CHAPTER - I

INTRODUCTION

This First chapter consists of a general introduction, the concept of physical education, definitions of physical education, meaning of WWW, genesis of WWW, use and web based library services and a few aspects Physical Education Institutions in Tamilnadu.

The WWW provides a dynamic environment for distributing information over a large network and web-based instruction which becomes the desired tool for the information users of different environment users. In the web environment, it doesn't matter if the user is connecting to library resources on the computer in the library or elsewhere on campus or from ones home.

1.1. CONCEPT OF PHYSICAL EDUCATION

Physical Education as a major discipline, is gaining importance 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 education of an individual.

The society has entrusted with the responsibility for perpetuating its cultural heritage and socializing its youth to educational institutions chartered for that purpose and since physical education is an integral part of the educational system, it
might serve students well to observe how physical education fits to
the educational pattern. In order to understand the concept and
meaning of physical education it is relevant to understand the
concepts of education itself. Education is so broad in its spectrum
that a precise definition is difficult to frame. At the risk of omitting
some of its relevant facts, Barrow and McGee defined education as "a
change, a modification, or an adjustment on the part of an individual
as a result of experience."

Formal education, thus became the process of modifying
instinctive behaviour to enable people to adjust to their society, and
at the same time to give them impetus and capacity to bring out
improvement in it. It is no longer viable to take into account these
desired changes or modifications in such a narrow sense. Whereas
traditional education placed stresses on the intellectual
achievements without due regard for the holistic concept modern
educational philosophy takes consonance of all the facets of the
mankind.

Such changes or modifications even when governed by the
holistic philosophical viewpoints arm limited by two conditions which
are very closely linked. First, they are limited by human nature.
While human behaviour is never predetermined, and growth and
development cannot be predicted precisely, they are limited by
human nature. Within that environment a certain kind of society
tends to propagate itself. This does not negate the fact that social order can improve or be improved, but, in general, such changes come about rather slowly.

Mankind by its very nature has unified entities. This entity is manifested not only from within the individual, but also in their interrelationship and interaction with man's environment. Therefore, the modification in the individual as a result of educational experience is made within the limits of human nature and in accordance within the limits of human nature and in accordance with the demands of the environment and society where people live. The Customs, traditions and morale of a society have a great impact on the education of youth.

1.2. PHYSICAL EDUCATION

The term physical education is derived from two separate words, "physical' and education.' The plain dictionary meaning of word physical is 'relating to body', it may relate to any 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 systematic instructions or training, or preparation for life or for some particular task.

A combined meaning of these two words would be that systematic instructions or training which relate to physical activities
or programme of activities, necessary for development and maintenance of 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 playground, in library, or even at home. Such an education is conductive to the enrichment of an individual's life. A well directed programme of physical education leads to healthy living, social efficacy, good physical health, and worthy use of leisure time.

In the modern context, the term '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 Person."

1.2.1. Definitions of Physical Education

Definitions change with the ideas that express people’s notions of values, of importance, of measures, and of life. It is therefore not
possible to give one definition to physical education. Some of the different definitions have given below.

Harold M.Barrow defines that, "Physical education is an education of and through human movement where many of the educational objectives are achieved by means of big muscle activities involving sport, games, gymnastics, dance and exercises."

Charles A.Bucher defines, "Physical education, an integral part of the total education process, is a field of endeavour that has as its aim the improvement of human performance through the medium of physical activities that have been selected with a view to realizing this outcome."

Jay B.Nash defined, "Physical education is that phase of the whole field of education that deals with big muscle activities and their related responses."

1.3. WHAT IS WWW?

The **World Wide Web (WWW)** is an information space where documents and other web resources are identified by URLs, interlinked by hypertext links, and can be accessed via the Internet. The World Wide Web was invented by English scientist Tim Berners-Lee in 1989. He wrote the first web browser in 1990 while employed at CERN in Switzerland.
1.4. GENESIS OF WORLD WIDE WEB (WWW)

It has become known simply as the Web. The World Wide Web was central to the development of the Information Age and is the primary tool billions of people use to interact on the Internet. Web pages are primarily text documents formatted and annotated with Hypertext Markup Language (HTML). In addition to formatted text, web pages may contain images, video, and software components that are rendered in the user's web browser as coherent pages of multimedia content. Embedded hyperlinks permit users to navigate between web pages. Multiple web pages with a common theme, a common domain name, or both, may be called a website. Website content can largely be provided by the publisher, or interactive where users contribute content or the content depends upon the user or their actions. Websites may be mostly informative, primarily for entertainment, or largely for commercial purposes.

Berners-Lee's vision of a global hyperlinked information system became a possibility by the second half of the 1980s. By 1985, the global Internet began to proliferate in Europe and in the Domain Name System (which the Uniform Resource Locator is built upon) came into being. In 1988 the first direct IP connection between Europe and North America was made and Berners-Lee began to openly discuss the possibility of a web-like system at CERN.
The World Wide Web had a number of differences from other hypertext systems available at the time. The Web required only unidirectional links rather than bidirectional ones, making it possible for someone to link to another resource without action by the owner of that resource. It also significantly reduced the difficulty of implementing web servers and browsers (in comparison to earlier systems), but in turn presented the chronic problem of link rot.

Unlike predecessors such as HyperCard, the World Wide Web was non-proprietary, making it possible to develop servers and clients independently and to add extensions without licensing restrictions. On 30 April 1993, CERN announced that the World Wide Web would be free to anyone, with no fees due. Coming two months after the announcement that the server implementation of the Gopher protocol was no longer free to use, this produced a rapid shift away from Gopher and towards the Web. An early popular web browser was Viola WWW for Unix and the X Windowing System.

Scholars generally agree that a turning point for the World Wide Web began with the introduction of the Mosaic web browser in 1993, a graphical browser developed by a team at the National Center for Supercomputing Applications at the University of Illinois at Urbana-Champaign (NCSA-UlUC), led by Marc Andreessen. Funding for Mosaic came from the U.S. High-Performance Computing and Communications Initiative and the High Performance
Computing and Communication Act of 1991, one of several computing developments initiated by U.S. Senator Al Gore. Prior to the release of Mosaic, graphics were not commonly mixed with text in web pages and the web’s popularity was less than older protocols in use over the Internet, such as Gopher and Wide Area Information Servers (WAIS). Mosaic’s graphical user interface allowed the Web to become, by far, the most popular Internet protocol.

1.5. USES OF WWW FOR LIBRARY USE

The online information environment has changed dramatically since the earliest online systems emerged in the early 1960s. Growth has occurred both in the number of users of online information as well as in the number of online information resources and providers. The rate of growth in each of these areas increased exponentially with the availability of the public Internet and the World Wide Web. These foundational technological developments created an environment in which almost anyone can “publish” or function as an information provider and both provide and have virtually instantaneous access to massive volumes of information.

Museums and libraries have long been sources of recreation, learning and information for personal, family, educational and workplace purposes. However, the Internet, Web and other technologies have become an increasingly used source of information that some believe will largely replace their physical counterparts. On
the other hand, some have speculated that the Internet and related technologies will actually enhance and increase museum and library use. There is no solid evidence to support either assertion, particularly considering the wide range in types of museums and libraries.

One of the main reasons most public libraries provide access to the Internet is to give their users access to another information resource. Provision of the opportunity to 'surf the net' is the baseline networked service. Even here there are choices to be made concerning charging, printing, downloading, filtering, and providing services such as links to selected sites and assistance or training for users.

It is increasingly likely that users will want to try their hand at setting up their own web pages, and libraries could host these pages. Security will need to be carefully managed as users will need access to the library's server. In addition, there are some legal risks regarding content of such sites and it is advisable to take legal advice. As a minimum libraries may need to consider placing a disclaimer on every page making it clear that the library is not responsible for its design and content, and require individuals or groups who publish such pages to display their own name clearly. Having said this however, a useful service which libraries can provide
for small firms and organisations is to put up for them, for a small charge, a basic web site of perhaps four pages.

1.6. WEB BASED LIBRARY SERVICES

Led by advances in technology the range of services available is constantly increasing, and with it the expectations of library users. Depending on the aims and purpose of the library, some of the following examples might be regarded as core services, others as value added services:

- OPACs giving in-library access to the catalogue
- Remote access to library catalogues
- Community information
- Seamless access to a range of information sources
- Creation of digitized content to provide remote access to special collections and local studies materials
- Tailored mailing lists and bulletin boards for groups of users such as reading groups, homework clubs and distance learners
- Personalized services such as informing a user that, based on previous reading habits, a new book, video or web site has arrived which may be of interest
• Online enquiries services

• Requests and renewals by e-mail or other form of remote access

• Managed databases of frequently asked questions

• Co-operative networked services between libraries in different sectors and between libraries and museums and libraries and other advice agencies

• Document delivery

• Networking of CD-ROMs

• Hosting interactive services for local and national government e.g. for consultation or election purposes or to allow application forms etc. to be completed remotely. Enhanced communication is seen as a key role for the Public Library Network.

Development of services which will extend access to all and further the aim of increasing social inclusion, such as Essex Libraries ‘Readers without Walls’ project which enables housebound people to select their own books.

1.7. WEB RESOURCES

The concept of a web resource is primitive in the web architecture, and is used in the definition of its fundamental elements. The term was first introduced to refer to targets of uniform
resource locators (URLs), but its definition has been further extended to include the referent of any uniform resource identifier (RFC 3986), or internationalized resource identifier (RFC 3987). In the Semantic Web, abstract resources and their semantic properties are described using the family of languages based on Resource Description Framework (RDF).

The concept of a web resource has evolved during the web history, from the early notion of static addressable documents or files, to a more generic and abstract definition, now encompassing every 'thing' or entity that can be identified, named, addressed or handled, in any way whatsoever, in the web at large, or in any networked information system. The declarative aspects of a resource (identification and naming) and its functional aspects (addressing and technical handling) were not clearly distinct in the early specifications of the web, and the very definition of the concept has been the subject of long and still open debate involving difficult, and often arcane, technical, social, linguistic and philosophical issues. The different definition of Web resource have given below:

i. A piece of information on the Web is a piece of embodiment of human mind.

ii. By "productive" a Web resource can be used for producing or manufacturing. Hence a Web resource is not just a random piece of embodied mind, but a piece of mind asset.
iii. By "self-contained" a Web resource can be transmitted from one place to another on the Web alone without information loss. Or in other words the interpretation and usage of a Web resource is not ambiguous. By this property, a Web resource represents a unit of mind asset that has its consistent value.

1.8. ONLINE RESOURCES

In general, Web pages and documents on the Internet that provide useful information. While an online resource is typically data and educational in nature, any support software available online can also be considered a resource.

An online source is material you find online. It can be an online newspaper, magazine or television website such as NBC or CNN. Peer-reviewed journals, webpages, forums and blogs are also online sources. Some other names for online sources are 'electronic' sources, 'web' sources and 'internet' sources. Since so many sources are available online, it's important to know which ones are reliable, and how to cite them.

Whenever you quote, paraphrase or summarize an online source in APA (American Psychological Association) or MLA (Modern Language Association) style, be sure to provide an in-text citation. Online sources are cited just like books and other print sources, with some minor differences.
Libraries of all sizes and types are embracing digital collections, although most libraries will continue to offer both print and digital collections for many years to come. New purchases and purchases of journals, magazines, and abstracting and indexing services are heavily weighted toward digital, while digital books (e-books) are only beginning to become a presence in library collections.

Libraries prefer digital collections for many reasons, including, but not limited to, the following: digital journals can be linked from and to indexing and abstracting databases; access can be from the user's home, office, or dormitory whether or not the physical library is open; the library can get usage statistics that are not available for print collections; and digital collections save space and are relatively easy to maintain. When total processing and space costs are taken into account, electronic collections may also result in some overall reductions in library costs.

1.9. STATEMENT OF THE PROBLEM

This study aims to measure the library users studying in Physical Education institutions by Access web. Users from different Physical Education Institutions in Taminadu are selected to carry out the Present Research. Study helps to trace the availability of ICI infrastructure in the selected institutions libraries, frequency of library visit, Users’ Internet Access frequency’ Users Preference of
Websites and Purpose of using websites. Further the respondents choice of search engines’ e-mail account detail, satisfaction with the existing services are also analyzed using the rating level of high, moderate and low. E-resource usage are measured using four point scales of High, Average, Minimum, never study include the objectives and appropriate hypotheses. The methodology part briefs the data collection process, analysis and the limitations of the study.
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