newly born discipline of physical education should be put into proper perspective and thoroughly studied for the welfare of the humanity at large. (Singh, Kr. Sinku, 2009, P.9)

The history of human race reveals that there used to be arrangement for some kind of education or training for physical well-being of people in all societies of the world and that it was imparted either in an organized way or in a random manner. In ancient times, physical education was given in the form of hunting or training for warfare. Incidental physical education was given through games or sports and manual work. First of all, Greece felt the necessity of imparting proper physical education to its youth and so included it in their educational programme. In the process of systematizing general education, in the nineteenth century, in many countries of Europe, physical education was assigned a definite place in their schemes of education. The findings of the biologists and psychologists confirmed the necessity of
activating muscles of all parts of the human body for their natural growth and healthy all-round development.

Science has established the fact that the functioning efficiency of the body improves when it is used and regresses when it is not used. This means that all normal organs of the body perform more effectively and efficiently when they are given frequent opportunities to act. Conversely, when muscles, nerves, heart, lungs etc. are subjected to extended periods of very little activity, they lose tone and become flabby; and if forced into sudden action, render only a limited service. Human body is built to be active and thrives on activity and exercise. This realization has assigned physical education an imperative place in the scheme of education in almost all countries. Further need for physical education become more and more urgent as a result of the increasing use of machinery in industrially advanced countries resulting in lesser and lesser use of muscles of different parts of the body. Since then, demand for systematic physical education has been increasing day-by-day. (Sukhia, S., 1995, P.-338)

The education commission (1964-1966) points out: There has been a tendency in recent government schemes of physical education emphasize only the physical fitness value of physical education and ignore its educational value. The concept of physical education has been made broader, as it should contribute not only to physical fitness. But also to physical efficiency mental alertness and the development of certain qualities like perseverance, team spirit, leadership, obedience to rules, modernization in victory and balance in defeat. The commission was aware of the hard realities which one encounters while preparing programmes of physical education in schools and colleges, and therefore, it suggested that the programmes ‘should take into account not only what is useful but also what is possible in view of limitations of facilities, time and number of teachers’. It also emphasized the need for re-examining and re-designing the programmes of physical education in the light
of certain basic principles of child growth and development. (Aggarwal, J.C., 1995, P.-249)

National Policy of Education -1986 emphasized that sports and physical education are an integral part of the learning process and will be included in the evolution of performance. A nation-wide infrastructure of physical education, sports and games will be built into educational institution. The infrastructure will consist of play-fields, equipment, coaches and teachers educations as part of the schools improvement programme. Available open spaces in urban areas will be reserved for play grounds, if necessary by legislation. Efforts will be made to establish sports institutions and hostels where specialised attention will be give to sports activities and sports related studies along with normal education. Appropriate encouragement will be given to those talented in sports and games. Due stress will be laid on indigenous traditional games.

Sport and physical education play an important role at the individual, community, national and global levels. For the individual, sport enhances one’s personal abilities, general health and self knowledge. On the National level, sport and physical education contribute to economic and social growth, improve public health and bring different communities together. On the global level, if used consistently, sport and physical education have a long lasting positive impact on development, public health, peace and the environment.

Participation in sport and physical education provide an opportunity to experience social, moral inclusion for population for otherwise marginalized by social, cultural and religious barrier due to gender disability and other discriminations. Through sports and physical education, individuals can experience equality, freedom and a dignifying means for empowerment. The control over one’s body experienced while practicing sport is particularly
valuable for girls and women, for people with a disability for those living in conflict areas and for people recovering from truma.

The United Nations International Children’s Emergency Fund (UNICEF) is incorporating the power and potential of sport and recreation into its programmer in developing countries. Sport is one way for UNICEF to defend the right of every child to a healthy start in life, the right of every girl and boy to be educated and the right of every adolescent to have ample opportunity to develop into caring and involve citizens UNICEF views sport and recreation not only as a means to achieve the organization core objectives but also as bonafied goals that ensure every child’s right to play.

Sport and physical education teach essential values and life skills including self-confidence, team work, communication inclusion, discipline, respect and fair play. Sport and physical education also have psychological benefits, such as reducing, depression and improving concentration. Sport and physical education, play and recreation have a positive impact on child education. Physical education typically improves a child’s ability to learn, increase, concentration, attendance and overall achievement. Young people learn better when they are having fun and are being active. Within schools physical education is an integral component of quality education.

The skills and values learned through sport are essentially important for girls, given that they have fewer opportunities than boys for social interaction outside the home and beyond family networks. Regular physical activity and play are essential for physical, mental, psychological and social development. Sport also play a major positive role in one’s emotional health and allows to build valuable social connections often offering opportunities for play and self-expression. The important role of physical education is demonstrated by the fact that children who go through regular exercises are more likely to stay physically active as adults. Sport and physical activity are crucial for life-long healthy living. Sport and play improve health and well-
being, extend life expectancy and reduce the likelihood of several non-communicable diseases including heart disease.

Sport as a universal language, can be a powerful vehicle to promote peace, tolerance and understanding. Through its power to bring people together across boundaries, cultures and religions, it can promote tolerance and reconciliation. On a communication level, sport can be used as an effective delivery mechanism for education about peace, tolerance and respect for opponents, regardless of ethnic, cultural, religious or other, differences. Its inclusive nature make sport as a good tool to increase knowledge, understanding and awareness about peaceful co-existence.

Sports is a catalyst for economic development. Individually, each of the various sectors of the sports economy can create activity, jobs and wealth. When several are combined together into a single strategy, it is possible to achieve additional economic gains because of the synergies that result. The local economic potential of sport is further enhanced when supported by national ‘sport for all’ strategies. (International year of sport and physical education www.u.w.org/sport 2005, PP-7-9.)

Moreover physical fitness is of the utmost importance for everyone, young and old. Participation in games and sport invariably ensures good health, fitness, freedom, co-operation, obedience and self-independence. Besides, play helps the child in their development of intelligence also. In many of the games intelligence is very much essential such as playing of carom board, chess board etc. and in football also. Only physical force can’t work properly. It requires an intelligent brain. Thus while children are at play they can develop their mind also. Young people have surplus energy and if this is fruitfully utilized, the foundation are laid for a healthy society, where people are fully aware of the need for—discipline, co-operative effort, term-spirit, the cult of sportsmanship, of joint-devotion to the achievement of a common goal in collaboration with others. They also learn to cultivate the
vital quality of learning how to work together to become not only good winners, but also good losers. (www.unitefornight.org).

Today physical education is considered as an international discipline and its importance as fundamental human right has already been recognized by the United Nations, the world body. The international charter of physical education and sport, adopted on 21st Nov. 1978, by the United Nations Educational Scientific and Cultural Organization (UNESCO) clearly reflects the great importance attached by the international body to physical education and sport as an integral part of general education. The charter further stresses that promotion of physical education and sport should be treated as one of the Fundamental Human Rights by the National Govt. in all stages of education.

Sport is also one of the factors solidifying national integration and developing national character, which are the most urgent needs of the present day in Indian society. Top class international sports meets are considered to be the international ambassadors of peace. Thus, people all over the world are of the idea that the development of sport and games are very important in their countries. (Sharma, P.D., 2006, Pp. 2, 12)

Studies of many societies have proved that man from past age to the present has been concerned with education, care and development of the body. Physical education may not have been a formal part of life but it was imbibed in man, to sustain the process of existence or survival. Man has thoughts of the physical skills and fitness as a part of his life. Ancient man discovered this invaluable trait long ago and incorporated it in sports culture. ‘Gymnastics to the body, arithmetic to the mind and Music to the soul’ was the original concept of education which envisaged the excellent relationship between body, mind and soul.”

Sports has a dynamic relation with society. As society changes, so does sports. Sports has always reflected development in society and has been
indeed a mirror of society as it slowly passes from changes to change. The value of sport as a character builder depends entirely on the possibility of the transfer of the qualities so acquired. The value of sport diminishes in direct relation to the extent, that it becomes a means to an end. Too much emphasis on performances changes the character of sports from the game it should be to a feverish chase after record. In reality the nature of sport is to provide happiness and pleasure. The sport of today belongs to the persons of all ages. (Bucher, Charles A., 1972, Pp.532-533)

At the end, physical education is a necessity for health and well being of every student. As a unique and essential part of total education programme physical education can significantly enhance all aspects of development including Health, physical fitness, movement, knowledge, academic performance, good setting, self-esteem, stress management and social skills. Although many students participate in extra-curricular athletics and these programmer may meet the movement and exercise needs of the participants during their season of competition, such programmers do not accommodate all students. Therefore, the physical education is an integral part of a comprehensive education and must be included on a daily basis. (Shyamshad, Ahmed; P. 31). Again the importance of physical education is best understood by the definition of Mahatma Gandhi, the father of the nation has brought a revolution in education and spoke of education as an all round development of a child. He says, 'by education I mean an all round drawing out of the best in child and men-body, mind and spirit. This definition clearly indicates that our body can be developed by introducing various games and sports in the day to day life of the school activities. On the other hand soul can be developed by religious and moral education while in case of development of the mind by studying different subjects of importance. With this point of view, Mahatma Gandhi made his proposal to establish Basic Education System in India. But this idea was not adopted by our educationists of the Renaissance area. Any way we better know that physical activities are important aspect of our life.
Since time immemorial eminent personalities of the world have been speaking of physical activities to be cultured among the children. (NCERT; 1964, P. 63)

1.2 Historical background and concept of Physical Education in India (Pre-Independence)

The beliefs and experience of physical education today rest on the history of this field of endeavour. It is the source of physical education identity. Many of today’s activities have their fore-runners in history. For instances, the first Olympics date back to 776 B.C. in ancient Greece. Yoga and Karate, activities with much recent interest, date back to ancient oriental societies. Many more facts that will help the physical educators to understand the present better can be achieved by studying the past.

The physical history of India can be studied in the following three categories.

(1) Ancient period up to 1200 A. D. (2) Medieval period 1200 to 1825 A. D. and (3) Modern period 1825 A. D. onwards.

Ancient Period.

This period is also divided into the following categories.

1. Vedic Period: Much of the description about Aryans who migrated to India from Central Asia comes the Vedas. The Vedas are not only the religious books but they also contain references to the social, political and geographical life of the people of India.

Inhabitants of India, at this period, were very strong and sturdy. They generally loved pastoral and agricultural life. Cereals, pulses, vegetables and fruits had a very important place in their diet. Being strong physically, they were quarrelsome and belligerent. Archery, aiming, horse riding, chariot-
racing were their common sports. In fact, these sports were not meant for the sake of health only, they were devices of war as well.

Yoga seems to have originated in this period. “Pranayam” was considered as a sacred duty. Pranayam is a yogic exercise by which one balances the respiratory circle in such a way that there is complete “suppression” of the breath and it is through this that the old sages had the transcendental experience. Yogic Asanas (Bodily postures) were frequently practiced for the fortification of the body and purification of the 'soul. Some of the physical exercises were “Suryanamaskar” which helped keeping the healthy

2. Epic Age: The exploits of the Indians can be gathered from the Ramayana and Mahabharata were composed during this period. Both the epics reveal that this period was a period of great turmoil and wars. On the other hand, we also come to know that the system of education was quite elaborate. This system had apart from scriptural studies, physical education as one of the compulsory items. Archery, javelin throwing, sword-fighting; club-fighting, wrestling, horse riding, chariot racing and have been elaborately referred to in Ramayana and Mahabharata. The names of such warriors as Rama, Laxmana, Ravana, Meghnatha, Arjuna, Bhima, Krishna, Balrama, Karna, Bhishma, Drona etc. have become immortal for their valour and use of arms and armaments. There is no match to Arjuna in Archery, to Bhima in wrestling, to Ravana in Axe-wieldilig, to Krishna in disc throwing, Megbanath in flinging celestial weapons (Braham Astra) etc. in the entire history of the epics in the world. There were no separate physical education teachers but the knowledge in arms and armaments was given by the same teachers who were well-versed in scriptural studies too. There used to be Gurukula (Schools) where the pupils lived a celebrate life upto the age of 25 years and learnt all physical activities and engaged in mental pursuits.
Gambling, as a sport for pleasure, was very common and we know that the root cause of the great Mahabharta war was gambling. By the end of this period, many centres of learning came up. Taxila, Patliputra, Kanauj, Mithila etc. were a few of them. Many great teachers of repute are mentioned in this period. During this period many treatises were written on astronomy, astrology, philosophy, agriculture, music dance etc.

3. Historical Age (100 B.C.): The ancient religion (the Hindu Dharma) had the first jolt in this period. There was a great revolt against the existing social disparities, caste-system, rigid Brahmanical attitude and orthodox acceptance of the scriptural authority, Geographically India was divided into hundreds of very tiny states ruled over by kindly clans that frequently fought with each other. When Budhism and Jainism shot themselves into prominence there was general discontent against Hinduism among the masses and as such even many of the good principles of life were thrown away.

Both Jainism and Budhism emphasised the ways of peace and did not envisage any body-building activities for defence purposes. However, Magasthenes who visited India during Chandragupta Maurya’s period has referred to a very elaborate system of physical and weapon-training for the army. For sport purposes, wrestling, running, jumping, javelin throwing, chariot and horse-riding etc. were very common those days. Ashoka had a very strong army. This shows that war training was both intensive and extensive

4. Nalanda Period: Nalanda was a great seat of learning where more than 6000 students, not only from various parts of the country, but also from foreign lands, uses to study. Along with religious, scriptural and philosophical discourses, physical education was taught to the students for keeping good health. Pranayam and Suryanamaskar were done every day without exception.
all the year round. The life of the students used to be very hard during this period. Walking, some considered to be a tonic for health.

5. **Rajput period:** There was revival of the Hinduism during this period. The period may be known as the age of chivalry. The Rajputs were very proud and were divided into hundreds of clans. They did not believe in a central author and were often at daggers drawn with each other. However they remained in their full bloom up to 13th century.

The Rajputs call themselves as the pure Kshatriya or the warriors and hence their profession by birth is fighting. That's why during their hay-day they had contemplated a wonderful system of physical cum military training. Form the very early age, Rajput children—even girls—were taught how to embrace death in the wake of danger to one's honour. Jauhar (Plunging into the fire) was an unsurpassable dare devil act on the part of the Rajput-women. This act speaks of their qualities of heart. The Rajput children were also taught how to chop off the head of a cattle with one single stroke. In the wake of success, it was thought to be a good omen. Horse-riding, javelin throwing, archery, wrestling, hunting, mace-riding etc. were very popular activities. Girls were taught how to ride a horse without saddle.

Dance and music have always been part and parcel of the Rajput life. The religious fairs are good examples of this activity. 'Chess (Shatranj) has been known to the Rajput since the very early-days of their rise as a power.

**Medieval Period:**

During this period the Hindus and Muslim tried to get supremacy over the other. In whatever from physical existed during the period it is for the purpose of preparing the individual for war. Many of the traditional activities like Yoga were taught. Hunting seems to be very popular sports of this period. Other games and sports are as follows:
Wrestling: This was patronized by the government. Many wrestlers of repute are mentioned in the Moghul period. There were Akharas run by teacher-wrestlers.

Chaogan: It was another popular sport of this period. Qutubud-din Aibak seems to have died while playing this game.

Boxing: Boxing was popularised by Govt. The Good Boxers were brought from ran.

Pigeon flying Competition: Through them the messages were sent from one place to another. Emperor Akbar had 2000 pigeons, carrying the love letters.

Swimming: Swimming was very popular sport of that period. It was compulsory for military training. Babar himself was a very good swimmer.

Hunting: Hunting was an extremely popular sport of this -time. Even there was a full-fledged department in the govt. for this purpose.

Animal Fighting: During Muslim period Animal fighting was very popular. In the evening the animals were taken to open places and fighting competitions were organised. Elephant fighting, cock fighting and fighting of other animals was organised during the period.

Chess: This sport came into being in the western India. The Kings also patronised this sport. During eighteenth century it got spread to China via Kashmir. During Jahangir's time it was a very popular sport of the people.

Modern Period:

This period is divided into pre and post Independence. Pre-Independence is known as British period. It is as follows:
At the beginning the physical education was not a part and, parcel of the educational curriculum. No doubt, the English are the sport loving people and pioneers in education, but while in India, as rulers, they also never paid any attention to the inclusion, of physical education in the schools and colleges of India.

In 1833, Government of India (at the centre) shouldered the responsibility of education and in 1870 the subject of education was made a state of subject. For the first time it was the Indian education Commission in 1882 that recommended Physical training be promoted in the interest of the youth by the encouragement of native games.

Private organizations for physical education like gymnasium, vyayam shalas, Akhadas and Kreeda Mandal contributed appreciably to the spread of traditional interest in developmental and conditioning activities like dandas, baithaks, yogic exercises, folk dances, wrestling, kho-kho and atyapatya.

Whatever the programme of physical education existed in pre-independence period, it was carried on by the ex-service men. Therefore the training was military-oriented. The outstanding development of scientific physical education in India goes to Y. M. C. A. college of physical education, Madras in 1920. The credit goes to Mr. H. C. Buck. Since its inception this college has been working tirelessly and self-lesley to promote and systematise physical education in India. In 1931 the Government College of physical education Lucknow was established. In 1938 came into existence another training institute in Kandivaly in Bombay. It was in the years 1914 that the Vaidya Brothers established the Hanuman Vyayam Prasark Mandal in Amravati. (Kumar, Amresh, 2007, Pp. 23-51)

Post-Independence:

Govt. of India has been setting many commissions in connection with the promotion of physical education and sports as is evident from Kothari
Commission, Kunzuroo commission etc. Accordingly established L.N.C.P.E., Gwalior for the promotion of Physical education and N.I.S. Patiala for the promotion of competitive sports. Later on the Central Govt. sponsored schemes like National Discipline schemes, National Fitness Corps, National physical efficiency Drive/National physical Fitness Programme etc. also came in to being and vanished away in the thin air.

Immediately after 1982 Asian Games held in Delhi, Govt. Of India launched Sports Authority of India amalgamating Physical Education College, Gwalior and sports Institute Patiala with the very ambitious plan of producing better physical educationists and coaches. Sports Authority of India introduced 17 different schemes in the process for the promotion of sports. L.N.C.P.E, Gwalior, L.N.C.P.E, Trivendram, NSNIS Patiala got reduced to schemes, the purpose for which these institutions were established was forgotten totally. Main concentration was focused on few elite sportspersons with the aim of bringing medals in the Olympic Games, Asian Games and other such International Competitions. All conceived and poorly implemented schemes have resulted in a chaos. Whatever was being achieved prior to 1982 has also gone away. Galib's couplet is most appropriate for the present scenario of sports Authority of India had been winning a good number gold, silver and bronze medals from 1951 to 1982 and enjoying the respectable place in the overall championship in the Asian Games. Our only Olympic hope hockey is no where at the word scene. Similarly, boxing, Wt. Lifting, Cycling, Foot ball, Volley ball and number of other games and sports Indian sports persons have been achieving respectable positions at Asian Games level have reads the rock bottom.

Scenario in the field of education is equally gloomy. There are hundreds of private institutions run by influence politicians, businessman which can be described as mushroom shops producing, poorly trained, physical educationists with exception of a few reputed institutions like
L.N.I.P.E Gwalior L.N.C.P.E, Trivendam, Punjab Govt. College of physical education and a few department of education in the University like Punjab University, Chandigarh, Guru Nanak Dev University, Amritsar. For a population of hundred crores Indian, we need lacs of well trained knowledgeable physical educational personnel to look after the physical programmes at various levels especially in the educational institutions.

It is heartening to note that and new national policy for physical education and sports was under consideration of Ministry of Youth Affairs and sports under the dynamic leadership of Union Ministers of Sports. All the professionals physical educationist and sports promoters are waiting with their fingers cross for announcement of new national sports and physical education policy for the country. (Singh, Ajmer et al, 2003, P.-37)

1.3 Implication of Play theories in promoting physical education:

Play is an innate activity of all human beings. It has been present in him since the beginning of the universe. It is his natural desire and tendency to play. It is also observed in the cases of the animals, Play has an important impact on the development of the children. But the parents and teachers think that play has no value for the children or the students and for this they do not allow them the play. Now the modern concept of play has changed their concept and have compelled them to motivate their children to play.

1.3.1 The Surplus energy theory:

The propounder of this theory is Herbert Spencer. This theory believed that it is the result of surplus energy because they do not have more of serious work of life. The energy stored over after work activity is collected. When the stored up energy reaches the first stage, children want to express it. Play is the best means and outlet for this purpose. Through it they let off the surplus energy and feel restful.
1.3.2 The Anticipatory theory of play:

The propounder of this theory was Karl Groos. This theory believed that play is nature's way of preparing an individual for his adult life in the future world. Play is a self-initiated means for getting training for life, a child through his various play activities foresees his future life and prepares himself for it. Children building a house with the help of small sticks and threads, preparing a cart with the help of casket, boys playing the role of a doctor, a captain or the role of a teacher or dhobi show their preparation for adult life is going on. From the observation of this facts of both animal and the human life, Karl Groos concluded that through the playful activities children rehearse for the serious business of their adult life.

1.3.3 The Recreative theory of play:

The propounder of the theory of play are Lord James and G. Patrick. They say that play is the source of recreation, it removes the tiredness of a child and refreshes him. They do not agree that play is either due to surplus energy or a future preparation; it is for recreation only.

1.3.4 The Recapitulatory theory of play:

Stanley Hall is the founder of this theory. According to him play is the reminiscence of the past experiences of human race. He says that a child does not make a rehearsal of the future but repeats the past and hence play is a reminiscence rather than an anticipation. Hunting, aiming, swimming, hide and seek, etc. all the activities are the reflections of the past. Man cannot leave the past, and it is through the medium of recapitulatory theory of play.

1.3.5 The Cathartic theory of play:

Cathartic theory is related to the surplus energy to some extent. Surplus energy theory indicates that play is a means for the outlet of the extra energy, but 'Cathartic theory indicated that play is a safety value for the primitive
discarded activities of man. It is a means of purging out something. Play purges out the primitive nature of man as his tendency of fighting, dashing, quarrelling etc. When we see an enactment of tragedy our pent-up emotions are relieved. As medicine purges the body, so does the tragedy purges the soul. It is a sort of projection; we project ourselves into the heart of the superior man and go through the emotional conflict with them. (Kumar R., 1993, P-10)

1.4 Games and sports and personality development:

Physical education endeavours to effect and modify positively the development of personality through the medium physical activities. Personality is all that a person is having within himself. It is the all total of the impressions that an individual leaves in the minds of the others. It includes his physical, emotional, social, mental and spiritual make-up. It is a matter of regret that till today there exists no accepted definition of personality. The reason of such fate is the various concepts it is included.

Allport defines, “personality is the dynamic organization within the individual of those psycho-physical systems that determines his unique adjustment of his environment.” (Chouhan, S.S., 1978, P-319) Therefore, the human personality is basic to the socialising process and is always dynamic because society which nurtures it is dynamic. As socialization proceed, the personality is shaped. While personality is partially a product of biologic heredity, it is most of all a product of the cultural heritage, Social behaviour and personality, while they are developed within the boundaries set by certain hereditary dispositions, are shaped and moulded by the forces of the environment, particularly the cultural forces heritage already waiting to engulf them into its many facets.

No child is ever born with a personality any more than one is born a social being. While that child is born with a biologic heritage already
programmed by genetic codes, culturally that child must start from scratch. While cultural heritage is already there and that child has little choice in the culture into which he/she is born, he/she has to learn all the behaviour which will enable him/her to live in and adjust to society and to become a functioning member of it. Therefore the key to personality development and individuality is socialization where biology and culture merge. The impact of that socialization on individuals leads to the internalisation of cultural norms with special reference to social values since personality is made up of values. Therefore the forces of cultural environment shape and modify human personality but this can be done only within ranges set by biologic heredity.

If personality is shaped and moulded by culture and society entrusts educational systems with the responsibility of transmitting its social heritage to the young, it is vitally important that the schools accept this mode in development of the personality and individualism. The overall aim of education in the socialization scheme should be to teach the ways of society so that each individual might become a participating member of it. Schools should teach not only those standards and requirements of society which experience has shown to be valid, but also explain why they are valid and should be accepted.

Physical education has long been considered to be one of the aspects of education where personality can be influenced. Activities and other educational programmes assist in needed behaviour changes in an individual. Physical education not only improves fitness aspects of personality but also works for the development of social qualities. It is rich in opportunities for the functioning of many social processes such as role playing, interaction, leadership, accommodation, and boundaries. It is the responsibility of the physical educator to stress through socialization processes those values and attitudes in physical education which come within its province. This is the primary reason sports, exercise, and dance are in the schools should be given
priority and these goals should take precedence over any economic, or entertainment objectives. Physical education touches all the three dimension of personality-body, mind and spirit, and its both aspects, personal and social. It is the source of development of good physique, mental alertness, team spirit, moral strength, etc. Thus physical activities help individual to improve his behaviour socially acceptable and thus objectives of creating good social being can be easily achieved through participation in games and other physical activities.

1.5 Historical and Geographical perspective of the study area:

The district of Darrang is situated in the Brahamputra valley extending from $26^09'N$ to $26^030'N$ latitude and $91^045'E$ to $92^022'E$ longitude in the state of Assam, India. It is surrounded by Udalguri district on the north, Sonitpur district on the east, Morigaon and Kamrup district on the South and Kamrup district on the West. It has no international boundary and state boundary. It has only district boundaries with Sonitpur, Morigaon, and Kamrup district of Assam. The geographical area of the district is $1850,58 \text{ km}^2$ with a population of 759858 (2001 census) and 908090 (2011, census)

The district has only one administrative sub-division, namely Mangaldai. The district lies in the southern part of the undivided Darrang district. The tributaries of the district origin in the Himalayas, are passing across the Udalguri district. To the south, the district extends to the southern bank of Barhamputra. The newly form district of Udalguri under the Boroland Territorial Council, comprising some area of the district of Darrang and some villages of the district of Sonitpur with the villages where 40 per cent of Bodo people are residing.

The district has altogether 18 mouzas, 5 Police Station, 5 police outpost, 4 revenue circle 4 developmental blocks.
1.5.1 Physiographic Frame:

Physiographically, the district of Darrang is a part of the Brahmaputra River Valley. It lies between the Himalayas on the north and the southern bank of the Brahmaputra on the south (the river Brahmaputra is included within the district). It consists of the alluvial deposits brought down by the Brahmaputra river and its tributaries coming down from the Himalayas through the geological ages of time. The detritus brought by the river and the tributaries ranges from big boulders to silt and clay. The sedimentation is believed to have taken place in the Indo-Burma trough of Post -Tertiary formation and filled up with the Pleistocene alluvium. Although natural phenomena are far from explaining everything, yet slope, soil, climate and hydrographic conditions have very important effects and are responsible in general for the order of human phenomena.

In general, the configuration of the region is that of a large open and stretched plain but a general slope appears towards the south. The south western corner is occupied by some low hills of maximum height upto 200m only above mean sea level. In the northern boundary too, low hills of the foothill areas of Bhutan and Arunachal pradesh emerge out in some parts of the district. Five mouzas stretching towards the foothills are Sekhar, Harisinga, Ambagaon, Udalguri and Orang. Slopes of the land near the foothills are very steep. The average height of the land in the marginal areas of the district is about 300m. Slopes sharply fall in the northern part of these mouzas. Besides these, all other areas have average elevation of 75m. Although it is a plain area, local differences in elevation are found in several mouzas. Among the mouzas, Orang, Pub- Dalgaon, Pachim-Dalgaon, Pachim Sialmari and Samabari have more higher grounds, while Sipajhar, Lokrai; Hindughopa and Rangamati have low grounds easily prone to floods.

The district may be divided into four natural and structural physiographic divisions:
(1) The active flood plain and char lands, (2) the marshy and lowlying area with low hills, (3) the middle plain of the built-up region and (4) the northern foothill region. The middle plain of the built-up region is again subdivided into (a) High plain, (b) Low plain and (c) Foothill region with (i) Bhabar and (ii) Tar zones.

1.5.2 Climatic Pattern:

Like in other parts of Assam, the climate of the district is characteristically monsoonal with a rhythm of changing seasons. The changes occur with respect to the climatic elements which effectively control the whole agricultural setting and the arrangement of the crop seasons.

The monsoon climate of the district is characterised by the two air currents-(i) the north-east monsoon which blows in winter from north-east and (ii) south-west monsoon which blows from south-west in summer to this area. The winter monsoon, being continental in origin, is mostly dry, while the summer monsoon being oceanic in origin is moisture-laden. The winter rains are always much lesser-than the summer monsoon rains.

The most decisive factor for the agricultural operation in the region is the summer monsoon rainfall which determines the water supply round the year.

The cropping seasons-kharif and rabi-are closely related to the summer and the winter monsoon seasons, particularly to the rainfall which has a great impact on the agricultural operation of the area.

The comparatively dry period of the year, November to May, is divided into the cold season and the hot and dry season. The former is the season of rabi crops while the latter being completely dry does not allow cultivation except of a few insignificant crops.
The wet summer comprises the remaining months of the year, i.e. from June to September, which correspond with the kharif season. The climate of the district like other counterparts of Assam may be classified as 'cwa' or humid mesothermal Brahmaputra valley type.

1.5.3 Natural Vegetation (Flora):

The vegetal cover of the earth surface has close relation with the productivity of soil and the overall natural environmental conditions of human habitation. The ecological setting, which has indirect control over agricultural activities and work efficiency of man is greatly dependent on the natural vegetation of a region.

The forest as a whole is divided into three categories, namely (1) Darrang Forest Division, Mangaldai, (2) Mangaldai wild life Division and (3) Darrang Social Forest Division.

Under Darrang Forest Division there are six reserved forest which are as follows --

<table>
<thead>
<tr>
<th>Area (Hect.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Bhairabkunda      = 2440.75</td>
</tr>
<tr>
<td>(b) Khalingduar       = 7033.00</td>
</tr>
<tr>
<td>(c) Khalihoi          = 600.00</td>
</tr>
<tr>
<td>(d) Rowta             = 7742.00</td>
</tr>
<tr>
<td>(e) Baman             = 49.00</td>
</tr>
<tr>
<td>(f) Kuma              = 155.00</td>
</tr>
</tbody>
</table>

----------------------------------
Total = 180,19.75
Besides these, the division has proposed for reservation of another five forests namely

<table>
<thead>
<tr>
<th>Forest Name</th>
<th>Area (Hect.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Ganesh Hill</td>
<td>50.00</td>
</tr>
<tr>
<td>(2) Chaulkhowa</td>
<td>1058.40</td>
</tr>
<tr>
<td>(3) TeteliguriHill</td>
<td>33.60</td>
</tr>
<tr>
<td>(4) NewleeHill</td>
<td>568.00</td>
</tr>
<tr>
<td>(5) Kundarbil</td>
<td>992.00</td>
</tr>
</tbody>
</table>

Total = 2702.00

But the proposal was not yet finalised.

There are unclassed forests which are simply government wasteland which do not necessarily possess any characteristics associated with the expression 'forest'. It may be a sandy char, or a land covered with high grasses and reeds or a small piece of arable land.

**Forest Types:**

The main forest belt is situated in the sub-montane track at the foots of the Bhutan, Aka and Daftla Hills from Barnadi in the west to Panchnoi in the east. The Nanoi and Rowta forests are at the foothills while the Orang forest (Game sanctuary), Kalihih-Kurua are near the Brahmaputra river.

The forest of this district can be divided into five types:

1. Evergreen and semi evergreen forests
2. Mixed deciduous forests,
3. Riverine forests
4. Savannah forests
5. Bamboo and cane forests.

**Evergreen and semi evergreen forests:**

These forests flourish in alluvial soil having the capacity to retain much water. Heavy rainfall exceeding 254 cms a year is required for their
growth. Such forests are found in the Rowta and the Nanoi reserved forests. The main species found in these forests are: Sam (Artocarpur chaplasha), Gunserai (Cinnamomum glanduliferum), Titasapa (Michelia champaca), Makai (Shorea assamica), Nahar (Mesuaferrea), Khair (acacciacatechu), Ajhar (Lagestraemia reginee), Kathal (Artocarpus inegrifolia), Sonalu (Cassia fistula), Gomari (Gmelinaarborea), and Uriam (Bischoffia javanca) They are used for posts, planks, scantlings and sleepers.

**Mixed Deciduous Forests:**

This type of forest is found in the Bhairabkunda and Rowta reserved forests. Important species of this type of forest are Bhola (Moms laevigata wall) Bhelu (Tetrameles mudfloraR.Br.), Udal (Sterculia villosa Roxb), Khoir (Bridelia ... Sprang), Outenga (Dillenia Indica L.), Simul (Bombax malabaricum DC), Korai (Albizzia pro cera Benth), Jia (Lannea grandis A Rich), Poma, Gomari, Kohir, etc.

**Riverine Forests:**

This type of forest is found along the bank of the rivers on the alluvial soil throughout the district. The important species of this type of forest are Koroi, Sisso, Khoir, Simul, Khakon, etc.

**Savannah Forests:**

This type of forests is found in the reserved forest of Orangand Rowta. Amluki, Simul and Udal are found scatterdly in the forests.

**Bamboo Forest:**

Jati and Kako bamboos are found all over the district.
Cane Forests:

Canes are found throughout the whole evergreen, semi evergreen and mixed deciduous forests. Cane of the Rowta forest has a unique place in cottage industries.

In spite of the government's prohibitory Acts and Rules for trespassing, felling, cutting, clearing and damaging the woods and forests lands, unauthorised cutting and deforestation have been going on unabated over the forest areas of the district. The government has also given settlement in the forest-lands to landless persons.

1.5.4 Animals and Birds (Fauna):

In the wild life division there are two game sanctuaries which are as (a) the Orang wild life Game Sanctuary and (b) the Barnadi wild life sanctuary.

(a) Orang game sanctuary is located at the region covering between the confluences of the Panchnoi and the Zia Dhansiri with the Brahmaputra and about 35 kms east of Mangaldai town. The total area of the sanctuary is 99.03 Km². Rhinoceros, elephants, tigers, monkeys, leopards, wild pigs, deer are the mammals of this forest. It has are valuable birds and fishes in the forest. There are as many as 26 old tanks and ruins of a Sivtemple in it. There exists mixed deciduous plants along with riverine and Savannah types.

(b) The Barnadi wild life sanctuary is located at the foothill region of Bhutan. It has evergreen and semi evergreen forests. Among the wild animals Pigmy hog is the unique in Assam. There is no pigmy hog (Nal-Gahari) outside this wild life in Assam. Other animals and birds are elephants, tiger, deer; Dhanesh and pea-cock etc.

The species of mammals common in the Darrang district are wild elephants, buffaloes, tigers, leopards, bison, bears, rhinoceros, wild pigs,
monkeys, hares and different kinds of deer. Elephants are common in the forests near the foothills. These animals inhabit in large waste lands of reed and grass jungles and occasionally do damage to the standing crops. Among the domesticated animals cows, buffaloes and goats are important. Almost all the peasants use oxen and buffaloes for drawing carts and ploughs.

Various species of birds, such as peacock, pelican, hombill, jungle owl, kind fisher, moina, wildgoose, wild duck, parrot, etc. are found in the forests of the district.

Crocodiles and tortoises are also seen in the rivers particularly in the Brahmaputra. All kinds of fish common in Assam, such as Rahu, Chital, Mirika, Ari, Gagal, Goroi, Sol, Pithia, Silgharia,etc. are found. In the streams near the foothills silgharia and trouts are found.

There are about 285.00 Km² area under reserved forests including the wild life sanctuary in Darrang district. Out of the total area 277 Km² will fall under the proposed Udalguri district in B.T.C. the remaining 8 km² will remain under Darrang district.

1.5.5 Education:

The district of Darrang is educationally backward. The literacy rate is 64.55 percent out of it 68.36 percent of male and 60.40 percent female (Census 2011). So far schools are concerned there are 70 High and Higher secondary schools (provincilised and government, 2009-10), provincialised Senior Madrassa-2, Recognized and Venture H.S. 2009-10)119.

1.5.6 Languages and Dialects:

According to the 2001 Census, the people of the Darrang District were divided into 79 groups on the basis of their mother tongues which included both languages and dialects. The persons who spoke Assamese constituted 69.52 per cent of the total population of the district. The second largest group
who spoke Bengali formed 11.61 per cent of the total population. People speaking Hindi constituted 4.47 per cent, Nepalee 1.96 per cent, Bodo and Kachari 1.29 per cent, Oriya 1.55 per cent and others 9.50 per cent. Thus it is seen that linguistically, the Assamese is the largest single group of people. This is because of the fact that the immigrant Muslim people whose mother tongue was originally Bengali, have adopted Assamese as their medium of instruction and they intend to call themselves Assamese so that they may be easily accepted by the indigenous Assamese society in its fold.

1.5.7 Religion:

The religious life of the people had been moulded mainly by three principal religions-Hinduism, Islam and Christianity. Hinduism is professed by 72.55 per cent, Islam by 23.91 per cent, Christianity by 3.01 per cent, Sikhism by 0.31 per cent, Buddhism by 0.15 per cent and Jainism by 0.07 per cent of the total population as per the 2011 Census. The people following Hinduism form the predominant religious group in the district.

1.5.8 Communication:

The communication of Darrang district is not bad. For easy communication the Highway 52 runs through the district in East-West. Besides, there are many roads connecting to the district villages from the highway. They are Mongoldoi Tangla Road; Mongoldoi Khairabary Road; Sipajhar Tangla Road and Mogoldoi Burha Road. These are the main roads. Besides there are many rural roads for easy communication length of N.H. is 70 km, State Highway 58 km, Major District Road 130.5 km and rural roads 355 km in 2009-2010.

1.5.9 Agriculture:

Agriculture is the chief occupation of the people and 75 percent of villagers of Darrang district engaged in this occupation (According to the
Survey of Rural Economic Conditions in Darrang District). The area of the government waste land was very large till the later part of the 19th century, but with waves of influx of immigrants a large chunk of the virgin soil has been upturned. At the same time large tracks of waste land have also been taken up for tea cultivation. The total area of fallow land constitutes approximately 6.4 percent of the total cadastral area.

1.5.10 Cottage Industries:

Important cottage industries that exist in the district namely weaving, sericulture, pottery, bamboo and cane works, brass and bell metal, gold or silver smithy and black-smithy has described as traditional industries. A reference may however, be made to the hand pounding of rice. It is commonly practiced in almost every household in the rural areas of the district. Every rural family has got a wooden instrument called Dhenki to husk paddy by pounding it with the foot. The rural population regards it as an essential part of their family requirements and about three-fourths of the entire husked rice of the rural areas are processed in the dhenki. The use of dhenki is gradually diminishing owing to the intrusion of huller mill in villages.

Carpentry in the rural areas is more or less a subsidiary occupation. Village carpenters do not specialise in any branch and generally do all types of works like furniture making, house building etc. Wooden 'agricultural implements like plough, harrow, yoke, shaft, etc, are the main items manufactured by the village carpenters. Cart wheels and boats are also made. Cart wheel are made by blacksmith. But it is gradually diminishing due to the extensive use of Thelas (A light two wheeled carriage used by man either pulling or pushing by hands).

Among other industries of the district mention may be made of rope making, fishing-net making, bee keeping, leather tanning, oil crushing etc. are practised by the individuals here and there in the district, in the sugarcane
producing areas gur making is also very common. Two School units, one of Dhekiajuli H.E. School and another of Tangla H.E. School are manufacturing hand-made paper pulp. In recent years, tailoring also appears to have made large inroads into interior areas of the district. Due to the increasing use of bicycles, the cheapest means of conveyance, number of cycle repairing shop are coming up both in the urban and rural areas of the district. They are mostly concentrated in urban and semi-urban areas.

1.5.11 Darrangi Culture:

The art and culture of Darrang district have a special place in the store house of the art and culture of Assam. Similarly the language, colloquial in nature has also a unique place.

The ‘art and culture’ of Darrang known as ‘Darrangia kala-Sanskriti’ had its origin during the reign of Koch dynasty. Under Darrangia Rajas patronisation this new genre emerged its head and grew fast. They are also responsible for the growth and development of not only literature and literary works but also the creation of some, with growth and development of varieties of cultures and art. (Nath, L. 2005)

1.6 Statement of the Problem:

Physical well-being is not only a highly desirable quality but is essential for effective living throughout life. A healthy person's physical fitness is marked by a high degree of efficiency with which he is able to perform his daily tasks. Further, it implies that he has ability to function skillfully and that this ability is heavily influenced by the smoothness with which physical, mental, social, emotional and spiritual make-up of his personality operate. (Mukherji, S.N. 1962, p. 337)

At present there had been a great demand of physical education all over the world. Participants in different national and international games had
been facilitated by the nations besides international recognition. It is known to all that on the events at cricket, football, basketball and players of other events also have gained world wide status. Seeing the scenario boys and girls of all parts of the world have drawn their interest in sport and games. But it is a matter of great regret that in comparison to the advanced countries of the west and some middle east countries, India has not been able to provide facilities of games and sports. There is no facility for physical education in schools, boys and girls with their own interest they have developed the art of some games and sports by which they have been able to earn the reputation. It is widely accepted that secondary stage of education is the stage of discovery of talents and here only the students lays the foundation of all round development of the personality. From general observation it has been found that in present secondary school curriculum, adequate emphasis is not laid in planning, organizing and executing the sports and physical education programme according to the principles laid down by philosophy of physical education. As a result, many school authorities are very reluctant in organizing sports and physical education programme to an expected level. So, is the case with the student community also. Due to lack of adequate facilities for sports and physical education programme, the students are very indifferent in taking part in sports and physical education programme. As the physical education is one of the important aspect of all round development of personality, proper care should be taken in promoting sport and physical education programmes in the secondary schools. But the ways the sports and physical education programme are organized and conducted in the secondary schools of Darrang district, it can be said that it cannot fulfill the demand of the student community. It is generally observed that in most of the schools the provisions of sports materials are very poor. Many of the schools have no play ground. Though there are some physical instructor, they are engaged in teaching academic classes rather than organizing sports activities. It has
created confusion among the students in realizing the importance of sports and physical education programme. It is a serious problem and needs urgent attention from the educators. So the present investigator has realized it as a matter of great concerned for all and has made an attempt to assess the availability of sports materials provided by the Govt. and other sources in secondary schools of Darrang district of Assam and the present problem has been stated as “An evaluative study of sport facilities and programmers of physical education in the secondary schools of Darrang district of Assam.”

1.7 Significance of the Study:

“The physical welfare of youth of the country should be one of the main concerns of State and any departure from the normal standards of physical well-being at this period of life may have serious consequences” with these words, the framers of the secondary education commission Report emphasize the need and importance of physical and health education in a democratic country (secondary education commission report—Govt. of India, P. 145). In the words of W. M. Ryburn, we need in Indian Education a general philosophy of physical education. We need a conception of education in which physical education take its rightful place and in which its vital importance is recognized.

Physical education is the first requisite not only for individual but also for national development. It enables a person to withstand successfully the wear and tear of struggle for existence. Besides developing the physique, it also helps in the development of mental capacity and character. It also develops the desirable qualities of smartness, agility, elegance, initiative, resourceful and endurance. A well recognized programme of physical education inculcates habits of discipline, co-operation, sportsmanship, self-control, tolerance, patience and fortitude. H.C. Buck says “A properly
directed physical education should result in health, happiness, efficiency and character.” Physical education makes children physically fit now and physically fit later when they take their place of men and women in society. It makes them happy, stable and enlightened citizens, capable to performing, social, vocational and moral functions to the best of their capacity. The school imparting physical education “lays the foundation deep and solid, of a health conscience in the minds of the future generation of the Indian Nation and to teach children to realize more fully the fundamental motives and means of health living, to understand the debt which one generation owes to another and to cultivate a wider vision of what contributes towards the betterment of mains estate.” (Safaya, R.N. et al, 1964, p. 238)

Modern life, as characterized by sedentarianism, automation and computerization has created a new class of human beings who just sit for hours each day. The 21st century is an age of space and technological gigantism, charged by speed, noise and other tension producing factors. The stress created by the demands of our social and economical systems, and our devotion to intellectualism is tremendous. Urban life style has caused many tensions and it will grow worst for man-kind. Modernisation has thrust upon us inevitable side effects as well. Environmental pollution, cultural degradation, social disintegration, religious turmoils etc. have lead to ecological and social imbalances, and various psychological and psychological strains and disorders are few to mention in the list ever growing. Today’s man is facing, as never before, the crisis of existence and adjustment. To survive and overcome this present crisis, the need of the hour is grooming up a courageous, bold physically, mentally, emotionally, socially and intellectually strong individual. Physical education is the agency which is fulfilling this social obligation very effectively by providing comprehensive and diverse physical education programmes. (Singh, Ajmer et al., 2003, P. 23)
Secondary Education helps the children to mould their character and personality and thereby become fit members of this society. It help them to give full expression to their talents and capabilities, extend boundary of knowledge, develop aptitude and interest and bear the economic responsibilities creditably. A good system secondary education helps to raise the standard of both primary as well as university education by supplying good teachers for primary schools and students for universities. (Das, L. 1995, p. 450)

On the other hand secondary school goer students are generally adolescents. Various needs are arises during this time. Mostly physical needs are important because they have got abundant energies at their disposal. Finding no other alternative the student’s select some wrong ways in the society. If they can be engaged through some play activities most of their problems will be solved. The physical education given to a child of secondary level is fully depends on the teachers and the school authority. Through proper infrastructure facilities of physical education, child can learn many qualities namely self-independence, technique of achieving their own day today activities, which is not possible within the four walls of a classroom, because classroom education can give only the theoretical knowledge about the subject matter which can’t help to develop their inner qualities of a child but through practical knowledge and by their own activity, child can introduce themselves with their many hidden qualities, capacities etc. which will help them to achieve their desired aims and goals in their life.

Although the importance of physical education in school has been accepted by all, it has remained a much neglected study subject in our country with a view to develop character and make children physically fit and patriotic citizens. But at the same time it has been observed that sports and
physical education are often neglected by the authorities. In many secondary schools of Assam sport based initiative receive little support from education authorities. Consequently, the students pursue education in dull and monotonous environment of the school where all round development of personality become impossible.

At present sports has become a global phenomenon specially playing of cricket, hockey, football, lawn tennis are going to be very popular in the world. By virtue of sportsmanship people are well regarded in the world. We have seen at present that recognized players of any events have been accorded by international organizations also by their native states. Therefore, we should make sports popular in our interior places. There should be a good network of sports facilities in the urban and rural areas.

From general observation it has been noted that secondary schools of Darrang district are lagging behind in the field of sport and physical education. In this connection the involvement of the school–authorities and teachers and infrastructure facilities, are some of the important aspect which are to be studied very seriously in the schools of Darrang district. It is a high time to make a comprehensive study of the sport facilities and programmes of physical education programmes available in the secondary schools of Darrang district and to find out the ways and means for its effective implementation for the benefits of students and for the interest of the nation at large. The present study is significant because it will help the school authorities and the student to realize the necessary sports and physical education programme for the effective school system and all round development of personality.
1.8 Objectives:

1. To assess the present status of sports facilities and programmes of physical education initiated by the school authorities.
2. To study the infrastructure facilities available for the promotion of sports and physical education programmes in the schools.
3. To study the pattern of financing of sports and physical education programmes.
4. To assess the participation of students in sports and physical education programmes at various levels.
5. To study the involvement of teachers and school authorities in organizing sports and physical education programmes.
6. To assess the students achievement level in different types of games and sports activities.

1.9 Hypothesis:

1. The infrastructure facilities of sports and physical education programme in the provincialised secondary schools of Darrang district are not adequate.
2. Involvement of teachers and schools authorities in organizing sports and physical education programme is not satisfactory.
3. The achievement level of students in different games and sports is not up to the mark.
4. Financing of sports and physical education programme by the concerned authority is inadequate.
5. Participation of students in sports and physical education programme at various levels is not encouraging.
1.10 Operational Definition:

1.10.1 Physical Education:

Physical education as a major discipline, is gaining influence through its popularity and recognition throughout the world in view of the contribution it makes to achieve the goals of education. It is considered a vital and integral part of the total education of an individual.

The education that deals with the physical discipline is called the physical education. Physical education is a part of general education. An official Report on ‘National Plan of Physical Education and Recreation’ published by the Ministry of Education Govt. of India says, ‘Physical Education is education through physical activities for the development of the total personality of the child, to its fullness and perfection in body, mind and spirit’ (Sing, Kr. Sinku, 2009, P.9)

Dealing with the concept of physical education the secondary education commission report says ‘Physical education is an indispensable part of all health programmes. Its various activities should be so planned as to develop the physical and mental health of the student, cultivate recreational interest and skills and promote the spirit of team work sportsmanship and respect for others. Physical education is, therefore, much more than mere drill or a series of regulated exercise. It includes all forms of physical activities and games which promote the development of the body and mind.’ (Sharma, Anil, 2007, P.-5)

H. C. Buck defines, ‘Physical Education is that part of general education programme which is concerned with the growth, development and education of children through the medium of big muscles activities. It is education of the whole child by means of physical activities Physical activities are the tools. They are so selected and conducted as to influence
every aspect of child's life physically, mentally, emotionally and morally.'
(Singh, Kr. Sinku, 2009, P.-10)

The above definitions emphasize that participation in an organised physical activities lead in an individual to achieve in physical fitness, mental, moral and social qualities, arouse the awareness of environment and develop alertness, presence of mind, resourcefulness, discipline, co-operation, and the spirit of respect, sympathy and generally towards others—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.

1.10.2 Secondary School:

Secondary school is a term used to describe an educational institution where the final stage of compulsory schooling, known as a secondary education takes place. It starts just after from elementary education. Secondary Education is the most important stage of education for building up a nation. It provides the vital link between the primary education on one hand and the higher education on the other.

Secondary education helps the children to mould their character and personality and thereby become fit members of the society. It helps them to give full expression to their talents and capabilities, extend boundary of knowledge and information, develop aptitudes and interests and bear the economic responsibilities efficiently. A good system of secondary education helps to raise the standard of both primary as well as university education by supplying good teachers for primary schools and students for universities. In the words of Humayun Kabir, "Secondary education has a vital role to play in any programme of educations for the community. It provides teachers for both elementary and adult education. It also prepares pupils for the universities and others institutions of higher learning. Besides it is the stage which in all
countries mark the competition of education for the vast majority.” (Das, L., 1995, P. 450)

The term secondary education is simple yet it means different by different educationists. In the words of S. N. Mukherjee; “the concept of secondary education stands for three things a stage, a type and a standard.”

As a stage, it stands for what comes after elementary education. As a type it stands for something that is thoroughly related to a certain intelligible classification of things to be learnt which is constantly being modified and enlarged, but the fundamental of which can be expressed only by a still more, illusive name, humanism of liberal education. As a standard, it aims at that measures of erudition of which universities can take cognizance. (Kochar, S.K., 1987, P.-113)

Secondary school stage comes after the primary school stage and an Indian child enters the formal school after completion of primary school course. Secondary school is a gift of modern education because it was non-existed in ancient period. The foreign missionaries and Indian reformers were responsible for its establishment in the Indian soil in the later part of 18th and the beginning of the 19th century.

Generally a secondary school falls into two category viz. middle school and high school. The higher secondary school is also a new type of institution.

1.10.3 Sport facilities and programmes:

Facility means the necessary requirements for the smooth running of an ideal programme. In the profession of physical education it means the availability of play fields and the modern equipments. There should be adequate areas and equipments in proportion to the number of students. A school having 5 acres of land may be sufficient for the 50 students in it but at
the same time the same school may be regarded as not having adequate facility for 500 students in the same.

Sufficient space must be provided for intramural and extramural competitions in the school. The scope of programme will determine the number of station that are needed to provide practice and game facilities. There should be locations for the different kind of activities. (Kumar, R., 1994-95, P-6)

Again, programme means some kind of sport programme taken by the school, it may be weekly, monthly, Half-yearly, yearly and so on. Besides, sports programme includes some kind of short time and long time schemes taken during vacation period of the school like summer vacation, winter vacation and so on.

1.10.4 Delimitation of the study:

The study would be confined within the provincialized secondary schools of Darrang district. Further the study would be confined to the classes from 8th to 10th classes who belongs to the age group of 13th + to 15th + years of age. Only those students who take part in games and physical education programme have been included in the target sample of the students.