CHAPTER - 1

INTRODUCTION
1.1 CONCEPT OF PHYSICAL EDUCATION.

Increased importance is given to physical education in the present educational system due to its potentialities and impact on the development of individuals. The concept of physical education, no doubt, is of recent origin. The term 'Physical Education' is broad based and complex. It is often confused with the terms like physical training, game, play, recreation, health education etc. But physical education is much more than all those. Physical education is a term used in a wide sense to cover all physical activity pursuits ranging from games and athletics to those of camping, hiking, rock-climbing and sailing.

In order to make the concept of physical education clear it is essential to go through the various definitions of physical education. Accoarding to Randall (1953),

"Physical education covers the whole field of physical activity, all sports and past times, in and out of doors, of a competitive or recreational character involving either team co-operation or individual effort. Its variety is infinite" (P.47).
Brownell and Hagman (1951) defined:

"Physical education as the accumulation of wholesome experiences through participation in large muscle activities that promote optimum growth and development...... It relates also to a variety of knowledges and understandings about physical experiences that enable the individual to formulate social and aesthetic judgements of inestimable value in democratic society" (P.17).

Voltmer and Esslinger (1949) stated,

"Physical education is that part of education which proceeds by means of or predominantly through physical activity" (P.14).

In the latest edition of the text written by Voltmer and Esslinger in 1967 the definition of physical education has been changed as:

"Physical education is the process by which changes in the individual are brought about through his movement experiences" (P.17).

Bucher (1960) stated:

"Physical education an integral part of the total education process, is a field of endeavor which has as its aim the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities which have been selected with a view to realising these outcomes" (P.40).
Bucher further mentioned:

"When you add the word physical to education you are referring to the process of education that goes on when activities that develop and maintain the human body are concerned" (P.17).

Hetherington (1967) defined:

"Education as a life long process in which the individual's powers were developed and adjusted to a social order for complete living. He equated physical education with fundamental education and suggested that it provided the basis for all the rest of education" (P.115).

Nash (1931) said that;

"The word physical is a misnomer because it implies that there is some sort of inherent conflict between physical and mental activity."

Secondary Education Commission (1952-53) defined:

"Physical education as much more than mere drill or series of regulated exercises. It includes all forms of physical activities and games which promote the development of the body and mind" (P.137).

Le Maistre (1945) has analysed the term physical education. He remarked,
"Is physical education an education of the physical or through the physical? The answer should be, unhesitatingly 'both'. A teacher of physical education is directly and immediately concerned with the education of the physical, largely through the acquisition of motor skills and the establishment of a suitable state of physical fitness as a necessary context for these skills. A by-product of skill improvement and of physical exercise should be feeling of enjoyment and satisfaction" (P.23).

Physical education is that education which ensures harmonious development of individual through physical activities leading to health and happiness. It is that phase of the total educational experiences which is concerned with all round development of individual. It is the experiences accumulated through participation in large muscle activities. It is the sum total of all the changes brought about by experiences through motor activities.

Physical education helps in developing positive attitude towards life and ability to compete and cooperate with others. Traditionally it was viewed that physical education and sports provides services as a suplement in the educational sphere. But at present it is
considered as an integral part of total educational process. Now-a-days many changes are taking place in the field of physical education and many sub-disciplines of physical education like Bio-mechanics, Sports medicines, Exercise physiology, Sports psychology etc. are being explored which have helped the growth of physical education as well as has provided solutions to different problems of human beings.

1.2 IMPORTANCE OF PHYSICAL EDUCATION.

Physical education is an indispensable part of educational programme. It aims at the wholesome development of human personality. It is not confined to mere development of physical strength. Rather it contributes for development of body, mind and character and develops a number of qualities essential for all round development of personality.

Secondary Education Commission (1952-53) has emphasized the importance of physical education and has stated,
"Physical education is an indispensable part of all health programmes. It's various activities should be so planned as to develop the physical and mental health of the students, cultivate recreational interests and skills and promote the spirit of team work, sportsmanship and respect for others" (p.137).

Education Commission, 1964-66 (1970) has clearly pointed out the values of physical education. It mentioned, "There has been a tendency in recent government schemes of physical education to emphasize only the physical fitness value of physical education and ignore its educational values. 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" (P.356).

Kunzru committee(1959) has pointed out the worth of physical education for development of individuality. It remarked, "Physical education is accepted as an integral and inextricable part of education all over the country. It is promoted only because of its value in programme of physical fitness but also because of its contribution to essential physical skills. When properly organised and conducted, it develops social qualities and personal character as well."
Sri Aurobindo and the Mother (1967) have rightly remarked,

"Physical Education, as it is understood today, is comparatively a very recent development. Yet its potentialities and the impact upon the total education of the modern man is being realised more and more and Physical Education is assuming increasing importance in the current educational programmes."

National policy on Education (1986) has recognised, the importance of physical education. It mentioned,

"Sports and physical education are an integral part of the learning process and will be included in the evaluation of performance. A nationwide infrastructure for physical education, sports and games will be built into the educational edifice" (P.23).

According to Swami Vivekanand a healthy body creates a healthy mind. He has aptly emphasized the importance of physical education by mentioning,

"Be strong, my young friends, that is my advice to you, you will be nearer to heaven through football than through the study of Geeta. These are bold words, but I have to say them, for I love you. You will understand Geeta better with your biceps, your muscles."
Phillip Noel Baker has justified the importance of physical education by mentioning,

"Of all the international causes I have served, sports is the most noble. Sports can help man make the best use of all that education has to offer him, it is life as it could be and should be. In a nuclear age sports is man's best hope."

The general conference of UNESCO at its twentieth session in November, 1978 proclaimed the international charter of physical education and sports. The preamble of the charter indicates,

"Believing that physical education and sports should make more effective contribution to the inculcation of fundamental human values underlying the full development of peoples. "Stressing" accordingly that physical education and sports should seek to promote closer communion between peoples and between individuals, together with disinterested emulation, solidarity and fraternity, mutual respect and understanding, and full respect for the integrity and dignity of human beings..... making into account the diversity of the forms of training and education existing in the world, but nothing that, notwithstanding the differences between National Sports structures, it is clearly evident that physical education and sports are not confined to physical well-being and health but also contribute to the full and well-balanced development of the human being" (P.P 203-204).
Physical education helps for the maintenance of health through good health practices, development of physical fitness, social development, development of personality characteristics, self confidence, self respect, self fulfillment, self realization as well as it helps for philosophical development through inculcation of values. Physical education also helps for intellectual development. Manu, in 'Manu Sahmita' part vii-152 speaks of physical education as, "By the increase of bodily strength and activity, the intellect becomes so subtle that it can easily grasp the most abstruse and profound subjects. It also helps to preserve and perfect the reproductive element in the human body, which in its turn, produces self control, firmness of mind, strength, energy and acuteness of intellect". Further the Upnishad says, "Sariram Khalu Dhrama Sadhanam" which means preservation of bodily strength is essential for any intellectual and spiritual pursuits.

The father of the nation, Mahatma Gandhi remarked, "By education I mean an allround drawing out the best in child and man -body, mind and spirit". From this
definition it is clear that education looks after the three aspects of the human beings—the physical (body); the intellectual (mind); and the spiritual (spirit). As long as education aims at the all-round development of the child, the school cannot neglect the physical development of the child. Gandhiji in his autobiography mentioned,

"I had the false idea that gymnastics had nothing to do with education. Today I know that physical training should have as much place in the curriculum as mental training."

From the above discussions it may be concluded that physical education is an indispensable part of educational programme which contributes for development of physical and mental health, spirit of team work, sportsmanship, respect for others, mental alertness, leadership perseverance, character, social qualities, respect for dignity of human beings, self confidence, self respect and so on. It promotes physical, social, intellectual and moral development of individual and brings harmonious development of the personality of the individuals. This justifies the importance of physical education to be considered as an integral part of the educational system.