Chapter I

INTRODUCTION

Declaring Physical Education and Sports as a fundamental right of all, the UNESCO\(^1\) Charter stresses upon governments and non-governmental organisations to promote the development of and to disseminate and put into practice physical education and sports for the "Service of human progress."

History points out that the peoples and communities who cared for their bodies and engaged in vigorous physical activities, remained strong and prosperous, whereas those who neglected them, waned and perished. The great Roman civilisation crumbled and came to an end precisely because its people unproportionally affluent and took to a life of wantan luxury. They lost touch with Physical Education and Sports, began to take interest in professional play. They became soft in mind, spirit and flesh. The lesson is borne out in Rome, as it has

been in many civilisations, which have fallen along the way, that for a nation to remain strong and endure, it must be physically as well as morally fit.\(^2\)

The story of Physical Education and Sports in India is strewn with ups and downs. In turmoil — torn periods, Indian society paid some attention to physical fitness while in periods of security and religious abundance, it shifted its attention to intellectual and spiritual attainments. Thus neglecting the most vital aspect of physical awakening as a result of which India had to bear the burnt of foreign intrusions and invasions till the nintieth century when the British completely subjugated her. Apart from other modernities, the British also brought to India Their 'Love of outdoor activity, games and sports.' No doubt, the foreign rulers declared physical exercise as an important aspect of general education, they made no serious attempt to make it a compulsory subject in schools and colleges and a way of life for the common masses.\(^3\)


After independence, it was generally accepted as the policy of central government that physical education and sports should be in harmony with the total educational pattern and also complimentary to the achievement of the goals of education. To give practical shape to the policy, different committees were appointed from time to time to support plans for the development of physical education and sports for the students of the country. A national plan of physical education and recreation was first prepared in 1956 by the Union Ministry of Education. This plan provided useful guidelines for syllabus of physical education for primary and secondary schools. On the basis of these plans, many schemes were contemplated to raise the level of fitness. An Advisory Board of Physical Education and Recreation was constituted. A national college of physical education was established at Gwalior. A national plan of physical education and recreation was finalized in 1956.

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which suggests norms for physical efficiency test. The first All India Seminar on Physical Education for Principals of Physical Institutes in 1959 has recommended the motor ability test as prescribed on the national plan to be conducted in various places of the country to ascertain its validity and supply proper norms for various age groups. National Physical Efficiency Drive was launched in the 1959-60 by the Union Ministry of Education with a purpose to create consciousness and enthusiasm amongst the people of our country for physical fitness and to stimulate their interest for physical welfare which will help them to better and more healthful living. With the aim of putting the scheme on more scientific lines and sound footing it was entrusted to National college of physical education, Gwalior in the year 1972. This scheme was renamed as "National Physical Fitness Programme (NPPP)" to make the scheme more effective and popular in the country.  

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6 Ministry of Education and Youth Services-National Plan of Physical Efficiency Drive (Faridabad: Govt. of India Publication, 1967), p.5.

7 Ninetieth All India Seminar on National Physical Fitness Drive held at Gangtok (Sikkim) in May, 1979, The Govt. of India, Ministry of Educational Culture have Decided to Rename the Scheme as "NPF."
The Government of India, in 1965 framed a multi-purpose programme of physical education for implementation in the secondary schools of the country. After that under the educational structure of 10+2+3 pattern, as envisaged by the national policy on education, and declared by the Union Government in April, 1977, Physical Education and Sports are to be an integral part of curriculum at all stages.

The Government of India's resolution on national sports policy to involve youths in physical education and sports laid in both houses of Parliament in August, 1984 had accepted in principle that it is the duty of both the centre and states to accord the importance of participation in physical education and sports activities for good health, a high degree of physical fitness, increase in individual productivity and also its value as a means of beneficial recreation, promoting social harmony and discipline is well established. The need of every citizen, irrespective of age and sex, participate in and enjoy games, sports and recreational activities is therefore, hereby recognised.

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and physical education and sports should be made an integral part of the curriculum as a regular subject in schools and other similar educational institutions.\(^\text{10}\)

Therefore, in order to achieve the objective of mass participation in physical education programmes in particular and sports in general, the government of India has come out with a new education policy (1985-86) in which greater emphasis has been laid on the creation of infra-structure of sports and physical education in terms of facilities. Stress has also given on the improvement of teachers' training and proliferation of literature of physical education and sports so as to educate the masses in the efficacy of being physically fit. Unfortunately, there has been certain hurdles in the achievements of those lofty objectives and ideals. For instance, education is a state subject and sports and physical education are tagged with education only. The state governments have constraints on their resources and as such, they cannot carry out the sports policies practically except on papers. That is perhaps, the reason why physical education and sports have still not found the due place even in total educational

\(^{10}\text{K. Raj, Jaichander Singh, NeWs Bulletin, NIS April, 1985.}\)
structure in many states of the Union. Also 'Run for Health and Sports for all" which is the national policy to develop sports and health consciousness in a common man, is yet to get real impetus in our society. We cannot know the right direction to be followed until and unless the physical educators in India precisely know the quality of the "human stuff," they have to deal with. We are still in the dark about the physical, physiological, or psychological profile of our school going population. More specifically, the physical educators as yet have not been able to know whether the boys or girls in India are physically fit. In the absence of worthwhile survey on these problems, it would neither be possible for physical educators in India to work for the amelioration of the health and fitness standard of the people nor look for excellence in competitive sports. Planners feel that a great deal needs to be done for sports in the country, and unless we begin at the school level, build the next base at the college level and go on to the universities, the health of the youths, which constitute about 35% of the total population of the country\footnote{N. Sharma, Health and Youth in India (New Delhi: Publication, 1988), pp.1-6.} will not improve.
Today almost every nation in the world attaches more importance to the development of sports in order to improve the nation's health and for the well-being of the future generations. Hence a large number of governmental and para-governmental organizations, in close collaboration with private agencies, administer and supervise the development of physical education and sports. Certain nations like GDR, USSR, USA and Japan even try to project the superiority of their political and social systems through achievements in the field of sports, the increased number of athletes participating in Olympic and other International events, from all over the world is also an indication of the popularity and development of sports. The acquisition of new standards may be attributed to the better understanding of human organism in relation to physical fitness.

Jammu and Kashmir, the northern state of India has unique socio-cultural and geographical conditions. These factors along with meager resources have influenced the development of physical education and sports.

The state has three regions, namely Kashmir, Jammu and Ladakh. Jammu is a smaller province of the state with less plains and more mountains and only 45% of the state's
population as against that of Kashmir, surrounded by mountain and his 53% of the state's population and Ladakh is all mountain and mountain and no plains. Climatic conditions differ from one region to another. Jammu is hot for most of the time, whereas valley is comparatively cool in winter and moderate in summer. Ladakh is very cold in winter, temperature goes to minus 15 celsius. Some areas of Kashmir and Ladakh remain snowbound for months together. Even the population has many shades, not only of the skin but also culture and history. Not only the physical appearance and status differ from place to place but also the social customs and ways of life are quite different. These regional variations have great influence on the type of sports activities engaged in by them. From November to end-March, it is extremely cold in Ladakh and Kashmir, so no physical activity whether indoor or outdoor is possible.

With the overall change in the pattern of physical education in the country, the Jammu and Kashmir state established a separate Directorate of Youth Services and Sports in the year 1977. Since then this Directorate has

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been doing best to improve the standard of sports and physical education through its policies and programmes.

National Physical Efficiency Drive was introduced by the education and social welfare department in the state in 1969. The aim of the Drive was to inculcate interest among the youth towards physical fitness. It was also aimed at providing the youth the opportunity to participate in a physical fitness testing programme which would help them to assess their physical efficiency level. The programme of the Physical Efficiency Drive was for both boys and girls, juniors and seniors. Other schemes, as Adult fitness programme and national physical fitness programme (NPPP) was given its right place in the curriculum, but inspite of these efforts the fitness programme made only a 'fringe impact' on the youths of the state, as it could not be implemented properly to generate desired momentum. Also, no definite efforts have been made to formulate scientific evaluation procedure either by the government agencies or individuals to evaluate the proficiency of the youths. Therefore, it is essential to prepare norms for objective assessment of the physical fitness of the student population. National norms of national physical fitness programme established for seniors and juniors cannot be an effective
criterion for the assessment of physical fitness of the youths of Jammu and Kashmir, because of the peculiar conditions of the state. These factors have stimulated the researcher to take the present study to prepare the physical fitness norms for youths of the state of Jammu and Kashmir.

Statement of the Problem

The purpose of the study was to evolve physical fitness norms on various items of AAHPER Youth fitness test for male students of Jammu and Kashmir state.

Delimitations

1. The study was delimited to the male students of age 13 through 19 years of different schools of the state.

2. There are various tests of physical fitness which exist in the literature. However, this study was confined to the physical fitness components of strength, speed, endurance, agility and flexibility of school students only.13

Limitations

1. As the subjects selected for the study were from different schools and regions of the state certain factors like diet, daily routine and habits etc., what might have an effect on the result of the study could not be controlled.

2. As it was not practically possible for the investigator to conduct tests on the selected subjects, physical education teachers working in various schools were requested to help in the conduct of tests in their respective schools. Even though every attempt was made to standardise the testing procedures, yet the variations that might have occurred due to the fact that the help of various individuals was sought, was considered as a limitation of the study.

3. Further the tests could not be conducted to the sampled population on the same days, and during same hours, the diurnal variations might have had their effect, was also identified as another limitation of the study.

Definitions and Explanation of the Terms

Norms

"A norm is a standard to which an obtained score
may be compared."

"An experimentally derived index which enables teachers to compare the achievements or status of their students with those of similar group. Norms are often assumed to be representative of some larger population."

Physical Fitness

Physical fitness is that condition of the body which will permit the youngsters to maintain good health, respond favourably to physical effort and physical stress, enjoy the sensation of his/her own body, and function at an optimal mental and physical level.

According to Clarke physical fitness is the ability to carry out daily tasks with vigour and alertness, without


undue fatigue, and with ample energy to enjoy leisure time pursuits and to meet unforeseen emergencies.

Fitness is one of the basic elements which is essential for better performance. The player must be in a top physical condition. A broad definition might be that a fitness is one who is well adjusted to his environment whose mind and body are in harmony, and who can meet the normal demands made on him both mentally and physiologically without undue fatigue. 18

"Being fit is not a state of being ill" this is not what one might call negative fitness. Most people are quite prepared to accept this as a standard but physical fitness as explained by Jägger 19 is the physical state or physical condition achieved as a result of training requirements. It is the physical pre-requisite to ensure that all competitive demands can be met.

Strength

Strength is defined as a force that a muscle or a of muscles can exert against resistance in one maximum


effort or it is the ability of the muscle to overcome resistance or ability of the muscle to exert tension against resistance.\textsuperscript{20}

For the purpose of this study strength is considered as a group strength which is obtained from number of completed pull-ups.

**Cardio-Vascular Endurance**

According to Barrow and Mc Gee\textsuperscript{21} endurance is the result of a physiologic capacity of the individual to sustain movement over a period of time.

Johnson and Nelson\textsuperscript{22} described that cardio-vascular endurance is the ability of the circulatory and respiratory systems to adjust and to recover from the effects of exercise or work.

\begin{itemize}
\item \textsuperscript{22} Barry L. Johnson and Jack K. Nelson, *Practical Measurements for Evaluation in Physical Education* (Delhi: Surjeet Publishers, 1982)
\end{itemize}
Hockey (1977) defines\(^\text{23}\) cardio-vascular endurance as the maximal amount of work that an individual can perform over an extended period of time.

For the purpose of this study the time taken to cover 600 metres run/walk indicated the cardio-vascular endurance level of the students.

Speed

Speed is fitness with which one is able to move his body from one point to another.\(^\text{24}\)

The capacity of the individual to perform successive movements of the same pattern at a fast rate.\(^\text{25}\)


\(^\text{25}\)Ibid.576
According to Johnson and Nelson\textsuperscript{26} running speed refers to "The rate at which a person can propel his body, or parts of his body, Through Space."

For the purpose of this study speed is the capacity of the individual to perform successive movement of the same pattern at a fast rate.

**Agility**

The ability of the body or parts of the body to change direction rapidly and accurately.\textsuperscript{27}

"Agility is the physical ability, which enables an individual to rapidly change body position and direction in a precise manner." (Johnson and Nelson 1982).\textsuperscript{28}


For the purpose of this study, the agility was considered as the ability to change direction within minimum loss of speed while running a shuttle.

**Flexibility**

"Flexibility may be defined as the range of the movement in a joint." (Barrow and M. Gee 1979).\(^{29}\)

"Flexibility is the ability to perform movements with a wide range." (Harre, 1982).\(^{30}\)

"Flexibility as a component of physical fitness, is the ability of an individual to move the body and its parts through as wide range of motion as possible without undue strain to the articulation and muscle attachments." (Johnson and Nelson, 1982).\(^{31}\)

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For the purpose of this study flexibility was measured by complete bend in the spinal and going down the toe as much as athlete can go to gain the maximum flexibility.

**Significance of the Study**

Evaluation is an essential aspect of any educational venture and so is true for physical education. To determine the effectiveness of any it is essential to evolve a standard procedure to measure the achievement level. No efforts so far have been made to formulate scientific evaluation procedures. For any evaluation procedure, where the performances can be obtained in terms of numerical scores, it is necessary that a standard scale be available to interpret such scores, without which the scores may not convey much meaning. The present study, therefore, will be of a great significance as it will provide physical education teachers the norms to grade their students on the basis of their performances in the physical fitness tests. It will also help the students to know their own level of achievement in relation to the group, thus motivate the students to raise themselves to higher percentage levels in comparison with their fellow students.
Physical education teachers in various schools of the state are entrusted with the responsibility of looking after the development of the youth. During their growth and development period it is essential to know their physical fitness status before giving any physical education programme to them. This study would provide norms to determine the fitness status of the students and help the physical education teachers to plan physical education programmes accordingly.

No two individuals are alike. Individual differences make every physical education class a heterogenous group. Therefore, no one programme of physical education can be ideal for all, unless the strengths and weaknesses of the individuals are known to the teacher. With the availability of norms, the coaches and physical education teachers in schools can determine the fitness status of the students and know the exact needs of each individual. Thus a norm serves the purpose of a barometer to indicate the state of affairs with respect to physical fitness of the students. This study will be very useful in the state and will make the following contribution:

1. The study will be useful in evaluating the fitness of the age groups.
2. The study will provide basis to prospective researchers for comparing fitness standards of adolescent population of Jammu and Kashmir state with that of others.

3. The physical educators and coaches at school level would be provided with standard yard-stick for different age groups for improving the fitness of the youth by taking appropriate measures.