CHAPTER-II

CONCEPTUAL FRAMEWORK

HISTORY OF PHYSICAL EDUCATION IN INDIA DURING PRE AND POST INDEPENDENCE

PRE INDEPENDENCE ERA:

For the promotion of Physical Education, following steps were taken by the Government and other Organisations during the Pre Independence Period.

1882 : For the first time it was the Indian Education Organization that recommended Physical Training be Promoted in the interest of youth in each class of School.

1884 : The question of making Physical Education as a compulsory subject has considered. What even the Programme of Physical Education existed in Pre Independence days, it was carried on by the ex-service men men employed by school / college authorities.
1914 : Vidya Borthers founded Sir Hanuman Vyayam Prasarak Mandal, Amaravathi, basically to serve the course of Physical Education in India.

1920 : The outstanding development of scientific Physical Education in India in Pre-Independence days goes to the Y.M.C.A. college of Physical Education, Madras founded in 1920 by H. C. Buck. Since its inception this college has been working tirelessly and selflessly to promote and systematize Physical Education in India.

1921 : Boys Scout Association of India was formed.

1924 : Hanuman Vyayam Prasarak Mandal, Amaravathi, started a five week summer course for youngmen and women in Indigenous activities. A youth completing course was rounded Vyayam Visharad.

1927 : Indian Olympic Association (I.O.A) was formed with the efforts of Dr. A. G. Noehren and Mr. H. C. Buck. Mr. Sorabti Tata was its first President with Dr. D. G. Noehren it secretary. Since Indian Olympic Association has been functioning in India and is affiliated with International Olympic Committee (I.O.A). This Association started to promote and encourage Physical, Manual and
Cultural Educations of youth of the Nation for the development of Character, good health and good citizenship, also to enforce all rules and regulations of International Olympic Committee and to educate the Public of the Country as to the value of amatensism in sports.

1931 : Government College of Physical Education, Hyderabad.

1938 : Training Institute of Physical Education, Kandivali (Bombay). The three Institutions were established to promote systematic, scientific Physical Education courses in India.

1947 : POST INDEPENDENCE ERA. The Central Government retained the vital affairs of Education, by coordinating and formulating the directives to the states keeping in view the national objectives to be achieved. (Thousands of social forces started operating in the life of an Indian Citizen. As a result in memorable schools, colleges and many new Universities case into existence to give impetus to the course of Education, on sure industry development, to helved a free revolution and to raise the thousands of living of millions of country men).

It is out of these phenomenal charges that Physical Education has been considered part and parcel of school education programme.
A considerable number of Institutions for training teachers for Physical Education have come up ever since independence. New schemes have been put into operations to boost up the standard of sports and Health standards of people.

1948 : National Credit Corps (NCC) and Auxiliary Credit Corps (ACC) at school and college levels were introduced.

1948 : Asian Games Committee Constituted.

1950 : The Central Advisory Board of Physical Education and Recreation was setup (CABPER): In the light of the recommendations of the Board the Union Ministry of Education has taken a number of steps in the field such as development training of leaders in Physical Education, Institution of Scholarship for research in Physical Education, conduct of National Physical Efficiency Drive, conduct of seminar on Physical Education, giving financial assistance to the colleges of Physical Education, giving directions to the state governments for affecting organization of Physical Education in their respective states.

1953 : In 1953 Government of India introduced the Rajkumari Coaching Scheme for Games and Sports with the object of training
good athletes and sportsmen. The scheme received wide popularity since famous players like Major. Dhayan Chand, Dr. Ram Singh were working under this scheme.

1954: All India Council of Sports, School Games Federation of India, National Discipline Scheme (NDS) were established with the aim to regularize the promotions of the sports and working of sports bodies. To make the youth healthy in mind and body and instill in them a sense of patriotism, self reliance, tolerance and self-sacrifice. To develop human values and to build in them a desire to serve the country and humanity at large.

1956: A National Syllabus of Physical Activities was formed.

1957: With the recommendation of CABPER, Laxmi Bai National college of Physical Education at Gwalior (M.P.) was established. This is the only Physical Education College being run by Central Government. This institute apart Research Programmes, training and teaching for Physical Education personals.

1958: Government of India set up an Adhoc enquiry Committee on Games and sports to suggest ways and means to improve the standards of Indian competitions in all games and sports.
1959: In 1959, Government of India appointed a Co-ordination Committee, under the chairmanship of Dr. Hirdya Math Kunzuru, to examining the various schemes for Physical Education, recreation, character building and discipline operating in Educational Institutions, and to recommend measure for the proper Co-ordination.

The national Physical Efficiency Drive was launched by the Union Ministry of Education in 1959-69. The plan consisted of certain items of Physical Efficiency tests which prescribed standards for achievement. It was hoped that drive would arouse the interest of young and old men and women to check their performance abilities and thus stimulate their keen ness for Physical Fitness.

1961: As a follow up action to the recommendations of the Adhoc-Enquiry Committee of 1958 the Netaji Subhash National Institute of Sports was established by the Government of India in 1961 at state Bagh, Palance, Patiala stressing to produce Coaches of high caliber in various games.

Kaul Kapoor Committee: This committee submitted recommendation on 1961 starting that Physical Education should be
considered as a part of general education in schools and colleges. It should be one of the subjects in the Universities for graduates.

The Raj Kumari Coaching Scheme ceased to function on 18th October 1961. It has been merged after comes like (MS) in the NIS.

1963 : The Kunzur Committee studied the prevailing conditions in other countries, consulted expects including vice-chancellors of convenities, Educational administrations, Physical Educationists etc. and submitted report. The report is probably first even authoritative assessment of Physical Education in this country. The committee admitted that Physical Education is one of the important basis on which should rest school and colleges for improving the nations physique.

1965 : The state education secretaries and direction of public instruction met in New Delhi in February and April 1965, and decided unanimously to introduce the National Fitness Corps (NFC) on a compulsory basis in all Universities, college and high and higher secondary schools in the country. With this ACC has managed with NCC & MDS has ended with the function of HFC.
NFC Time table allotment has drawn up and inculcated throughout all the educational institutions in the country. The colleges of Physical Education in the country were asked to reformulate their syllabus for various training classes, so that teachers who could handle NFC programme could be produced.

1984: Sports authority of India has been established at Delhi. SAI comes forward to establish sports hostel in each state to encourage the players by generating scholarship and coaching. The University Education Commission (1948-49) felt that the all round development of the individual is facilitated through a Various Commissions balance programme of education which shall necessarily include Physical Education and Physical Education are complementary to each other and must be integrated in such a may as to form an organic whole. After Independence in India, much emphasis has been given on Physical Education. Recognising the importance of Physical Education in schools, colleges and universities. The secondary education commission (1952 53) (Mandaliar Commission) said:

Unless Physical Education is accepted as an integral part of Education and the Educational authorities recognize its need in all schools, the youth of the country which form its most valuable assets will
never be able to pull their weight in national welfare.

The Indian Education Commission (1964-66) (Kothari Commission) Emphasized the importance of Physical Education in the following words:

It must be emphasized that such education contributes 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, moderation in victory and balance in defeat.

A bill was passed in the parliament which was known as National Policy of Education 1986. Emphasized the importance of Physical Education in following ways.

Sports and Physical Educations are an integral part of the learning process, and will be included in the evaluation of performance. A Nation-wide infrastructure for Physical Education, Sports and games will be built into the educational edifice. The infrastructure will consists of play fields, equipment, coaches and teachers of Physical Education as part of the school improvement programme. Available open spaces in urban areas will be reserved for play grounds, if necessary by legislation, effects will be made to established sports Institution and hostels where specialized attention will be given to sports activities and sports related studies, along with normal education. Appropriate encouragement will be given to those talented in games and sports. The stress will be laid on indigenous traditional games. As a system which promotes an integrated duo of body and mind. Yoga will revive special authentic effects will be made to introduce Yoga in all schools, and to this and, it will be introduce in teacher training courses. The MPE has recommended for a minimum of 10 periods per
week for Physical Education activities in low primary and upper primary stages, and 7 periods per week at the second stage.

1988 : The NCERT developed the national curriculum for elementary and secondary educations in 1988 to reflect the postulates of the NPE and the programme of Action, 1986. The main thrust of this exercise was to provide for the national corecurriculum in the school syllabi as postulated in the national policy and to integrate Physical Education with the academic programme of the schools. The core curriculum states that Health and Physical Education and sports should be integral part of learning process and be included as the evaluation of performance.

1992 : The above policy has been reiterated in the National Policy of Education in 1992.

1992 : NCERT put formed a revised curriculum for school education and in 1992, and its revised edition is Nov. 2000. under the title National Curriculum Frame work for School Education. In this curriculum include. Health and Physical Education as one of the core subjects in all levels of school educations. This curriculum was to be revived by NCERT, every five years, therefore, a new edition should be made available in the year 2005.
1993: A National Advisory Committee was setup by MHRD, on 1993. The committee report published in 1993 was reprinted in 2004 under the title Learning Without Bonded. This has been discussed in the Parliament. The chairmen of the committee has Prof. Yashpal.

Thus the Physical Education is made to be an ongoing continuous process without a break with participation by the greater number. This is what is required in an Country. . . . A mass fitness movement, a spread of sports culture. With all what is said and done, sports management is primarily a questions of raising over young people by means of appropriate education and judicious measures.

VARIOUS VALUES DEVELOPED THROUGH PHYSICAL EDUCATION:

<table>
<thead>
<tr>
<th>Year</th>
<th>Commission</th>
<th>Inculcation of values</th>
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<tr>
<td>1952</td>
<td>Committee on National College of Physical Education and Recreation</td>
<td>Physiological Values, Psychological Values</td>
</tr>
<tr>
<td>1959</td>
<td>Committee for Coordination and integration of schemes operating in the field of Physical Education, Recreation and youth welfare. Chairman Dr. Hriday Nath Kunzun.</td>
<td>Character building discipline, Recreational values</td>
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CONCEPT OF PHYSICAL EDUCATION

Definitions

Physical Education is the sum of those experiences which comes to individual through movements. (Oberteuffer)

Physical education is the sum of man’s physical activities selected as to kind and conducted as to outcomes. (J.F.Williams & C.L.Brownell)

Physical education is that phase of whole field of education that deals with big muscle activities. (J.B.Nash)

Physical education is the sum of changes in the individual caused by experiences centering motor activity. (Cassidy)

INDIAN VIEW

Physical education is education. It is the education through physical activities for the development of the total personality of the
child to its fullness and perfection in body, mind and spirit. (Central Advisory Board of Physical Education and Recreation)

Meaning

is an integral part of the total education process and has as its aims the development of physical, mental, social & emotional fit citizens through the medium of physical activities that have been selected and planned to achieve specific outcomes

Objectives of Physical Education:

Foremost objective and related with physical development

Development of organ systems such as circulatory system, nervous system, muscular system, digestive system.

Development in size, shape and efficiency of organic systems due to effects of physical activities which are performed.

Mental Development

Related to mental development of an individual.
Various physical activities need alertness of mind, deep concentration and calculated movements.

Through participation in various activities individual learns to draw certain conclusions.

Able to understand and faced situations in game.

**Social Development**

Related to development of social traits, essential for better adjustment in life.

Everyone needs leadership qualities.

Players come closer to each other in spite of different culture, place etc.

Better source of attaining qualities like fairplay, cooperation, sympathy, sportsmanship, courtesy.

**Development of Health**

Provide education about prevention of communicable diseases.

Develops health related habits.

There are various programmes about recreation. Modern physical education programmes reduce the stress, tensions up to a large extent to promote health of an individual.
Medical Gymnastics

Developed as early as 2698 B.C.

During this time, people had felt illness because of their sedentary life which made them realize the importance of physical activities.

Kung Fu : Earliest exercise in the history that they contributed like in Ancient China.

Yoga : It has the contribution of Indian people that composed of exercises the posture and regulates breaths.

GREEK PHILOSOPHERS

**Herodotus** : He recognized the use of physical education as an aid to medicine as early as the 5th Century.

**Galen** : He stated that physical education is a part of hygiene and subordinate to medicine.

**Socrates** : He gave emphasis on the importance of physical education attaining health in order to achieve one’s purpose in life.

**Plato** : He considered gymnastics and music as two most important subjects in the curriculum.
Xenophon: He thought of physical education as important in terms of the military and essential to success in life soundness of the mind and body.

**ORIGIN OF WORDS RELATED TO PHYSICAL EDUCATION**

**Exercise**: From the Latin words “ex” & “arcere,” to restrain.

**Gymnasium**: From the Greek word “gumnasion” or “gumnazein” meaning to exercise naked.

**Kinesiology**: From the Greek words “kinesis” movement.

**Physical Education**: From the Latin words “physica,” physics and “educatio.”

**Physiology**: From the Greek words “phusio,” nature and ology for branch of learning.

**Flexibility**: From the Latin word “flexus”, to bend.

**PHYSICAL EDUCATION AMONG PRIMITIVE PEOPLE**

Primitive man moved in order to satisfy a felt need or a necessity.
the physical activities of primitive man were not organized.

his motives for physical activities were mainly to search for foods and to protect himself.

for people whose language was less adequate, dance was a mean of expression, particularly in a certain tribal societies.

play and games were an important part of living for these primitive. It became a recognized way to improve strenght, speed and skills qualities necessary for survival

**PRIMITIVE DANCE**

Dance is the oldest and liveliest of arts, reflecting man’s age old used to communicate joy or grief by using by using the most immediate instrument of his disposal, his body. For primitive man, dance is a way of thinking and living. Primitive man danced when:

1. His children were born

2. Old enough to be accepted as adult member of the tribe

3. They were married

4. They died
5. To gain courage for battle
6. The enemy was beaten
7. Pray to his god drive away evil spirit.

PHYSICAL EDUCATION IN GREECE

SPARTA, PELOPONNESUS: Physical education was practiced to develop strong and powerful army. The spartans were subservient to the state and required to help defend it against enemies. Women as well as men were required to be in a physical condition. A major training consisted of such physical activities as wrestling, jumping, running, throwing the javelin and discus, horseback riding and hunting. Only the strong and vigorous babies were allowed to live in this military state.

ATHENS, CITY STATE IN EASTERN GREECE: Athenians believed in the development of the total individual in all life’s aspect. Their objective of physical education was for physical perfection with emphasis on beauty of physiques. Gymnastics was believed to contribute to physical development and music was also considered important to the intellect. Gymnastics for the youth was
practiced in palaestra, a building which provided rooms for various physical activities. Paidotribe, the proprietor in the palaestra and was responsible for directing the exercise for the youth. Gymnasium which was the social, intellectual, physical center of greece led by the over all in charge called gymnasiarch.

**THE ANCIENT OLYMPICS IN GREECE**: In keeping with the close association between the p.e and the religion, each gymnasium recognized a particular deity, such as the academy for Athena, Lyceum for Apollo and Kynosarges for Hercules. Greece had national festival events which were most important in their lives. Four of them are of special importance and attracted national attention.

1. **Olympia festivals** – the most famous of the four, in honor of zeus, the supreme god and was held in western Peloponnesus district.

2. **Pythia** – festival in honor of apollo, god of light and truth and was held at Delphi.

3. **Nemea festival** – in honor of Zeus at Argolis near Cleonae
4. **Isthmia festival** – in honor of Poseidon, the god of the sea and was held at the Isthmus of Corinth

The first olympics was held in 776 B.C and continued every four years thereafter. The contestant had to undergo ten months training and rigid screening. He had to be a free man without any criminal record, he had to be in perfect physiques and of good character. He had to compete in accordance with the rules. The victor did not receive any material but a wreath of olive branches as his crown. During the games, a truce was declared by all city states in Greece, if this truce were broken, the wrath of the gods would be visited upon the guilty.

**THE PHYSICAL EDUCATION IN ROME**

Army life was considered very important to the Romans and considered health as important only to military life. A roman soldier had to engage in various physical activities following a rigid schedule of training such as marching, jumping, running, throwing the discus and javelin, swimming among others and body conditioning. The roman was never famous as an athlete but admired good performance in others and promoted it on a professional basis like chariot racing
and gladiators combat where the life of the contestants were at stake. The most famous stadium was the circus Maximus in Rome, a huge arena that seated 200,000 spectators. The chariot races were the main event here. The gladiator combats were held in the Coloseum, an arena 150 feet high seating 50,000 people. Another facet of roman life that relates to p.e was the Thermae the public bath.

Wealth became the objective of most citizens, and vulgar display became the essence of wealth. Luxury corruption, extravagance and vice became common place in the various phase of roman living.

After the conquest of Greece, Greek gymnastics were introduced to the Romans, but they never well like received. They did not believe in developing the “body beautiful”. They preferred to be spectators rather than participants. They preferred cruel, gory, gruesome games rather to clean wholesome event which were played for the benefits of the participants. The Roman disliked of Greek physical education was voiced in numerous ways. The enormouse amount of money as reward and prizes in game competition pointed to the influence of wealth and materialism of the romans.
THE FALL OF THE ROMAN EMPIRE

Historian note that most outstanding cause of the fall of the great roman empire was due to moral decay and physical deterioration.

The fall of the roman empire in the west around a.d 476 resulted is a period of history which is frequently referred to as a dark ages, this period however, was anything but dark in respect to the physical rejuvenation brought about by the overrunning of the roman empire by the teutonic barbarian.

Parallel with the decline and a fall of Rome was the rise of the Christianity and the church with an influence more powerful than all the roman legion.

Flavius Theodesus abolished the Olympic games in AD 394 as being pagan.

THE PHYSICAL EDUCATION IN THE PHILIPPINES

In the philippines date back to primitive society when physical activity was very important for survival, making it necessary for the adult to teach physical skills to the young.
It is quite interesting to note the strides made by physical education and how it has affected the lives of the people.

PHYSICAL EDUCATION DURING THE PRE-SPANISH PERIOD

The pre-spanish period: The aborigines in the philippines, the negritos or aetas had a way of life similar to other people living in the primitive society. The only motivations for physical activities were for survival in connection with their quest for foods and for protection against a hostile environment.

Such of those physical activities were, running, leaping, jumping and climbing to kept them physically fit.

Maragtas, an ancient manuscript found in Panay written in A.D 1212. This historical document mentions about the unusual ability and bravery of a Negrito Nemed Marikudo who had capturing wild animals by himself without the assistance of anyone or even a dog.

The Negritos living in the mountains of Bataan, Zambales and Tarlac are found to be fond of music and dancing. Among their dances are imitatative their way of life, such as “juna camote” performed by a man going through the motion of stealing camotes.
PRIMITIVE DANCE AND ITS PURPOSE

Pina pa-ni-lan also performed by a man going through the motion of gathering honey from a tree. The indonesian and the malays, those who arrived earlier were driven to the hinterlands, while the later waves of immigrants settled along the coast, their physical activities consisted of producing foods through planting and cultivating the mountain. Pagan people worshiped their gods and made offering to the Anitos or spirits. Dancing was a form of religious activity and they danced to please their gods. They danced for victory in a tribal war which they termed as Cañao.

Cockfighting is an ancient sport in the Philippines, historian believe that this sport is probable to have been introduced by the malays as early as a.d 1212 during the rule of Datu Sumakwel.

The people in the lowlands especially those who settled along the river banks and lakes had bathing and swimming as their favorite pastime.

Pigafetta, the chronicler of magellan’s expedition, impressed with their dances with which they were entertained by very adept dancing maidens to the accompaniment of crude musical instruments.
PHYSICAL EDUCATION DURING THE SPANISH PERIOD

The Spanish regime—games and dances: The Spanish conquest of the Philippines did not have much effect on the physical activities of the people. Except the enforced labor among the lower classes of people in the building of churches.

Bathing and swimming were still the favorite pastime of the Filipinos which was usually done at the setting of the sun. Cockfighting was continued to be the favorite sports, it was quite unfortunate, though, the cockfighting ceased to be a sport when the Filipino farmer had to spend most of his time caring for his favorite cock.

Dancing to be one of the major physical activities enjoyed by the people. Spanish and European dances were introduced, such as Fandanggos, Curachas and jotas of Spain.

The polka and mazurkas of central Europe and the Rigodon and Lanceros of France which were danced by people of high social standing in the community.
Ceremonial dances were performed during the religious event or festival. The most colorful of all the celebrations was the Santa Cruz de mayo or Santacruzan which consisted of praying for nine consecutive days and culminated in the procession to the Hermano’s house.

THE AMUSEMENT

The panguingui, a card game, were very popular recreational activities for the older folks with money at stake. The corridos, the first plays staged by the Filipinos translated to the Spanish plays which were derived from the fantastic tales of chivalry contained the Spanish ballad. The moro-moro, the most popular and spectacular plays which became the generic name for the vernacular play. The play was concerned with the war between the Christians and the Moors complicated by the loves of Christian or Moorish prince and Christian princess.

THE SCHOOL AND UNIVERSITIES

Schools, colleges, and universities were established for formal training of the Filipinos. However, only favored youths were allowed to obtain higher education. But physical education was not included in
the curriculum. Ateneo de municipal de manila, a school founded by
the jesuit fathers, where physical education was made a part of the
curriculum, including the gymnastics mentioned by jose rizal in his
autobiography. In 1863, a royal decree established a normal school for
men in the city of manila. Physical education was not included in the
curriculum but there was health inspection conducted in the beginning
of class. In 1892, another royal decree established the superior normal
school for women teachers in manila. Pe was included in their
curriculum. Room gymnastics was provided for the appointment of
one instructor with a salary of 400.00 per annum.

In 1893, the normal school for men established in 1863 was
allowed to train teachers for both elementary and high schools. The
school was later changed to superior normal school for men teachers.
Gymnastics was required for their certificate.

The revolutionary government under general emilio aguinaldo
was established while the spanish-american war was in progress. A
decree was issued which provided for an official primary school
curriculum. P.e was one of the required subject but this was short-
lived with the coming of the americans.
PHYSICAL EDUCATION DURING THE AMERICAN PERIOD

After the signing of treaty of paris on december 10, 1898, schools reopened. The development of physical education in the philippines happened in the following dates:

1.  1901 – physical exercises was one of the subject introduced in the public schools and regular program of athletics was developed.

2.  1905 – baseball and track and field were introduced and taught to the young boys in school.

3.  1909 – the athletic program was inaugurated and much emphasis to the playing of western sports and the coaching of tennis.

4.  1910 – basketball was first introduced as a game for girls in the carnival meet held in manila, but was later discontinued in 1914.

5.  1911 – the athletic book was published which prescribed the simple group games and rules for the team sports.

6.  1914 – the teachers vacation assembly in manila gave special training to filipino teachers.

7.  1919 – the syllabus entitled “physical education: a manual for teachers” was published which was submitted by special committee of superintendents and edited by frederick o. England.
8. 1920 – physical education was made a required subjects in the curriculum of all public schools

9. 1928 – a summer school for coaching was held with the aim of helping the public school teachers in change of athletics to improve their coaching method.

THE TRANSITION YEARS TO THE PRESENT

November 15, 1935, marked the beginning of the transition period for the Philippines to prepare for a truly self-government—the commonwealth period but this was interrupted by the Japanese occupation during World War II

In 1937, physical education was made a curricular subject in the secondary school curriculum. The grading system included as basis to mark were the following: attendance, proficiency in skills, attitude, daily performance, report and sportmanship. The Bureau of Education introduced “mass athletics” or athletics for all students. Elementary pupils were to learn the fundamentals of sports activities and the high school students to play games and specialized sports such as volleyball, basketball and others.

LATER DEVELOPMENT
The revised elementary education program of 1970 issued by the secretary of education and culture had as its distinction features the combination of health and science as a subject area and p.e with musics and art in grade I to III, in grades IV to VI, health and physical education were taken as s subject area. A revised secondary education program of 1973 introduced a new course: youth development training (ydt) and citizen army training (cat) to meet the needs of the maturing individual during the crucial transition from childhood to adult.

In December 1981, the southeast asian games were held in manila. Indeed p.e and sports development in our country have been given a big boost.

In 1989, the last year to implement the ydt and abolished the year after, the program had been revised into pehm (physical education, health and music) spearheaded by the department of education culture and sports (decs)

In the year 2000 onward, the pehm program had been revised into mapeh (music, arts and p,e) at the secondary school and msep (musika, sining at edukasyong pangkatawan) in elementary level.