CHAPTER-1

INTRODUCTION

1.1 INTRODUCTION

A standard in physical education may be defined as the minimum requirement for the effective functioning of the programed, required in terms of facilities equipment’s and personal establishments by authority, research or general consent. Modern age gives much more importance to physical education to enable the entire student to take part in the activities to their aptitudes, interests and abilities, necessary facilities for physical education should be provided in every school enable maximum number of students to take part in various activities. The situation and the financial conditions of the school are too kept in mind in providing facilities.

Modern Physical education programed emphasizing on natural activities requires extensive plays areas. These play field are uncovered class-rooms and as such they must be properly equipped and maintained. The area of the play field ant its proximity to the school are the factors which need careful foresight and consideration. Conventionally school is a place for study and play grounds and play programs are frills to education. There is much reluctance on the part of the school management to provide expensive items. The need for classrooms, furniture laboratories, libraries and even a hall are accepted as essentials. In the list of priorities all items directed to academic education are given a high priority. This comes partly from the traditional approach to education, partly because they are accepted as essential by practice, especially as they are visited by department authorities and partly from lack of appreciation for educational possibilities of physical education. Play is taken for granted. Questions such as these are asked, “Children will play somehow, somewhere, and then why they bother about providing a special facility for play? Is not play a waste of time? Is the one who plays in childhood likely to attempt anything serious in later this life?

Promotion of Physical Education: - Promotion of physical training is an independent part of the economic and special development plans for whole areas and individual work groups, and their implementation is regularly monitored. It is much more difficult to determine the ultimate result of mass physical training sessions.
First, it should be specified who is to be considered a P.T. enthusiast. Opinions differ on this subject. Some people believe that the notion of physical training covers everything that exerts some effect upon the person's physical and inner condition: muscular work, gymnastic exercises. Others maintain that only those who regularly purposefully practice sets of exercises conforming to certain principles can be called P.T. buffs.

Physical culture is inseparable from intellectual culture, and every P.T. adherent must, therefore, strive towards his own introspective development. The purpose of physical exercise is to form a healthy and conditioned individual prepared for versatile, including intellectual, activity for the good of the society. Several years ago, while writing a series of short articles about statistics keeping and media relations for a schools coach's publication, it is realized that although many coaches and athletics administrators have been schooled have not spent much time learning how to promote their programs properly. Those who take college sport administration courses in promotion and publicity generally specialize in those areas and know how to guide that cater to schools personnel's needs are widely available. School promotion, public relations, and sponsorship campaigns are just beginning to grow beyond someone grinding out an occasional press release and the local soft drink distributor under-writing the cost of the football field scoreboard. Many people find school sponsorship a sell out and feel that prep sports have succumbed to the commercialism that has infiltrated college and professional sports. That is why sizing up your community and schools before launching kind of campaign is critical, the politics of promotion programs differ in every community, but we can still provide you a road map to follow once our have decided to approach promotion as an integral part of your daily operations. You still can maintain the wholesomeness schools sports have enjoyed for years.

There is a great need for physical education in the present area In the interest of total well-being of a child. This is an age of automation and industrial revolution. Life has become more inactive than before which is detrimental to the health, growth and development of a child. Pupils generally have to put in less work heir day to day living and have more leisure hours. Radio, T.V. and other devices have resulted in
making our life inactive and sedentary. Youths are inclined to be onlookers rather than participants in various activities. It is, however, to be noted that if one is going to be fit in all respects to carry out his duties ably, he must have appropriate endurance strength, flexibility and skill to accomplish his duties without undue fatigue or boredom. Regular physical activity is, therefore, essential to overcome these evils of modern era. Physical education has also an important role to play overcome the problem of juvenile delinquency. A modern youth wants to be a member of a group, desires action and excitement. It is only physical education that can fulfill his requirement and can help him to counter act the problems of delinquency. It is difficult for a youth to adjust his nervous system and "his emotions to the fast life that he has to live in the present times. This is an age of tension. Disease concerned with the heart, blood vessels, kidneys have increased. Physical education activities may contribute considerably in safeguarding the child for the tension of modern day living. Good health and wholesome experience though recreated games regardless of age will certainly contribute to make life worth living.

The objective of physical education has changed over the course of history and today it is directed at a better development of human being not only physically but also psychologically and socially. These changing concepts of physical education have come as a result to the values inherent in physical activities under qualified leadership. 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 international Charter of physical education, adopted on 21 November, 1978 by the United Nation Educational Scientific and Cultural Organization (UNESCO), clearly reflects the great importance attached by the international body to "the cause of physical education and also for making physical education and sports an integral part of general education.

Games like cricket, soccer etc. began to come popular even without an organized effort. For keeping the torch of traditional physical education aflame, the credit must go to voluntary organizations such as Vyayamshalas, Kreeda Mandalas, and Akharas (typical wrestling school). Where people engaged in danda (dips), baithaks (squants), yogic exercises with light apparatus and indigenous games like
Kho-Kho, Kabbadi, atya patya etc. a few princely states took keen interest in the promotion of British games like hockey, cricket, horse-polo etc, Hyderabad, Jodhpur, Patiala, Coach, Bihar, Jaipur etc., to mention a few, were ahead of time in this respect. The Patiala state spearheaded the Olympic Movement in India. The state produced athletic, Horse-polo and cricket stalwarts- and patronized Gama-Rustom-E-Zaman (world champion wrestler). The princely states also encouraged traditional sports. Hockey was picked up b Indian soldiers from the British and perfected to such an extent that since 1928 Olympics, the Indian hockey team dominated the world proceeding until 1956 Olympics. The world is yet to see a hockey wizard like Dhyan Chand. Patiala and Jaipur teams won top honors in horse-polo several times. There was no organized programmed of physical education and sports except during school hours. Military drill, physical training exercises were given to the students by the ex-army personnel who also prepared activity demonstration squads, on school-inspection days. The public schools which were meant for India aristocracy followed the British system of education where western games and sports and morning jerks were compulsory for all. Track and field, swimming, soccer, gymnastics, horse, riding, cycle-polo, etc. were quite popular in public schools.

The organized physical education came to India in 1920, when Mr. H.C. Buck founded the YMCA College of Physical Education at Madras. The one-year teacher training course (certificate for matriculates and diploma for graduates) comprised theory, skill and prowess, and teaching ability lessons. The YMCA College became a trend setter in due course. Man more training colleges of physical education cane up. In 1931, was founded the Government College of Physical Education, Hyderabad and in 1932, the Christian College of Physical Education, Lucknow. Six years later (1938). The Training institute of Physical Education. Kandivali (Bombay) came into existence. The new generation of physical education training colleges followed the YMCA college model in letter and spirit. It was interesting that in the total- scheme of training, the indigenous activities were given due place. Certificate/diploma holders in physical education now began to replace the army physical training instructors in schools. In 1914, Vaidya brothers founded Sri Hanuman Vyayama Prasarak MandaI at Amaravati (Maharashtra), basically to serve the cause of traditional physical
education programed in India. In 1924, this institution started a five week summer course in indigenous activities. Those completing this course were awarded "Vayam Visharad". This tradition is still carried in this institution besides regular University causes of physical education. In 1946, at the time of an All Indian Physical Education Conference, the National Association of Physical Education and Recreation of India were formed. It has already been mentioned that the Youth teams from H.V.P. Mandal gave numerous demonstrations of indigenous activities in Europe and the Middle East especially in 1936. Olympics Games at Berlin and at the second Lingad in 1949 at Stockholm.

**Play**: Plays are usually heavily embedded in the particular theory in which they are offered. Play generally is defined in terms of function in relation to. Immediate biological need reduction or in terms of motivation: Play is not appetitive; play is quite a special behavior. Piaget (1962) offers a formalistic (or descriptive) definition of play rather than a casual, motivational or functional (Goal) explanation. He defines play pure assimilation of the world to the ego. Play is behavior in which the external world is complete transformed to coincide with the internal world of the child and involves no accommodation of the child to the external world.

**Games**: The game descriptions are divided into two groups: The first is intended for the primary grades, the second for the intermediate grades. Within each section, Games are arranged alphabetically. Each section is preceded by two charts, one classifying games according to difficulty and type, the other according to special use. A glance at the type and difficulty chart for the primary grades will show that introductory circle games such as Cat & Rat and large group games such as hill dill are easy enough for the first few lessons. Thus reading across the chart will help the teacher to plan for variety, reading down will guide him in planning the best sequence.

**Sports**: Play is a fully voluntary activity set arbitrarily in time and place, terminable by the actor at the point. The game, like recreation, has goals. The goals of a games are however to obtain ends beyond the simple benefits of participation in the game. The game is not an end in itself, but a path to other desired ends through the resolution of competitions. Games involve other people and may or may not is highly
structured or seriously regarded.

Sport to divert one is today much more than that because all sport's rules, roles and behaviors are establish formally and traditionally, sports require extensive preparation to fulfill the requirements of structured time, space and goal. Sports always involve physical exertion and thus only in sports are athletes found. Finally, sports participants always represent a group, thus making sport a business of serious purpose. Clearly sport has no overlap with that fantasizing children do in play and little in common with the recreation of the solitary fishermen. Spots are most nearly like games in sharing the goal of victory and separated from games mainly in their degree of structure, history, serious consequences and required physical exertion.

**Education:** Man is a social animal and the primary distinction from other animals is his ability to learn. He has been endowed with intelligence which enables him to modify his animal tendencies in accordance with the demands of the environment and the society. It is, however, the education which enhances his intelligence and capabilities so as to ensure proper progress in life. Education is a process which enables a man to acquire knowledge through conducive attitude, which is essential for being a human being. According to Prof. Drever, "Education is a process in which and by which knowledge, character and behavior of the young are shaped and molded." It is a constructive process leading to enlightenment and development of all the aspects of an individual's personality i.e. physical, mental, emotional, social, intellectual and spiritual. To sum up, education lead to his integrated, balanced and all around development, making him civilized, mature and responsible member of the society possessing dynamic personality.

For a primitive man, food, shelter and clothing were his primary needs. These needs, however, increased with the society and among other education, health, recreation etc. come to be added in this growing list. These human needs can be classified into biological, sociological and psychological aspects of life. Man has made a great progress in fulfillment of all these needs and education has played a great role in this cover continuing process of evolution of man from being primitive to the present, cultured and civilized human being. P.C. Banerji "is the development of the power of adaptation to an ever changing social environment." Education develops
the overall personality of an individual and is thus essential for the growth and
development of an individual as well as his for contribution to the society.

**Objectives of Education:** In the simple word these objectives can also be summed up as under:

1. Physical development
2. Mental developments
3. Cultural development.
4. Intellectual development
5. Cultivation of moral and ethical values
6. Raising the standard social life.
7. Training for civic responsibility
8. Total development of personality.
9. Spiritual and aesthetic development.

**Meaning of Term Physical Education:** - The word 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 anyone or all 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 instruction or training which relate to physical activities or programmed of activities, necessary for development and maintenance of human body, development of physical powers, or cultivation of physical skill. Education is a "doing" phenomenon, one learns through doing. Education is not confined to class-room alone; it may take a place on the playground, in library, or even at home. Such an education is conducive to the enrichment of an individual life. Well directed programs of physical education lead to healthful 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 advance towards perfect development of human being, the ultimate result being vigorous and strong body, acquisition of sound health, mental alertness, social, 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
"Physical Educated Person"

(A) **Aim of Physical Education:** The aim, however, should not be visionary but a practical way of indicating purpose. Regarding the aim of physical education when J.F. Williams stated "Physical education should aim to provide skilled leadership and adequate facilities, which will afford an opportunity for the individual or group to act in situation which is physically whole some, mentally stimulating and satisfying, and socially sound." He had indicated a purpose, a direction, and yet the aim will never be realized; there will always be better opportunities that can be provided. As far back as in 1893 Thomas Wood had stated "Physical education must have a aim as board as education itself and as noble and inspiring as human life."

According to J .R. Sherman "The aim of physical education is to influence the experience of person to the extent that each individual within the limits of his capacity may be helped to adjust successfully in society, to increase and improve his wants, and to develop the ability to satisfy his wants.” It can thus be said that aim of physical education is to provide experiences so that the man is able to adjust in the society and live a quality of life.

Another definition of aim by Nixon and Cozen state "Organized physical education should aim to make the maximum contribution to the development of an individual's potentialities in all phases of life by placing him in an environment, as favorable as possible, to the promotion of such muscular and related responses or activities as will best contribute to this purpose."

(B) **Objective of Physical Education:** - Objectives are the particular and precise means employed to realize an aim. Objectives are steps, advances, and realities in relation to the aim. They are considered worthwhile as they measure up to the standard of the aim. The objectives are something desirable, which seem possible of being attained, and through which the final goal is brought nearer to realization.

A. In 1934, the committee on 'objectives of the-American Physical Education Association listed five objectives

1. Physical Fitness
2. Mental health and efficiency
3. Social-moral character
4. Appreciation's.
5. Emotional express and control
B. In 1947 Agnes Stoodle reviewing the literature of various authors categorized the objectives under five heads;
(1) Health, Physical, or organic development (2) Mental emotional development
(3) Neuromuscular development (4) Social development (5) Intellectual development.

C. In 1948 J.B. Nash listed four developmental objectives
(1) Organic development (3) Neuromuscular development
(2) Interpretive developments (4) Emotional development.

D. In 1950 a Joint Committee of the American for Health, formulated four objectives;
(1) To develop & maintain maximum physical efficiency (2) To develop useful skills
(3) To conduct oneself in socially useful ways (4) To enjoy wholesome recreation.

E. 1965 the American Association for Health, Physical Education and Recreation listed five major objectives:
- To help children learn to move skillfully and effectively not only in exercises, games, sports, and dances but also in all active life situations.
- To develop understanding of voluntary movement and the way in which individual may organize their own movements to accomplish the significant purposes their lives.
- To enrich understanding of space, time, mass-energy relationships, and related concepts.
- To extend understanding of socially approved patterns of personal behavior with particular reference to the interpersonal interactions of games and sports.
- To condition the heart, lungs, muscles and other organic systems to respond to increased demands by imposing progressively greater demands upon them.

F. Obereruffer and Ulrich:
1. Immediate objective (skill in an activity, organic values and fundamental amusement).
2. Long range objective (psychological characteristics and control).

G. According to J.R. Sherman:
- To provide opportunities for controlled participation in physical activities that
will result in educative experience.

- To develop the organic system of the body.
- To develop skill in activities and favorable attitudes towards play.
- To develop desirable social attitude and conduct.
- To develop correct health habits, and
- To develop emotionally and intellectually.

H. **According to Charles A. Bucher:-**

(1) Physical development objective, (2) Motor and movement development objective, (3) Cognitive and mental development objective, and(4) Social development objective. (5) Effective development objective.

I. **According Edward, F. Voltmer:**

(1) Physical development objective, (2) Motor development objective, (3) Knowledge and understanding objective, (4) Social and emotional development objective.

J. **According to Bloom and Krathwohl:**

(1) The cognitive, (2) The affective, (3) The psychomotor.

**History of Physical Education In India:**

Very little has been written about the state of physical education in ancient India. The world historians seen to have partial in highlighting this aspect of Indian history though the Indus Valley Civilization was at its highest glory when most nations of Europe were still barbarians. The greatest drawback in our culture, undoubtedly, has been that written no records of the cultural, political and social conditions and movements at various periods of time were maintained. Much of India's history is wrapped in myth, tradition, legend, hearsay, custom, folk lore etc. making it highly unreliable, but excavations at prehistoric sites of Mohan Jo Doro and Hardpan remind the world of a great civilization existing about 2500 years ago. At Mohan Jo *Dora*, there were gigantic public baths as found in later Roman period, where people took some exercise to keep them physically fit. Oil massaging, in great variety, was widely known to ancient people. Gambling was one of the most popular sports and people gambled in different ways and styles. Children played with clay birds and beasts, and toys made of wood or clay. They kept pets (cats, dogs, parrots, pigeons, mynahs etc.) and played variety of small games. When the Aryans-the
migrants from Central Asia-occupied the Sparta Sindhu (the land of seven rivers), they drove the aboriginal Dravidians down south beyond Vindhyachal, and settled here. The Indus Valley Civilization put great emphasis on its people to be very fit so as to defend themselves, their land of occupation and property against natives and invaders from the North. The Aryans were excellent riders and, like the Greeks, fond of dancing too. The history of physical education in India can be studied along with social and political history which is roughly divided into the following ages:

(A) **Before British Period**


(B) **British Period (up to 1947)**

(C) **Post-Independence developments**

(A) **Before British Period**

1. **Vedic Period:** Somewhat credible description about the Aryans who had settled in the great Indo-Genetic Plain after having migrated to India from Central Asia, comes from the Vedas. The Vedas are the most ancient divine books and contain references to the social, political and geographical life of the Aryavrata—he land of the Aryans.

The people of India, at this period, were very strong and sturdy. They generally lived pastoral and agricultural life. Cereals, pulses, vegetable and fruit had a very important place in their diet. Being extremely fit in physique and alert in mind, they were quarrelsome and bellicose. Their skill in archery, aiming, horse riding, chariot-racing etc., severed them well in war and as sport in peace. In fact, these activates were very good means of fitness for them. Yoga seems to have originated in this period. Pranayama was considered a sacred duty. It is a yogic exercise by which one balance the respiratory circle in such a way that there is complete suppression of the breath and it is through this that ancient sages had the transcendental experience. Yogic Asana (bodily postures) were practiced for the fortification of the mind. Physical exercises also included suryanamaskaras which were helpful in keeping the body healthy. The Vedas carry an excellent description of the legendary battles between the Asuras (Demons) and Davis (God), the Varana Ashrams (division of castes), the duties of different classes of people, rules of wars, and spiritual and social
institutes and their interactions.

2. **Epic Age:** The exploits of the Aryan race are highlighted in the Ramayana and the Mahabharata, which were composed during this period. Both the epics reveal that this period was a great turmoil and wars. We also come to know of the system of education, which was quite elaborate. Apart from scriptural studies, physical education was an extremely important component of general education along with ethics and morality. Archer, javelin throwing, sword fighting, club fighting, wrestling, horse riding, chariot racing etc., have been described in detail in the Ramayana and the Mahabharata. The name of Rama, Laxmana, Ravana, Meghnatha, Arjuna, Bhima, Krishana, Balrama, Karana, Bhishma, Drona, etc., have become immortal for their valour and use of conventional and celestial arms and armaments. There is no match to Arjuna in Archery, to Bhima in Wrestling, to Ravana in axe-wielding, to Krishna in disc throwing, Meghnatha in flinging celestial weapons (Braham Astras) etc. in the use epic history of the world. There were no separate physical education teachers but the knowledge in the use of arms and armaments was given by the same teachers who were well versed in scriptural studies too. There were Gurukulas (teacher's in-house schools) where pupils of dignified classes and royal sons lived a celibate life up to the age of 25 years and acquired all physical, mental, intellectual and fighting skills. Gambling, as a sport for pleasure, was very common and we know for certain, that the root cause of the great Mahabharata War gambling. By the end of the period, many centers of learning such as taxila, Patliputra, Kanauj, Mithila etc., came up. Many great teacher of repute are mentioned who are credited with writing very important treatises on astronomy, astrology, philosophy, agriculture, music, dance, literature, religion etc.

**Historical Age (600 BC):** 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 order and dogged acceptance of the scriptural authority. Geographically India was divided into hundreds of very tiny states ruled over by knightly clans who frequently were at war the one another. When Buddhism and Jainism shot into prominence" there was general discontent against Hindustan among masses and numerous good principal of life were sacrificed at altar of new concepts.

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and notions of life. There prevailed a virtual chaos in life values.

Both Jainism and Buddhism stressed nonviolence and peace. They did not encourage body building activities even for defense, fitness or health, as they believed in the good nature of man and did not consider anyone to be an enemy. They expected no invasion from anywhere but they were wrong as the later developments reveal. Magasthenes who visited India during Chandragupta. Maurya's period has given description to a very elaborate system of physical and weapon-training for the army. Wrestling, running, jumping, javelin throwing, chariot and horse-racing etc., were very common activities as sport. Ashoka the great had a well trained very strong army. This shows that training for war was both intensive and extensive.

**Nalanda:** Nalanda was a great seat of learning where more than 6000 students from various parts of the country and abroad used to study. Along with religious, scientific, scriptural and philosophical courses, physical education was taught to the students for keeping good health. Pranayama and Suryanamaskars were practiced by all students and teachers without exception regularly all the year round. The student life used to be very hard during this period. Walking was considered a great tonic for health. Regular practice and competitions were held in yogic exercises, horsemanship, sword-fight, wrestling and such other activities of individual excellence. The Indian medical system (Ayurveda) was well developed by this time. It stressed the need for and techniques of physical exercise as a means of health.

3. **The Rajputs:** There was revival of the Hindustan during this period, generally known as the age of chivalry. The Rajputs were very vain, proud and chivalrous people but divided into hundreds of clans. They did not believe in a central authority and were often at daggers drawn with each other. They remained in their full bloom upon his thirtieth century. The Rajputs called themselves as the pure Kashatriyas or the warriors and hence their profession by birth had been fighting. That is why during their heyday they had contemplated a wonderful system of physical exercise and military training. From the very early age, Rajputs children—even girls—were taught how to wield and use dagger and sword effectively and to embrace death if they apprehended threat to their honor. Jauhar—the fire plunge—was an unsurpassed dare-devil act on the part of the Rajputs women. This speaks of their strong emotional
nature and guts of steel. The Rajputs children were taught how to chop off the head of an animal with one single stroke. Success in this act, brought praise, and failure, blame and a blemish for life, sometimes punishment. Horse-riding, javelin throwing, archery, wrestling, hunting, mace-fighting etc., were very popular activities of the Rajputs. Girls were taught how to ride a horse without saddle.

Dance and music have always been part and parcel of the Rajputs life. The religious fairs are good examples of this activity. Chess (Shatranj) has been known to the Rajputs since the very days of their rise as a political power. The Rajputs have been known for sword-fight and horsemanship. Their entire history is replete with the acts of velour and chivalry of the princes and potentates as well as the common man.

4. Muslim Mughal Period; - No doubt, this period is marked by great strife in which both Hindus and Muslims took part for supremacy of the other. In whatever form physical education existed during this period, it existed for the purpose of preparing for war. Traditional activities like Yoga were given a back-seat because of social and religious rift between the Hindus—the subjects—and the Muslims/Mughals who were the rulers; the latter never appreciating Hindu way of doing things.

Hunting:- seems to be very popular sport during this period. For fun and pleasure people engaged in the following sports and recreational activities.

Wrestling: This was patronized by the state. Many wrestlers of repute are mentioned in the Mughal period. There were Akharas (Traditional Wrestling schools) run by veteran wrestlers. In villages wrestling caught a popular image for the purpose of keeping physically fit. Dangles wrestling matches- were an excellent part time for commoners and courtiers and were a common sight in cities and villages.

Chaogan: It was another popular sport. Qutub-ud-din Aback seems to have died while playing this game. For development physical fitness and vigor, Chaogan was an excellent sport.

Boxing: Boxing was popularized by the state. The good boxers were brought from Iran.

Pigeons Flying Competition:- Through pigeons were the messages sent from one place to another. Emperor Akbar had 2000 pigeons which were trained to carry love letter and messages during war.
**Swimming**: Swimming was very popular among villagers but a compulsory part of military training. Emperor Babur himself was very good swimmer.

**Animal Fighting**: Animal and bird fighting was common among masses and court people. In the evening, the animals were taken into the open and fighting competitions organized. Elephant fight, cock fight etc., are mentioned as classic examples of passive recreation. Great wager were put on these fights.

**Individual Competitions**: Gladiatorial type competitions were organized for the super fit and the dare-devil. The fighting went on till either of the participants was seriously injured or killed. Fighting was also organized between man and beast.

**Chess**: This sport came into existence in Western India. The royalty played it in leisure time and also patronized it. During eighth century it went to China via Kashmir. During Emperor Jahangir's time it was a very popular sport of the people.

**Chaupar**: This ancient Indian past-time is played on a piece of cloth. The cloth had four comers and every comer had 24 squares. All the four comers had different colors. Whosoever completed the round of four comers earlier than the other was declared the winner? Emperor Akbar was a famous player of Chaupar and he is said to challenge about 200 people at a time. Everyone had to complete 16 times and in the event of not completing the game, he had to drink a glass of wine, which was forbidden for the Muslims.

**Pachisi**: Patches originated in ancient India. We can find its traces on the walls of Ajanta and Allora. Pachisi was also played on a piece of cloth. Even now it is popular in rural India. This sport was played with eight Kauris (sea shells). If all kauris fell in prone position the player had to move 25 squares.

**(B) British Period**: Physical education has always existed in India but never as a part of school curriculum. No doubt, the English were a magnificent sport loving people and pioneer in education, but as rulers in India, they never paid any attention to physical education as an educational process. Just organizing a few selected games after school hours was not enough for personality development. In 1823, Government of India shouldered the responsibility of education and in 1870, education was made a state subject- the Government at the centre retaining supervisory powers. Surprisingly physical education was given no place in the school curriculum. For the first time, the
Indian Education Commission in 1882 recommended that physical training be promoted in the interest of the youth by the encouragement of native games, gymnastics, drills and other exercises physical activities as something enjoyable. In 1894, the question of making physical education as a compulsory subject was considered but no definite policy was pursued further. The Western games especially cricket, soccer etc. were becoming very popular among selected classes. Private gymnasia, Vyayam Shalas, Akharas and Kreeda Mandals etc. contributed appreciably to the spread of traditional interest in development and conditioning activities like dands, baithaks, yogic excise, folk dances, wrestling, stick fight, exercise with light apparatus and indigenous games like Kho-Kho atya patya etc. A few princely states also promoted horse polo, hockey, wrestling, cricket etc. The programmed of physical education at schools in pre-independence days was looked after by ex-service me re-employed for this purpose. They imparted military drill and P. T. exercises to the children and often prepared them as scouts for school ceremonies and inspection days. The credit for developing scientific physical education in India in pre-independence days goes to the YMCA College of Physical Education, Madras founded in 1920 by Mr. H.C. Buck, an American Christian missionary. Since its inception, this college has given a definite direction to physical education as an academic subject and a profession. Later developments in physical education in India owe much to this pioneer institute. In 1931, Government College of Physical Education, Hyderabad and in 1932, Christian College of Physical Education, Lucknow were established. In 1938, came into existence the Training institute of Physical Education, Kandivali (Bombay). In 1914, Vaidya Brothers founded Shree Hanuman Vyayam Prasark Mandal, Amravati, basically to serve the cause of indigenous physical education.

(C) Physical Education In India After 1947:

1) The first central Government Physical Education Committee called as Tara Chand Committee was set up in the year 1948.

2) The central Advisory Board of Physical Education and Recreation was set up in 1950 to advise the Government on all matters pertaining to Physical Education.

3) In 1951 the first Asian Games were held at Delhi, which encouraged the
Indian youth to take part in games and sports at the international level.

4) In the year 1953, the Ministry of Health, Government of India initiated a coaching Scheme for games and sports when the Late Rajkumari Amrita Kaur was the Health Minister.

5) In the year 1954 and All India Council of Sports came into existence. This acted as a liaison between the Government and the National Federations for the various games/sports and offered financial assistance to these federations.

6) To promote and popularize indigenous physical activities a National Plan of Physical Education and Recreation was prepared by the Central Advisory Board of Physical Education in the year 1956.

7) The Ministry of Education established a college of Physical Education at Gwalior (M.P.) in 1957 offering three year degree course. Later on Master's Degree Course of two year duration was introduced in the same college.

8) In 1954, National Discipline Scheme was started by General Bhonsle who was Deputy Ministry of Rehabilitation at the center.

9) In 1957 the scheme was handed over to Union Ministry of Education.

10) Directorate of National Discipline Scheme set up Central Training Institute in Alwar (Rajasth) in 1960 and at Barwaha (M.P.) in 1963 to cater the increasing demand of trained teachers.

11) In the 1958 Sports and Youth Welfare Department was opened by the Ministry of Education to promote Physical Education in the country.

12) To evaluate the standards and status of the Physical Education and to look into the details of the then existing playground facilities in educational institutions in various states an ad-hoc-committee was appointed by the Ministry of Education, Government on India, in the year 1959.

13) In order to evaluate the physical fitness status of the people the National Physical Efficiency Drive for men, women, boys and girls was started and sponsored by the Ministry of Education in 1959.

14) In the year 1961 the National Institute of sports was established at Moti Bagh, Patiala, Punjab to produce the qualitative coaches (Experts) in particulars games and sports.
15) A Southern Coaching Centers was established in 1974 at Bangalore.

16) In 1965 a new venture called as National Fitness Corps was set up. This was an amalgamation of Physical Education. National Discipline and National Cadet Corps, Directorate of N.F.C. Prepared a hand book of activity.

17) In 1970-71 the rural sports tournament scheme was launched by the Central Government with two major objectives.
   1) To involve a major segment of the rural youth.
   2) To spot out nature talent.

18) In 1982 Asian Games were conducted in India; it was a great step towards promotion of Physical Education and sports in our country.

19) In 1995, the premier Institute of Physical Education, being run by the Centre Govt. under the name of L.N.C.P.E. was given the status of "Deemed University" which is now known as "Lakhshmi Bai National Institute of Physical Education."

**Dr. Tarachand Committee (1948):** After independence till date various boards, commissions and committees were established for the promotion of physical education in the country. Dr. Tarachand Committee (1948) examined the problems of secondary educations including the physical education also. The committee recommended the following with respect to sports and physical education.

1) To train teachers in the field of physical education in respect of organization, administration and recreation.
2) To institute postgraduate course of one year duration.
3) To establish training colleges in physical education in different states to increase the supply of trained teachers.
4) To establish sports club, Gymnasia and Akharas in different parts of the country.

**Central Advisor Board of Physical Educating and Recreation (1950):** In order ensure a planned and proper development of physical education and sport in all sections of the educational and social set-up, the Government of India appointed a Central Advisor Board of Physical Education and Recreation (1950) with the following objectives:

1. To suggest ways and means by which physical education could be made compulsory in schools and colleges.
2. To formulate and recommend curricula of physical education for different levels of education-primary, secondary and university.

3. To lay down norms for selection and qualifications of physical education teachers for appointment in the educational institutions

4. To scrutinize the existing syllabi of physical education training courses (certificate and diploma) and suggest uniformly.

**Establishment of the Lakshmibai National College of Physical Education (August, 1957):** The premier national institution of physical education having all modem facilities, preparing quality teachers comparable in training to those progressive countries with bachelor's and master's degrees in Physical Education and Recreation and with specialization courses of teaching and coaching in sports.

The course of study as under:

1. A three-year BPED. Course
2. A two year MPED. Course
3. MPED. (Summer Course for in service candidates)
4. Master of Philosophy in physical Education
5. Facilities for Doctoral Programme
6. Four Month Orientation Course for pre-relieved Army Officers.
7. Refresher Course in Physical Education for the Directors/sports Officers and Lectures in Physical Education.

**The Ad-Hoc Enquiry Committee on Games and Sports (1958):** The credit for bringing to fore the Asian Games, held every four years in Olympic Games style, goes to India and the first Asian Games were held in India in 1951 at New Delhi. India was fortunate to secure overall second position. Subsequently when Asian Games were held in 1954 at Manila (Philippines); we went down to fourth position. In 1958 Indian Hockey team lost gold medal to Pakistan. This precipitating decline in the standard of sports gave a jolt to all concerned with sports in India, the sports federations, the Govt. and the like. In view of this, Government of India set up an Ad-Hoc Committee in 1958 to ways and means to improve the present situation. The championship of committee was be vowed upon Late His Highness Maharaja of Patiala Sh. Yadavinder Singh Dr. K.L. Shrimali, the then Union Minister of Education.
in his inaugural address to the committee on 7th Jul, 1958 referred to the poor standard of Indian Competitors in all games and sports.

1. There should be planning on long and short term basis in the field of games, sports and Physical Education.
2. It recommended that there should be a central Sports institute for training of various teams and producing first-rate coaches. This has since been implemented in the form' of Netaji Subhash National Institute of Sports, Patiala.
3. All coaching schemes be integrated and their programmers rationalized so that maximum populace could be benefited. This recommendation has resulted in the existence of National Coaching scheme being run under N.S.N.I.S. Almost everywhere N.I.S. trained coaches are being employed to give a short of uniform type of coaching.
4. The importance of Physical Education teachers should not be undermined. All the physical education training institutions can be asked to carry out central plan of coaching. The colleges of physical education should re-orientate their programmes and should pay more attention to games and sports.

Kunzuru Committee A committee -for Co-ordination committee and integration of Schemes operating in the field of Physical Education Recreation and Youth Welfare.

In 1959, Govt. of India appointed co-ordination committee., under the chairmanship of Dr. Hirdya Nath Kunzuru, to examine the various schemes of Physical Education, recreation, character building and discipline operating in Educational .institutions, and to recommend measures for the proper co-ordination in order to duplication and wastage of resources and expenditure. The committee had a detailed survey of the various schemes operating in the country for the development of youth.

The committee toured the different parts, for on the spot study of those schemes. It also interviewed educationists and other experts in the field and finally submitted the report in 1963, it recommended that:--

At the school stage there should an integrated programmed consisting compulsory of basic curriculum compulsory for all and an optional curriculum. The
contests of an integrated programed should be worked out by a body of experts. One of the optional subjects such as scouting, mountaineering, sports, dance, drama, music, the choice being left to the student, should be there.

**Kaul & Kapoor Committee:-** Mr. M.K. Kaul and Mr. M.N. Kapoor both members of the AICS comprised yet another Committee in 1960. This two member committee popularly known as Kaul-Kapoor Committee was deputed to the Rome Olympiad to the study the organization and observe the system of physical education in the European countries. The major recommendations of the committee were as under:-

1. Physical Education should practically be considered as a part of general education in schools and introduced at the under-graduate level in the University education as an optional/elective subject.
2. Educational institutions should thoroughly overhaul their department(s) of physical education and manage them more efficiently.
3. Importance must give to the development and maintenance of play fields and sport infrastructure in schools and colleges.
4. Scholarships should be provided to talented and outstanding sports persons in schools and colleges as incentives.
5. Efforts should be made to create a net-work of sports and recreation clubs all over the country with the sponsorship of the government, corporate sector, universities, commercial establishments, and industry and business houses.

**Netaji Subhash National Institute of Sports, Patiala:** - In 1958, third Asian Games were held in Tokyo (Japan) where India gave a very poor performance especially in Hockey. We lost to Pakistan in the finals. The defeat in Hockey gave a major shock to the Govt. of India and all concerned with sports in our country. In view of the poor show given by the Indian teams, Govt. of India set up an Ad hoc Enquiry Committee in 1958 to study the causes of flow standards in sports in the country and to suggest ways and means to improve the deteriorating situation. The chairman of the committee was Maharaja Yadavindera Singh of Patiala. The committee recommended establishing a "Central Training Institute to provide First Class Coaches in Different Sports and Games."
The National Institute of Sports (the prefix Netaji Subhas was added later) came into existence in 1961 at Moti Bagh Palace, Patiala. In 1965, National Fitness Corps was established. This was an amalgamation of Trained Physical Education Personnel and National Discipline Scheme, Directorate of national Fitness Corp. (N.F.C.) prepared a hand book of Physical Activities Programmed for Teachers.

In 1970-71, the Rural Sports Tournament Scheme was launched by the Central Government with two main objectives, i.e. to involve a major segment of the rural youth and to spot out natural talent. In the same year Sports Talent Search Scheme was introduced by the Govt. of India. This scheme provides state level and national level scholarships to the promising and talented young boys and girls. In 1972, the Lakshmibai College of Physical Education, Gwalior was given the status of National Character and renamed as Lakshmibai National College of Physical Education, popularly known as L.N.C.P.E. Gwalior.

In 1973 University Grants Commission, New Delhi allowed the interested Universities of the country to introduce Physical Education as an elective subject in the affiliated colleges at under-graduate level. In 1975 National Sports Championship for Women was started in order to encourage women participation in games and sports. In 1982, Govt. of India conducted ix Asian Games in Delhi. It gave a boost to promote the games and sports in the country. After the 9th Asian Games held in Delhi, the Govt. of India realized the need to have one central sports body. As a result, a sport Authority of India was established in 1982 with the twin purposes i.e. to promote games and sports in the country, and to maintain and utilize the existing sports infrastructure.

**SAI Training Centre:** - With a view of identify sport-talent from the rural areas and take sport to all, Sports Project Development Area scheme was introduced in 1991. The Scheme is jointly implemented by the Centre and the Stages. 34 SPDA centers now known as SAI training centers-were made functional by 1994-95. Their objectives are:

1) To make possible for the Central and State Government to work together for sports development through an integrated effort:

2) To remove regional imbalances in the development of sports infrastructure:
3) To nurture talented sports-persons on a long-term basis:
4) To ensure maximum utilization of the existing sports facilities: and
5) To make equitable distribution of the funds for the sports development.

1.2 SPORTS AUTHORITY OF INDIA:

The Sports Authority of India was formed in 1984 as a successor organization to the Special Organizing Committee (Soc) for the IX Asian Games held in Delhi in 1982 with the objective of maintaining and utilizing the stadium created/renovated for the games and to spot and nurture talented children under different sports Tarnotion schemes to achieve excellence at National International levels. Its role was further enhanced with the amalgamation of the Society for National Institutes of Physical Education and Sports research and development.

SAI has established six regional centers at Bangalore, Gandhi Nagar, Calcutta, and Chandigarh, Delhi and Imphal and one sub Centre at Guwahati. Sports Sciences and sports medicine facilities have been developed at Delhi, Patiala, Bangalore and Calcutta. SAI has two Academic Wings relating to sports Academics: one for training in coaching and R & D in sports at NIS, Patiala and the other for Physical Education and R & D in Physical Education at LNCPE, Gwalior and Thiruvananthapuram. SAI has implemented a number of sports schemes/programs for the promotion of sports. These include certain central schemes like All India Rural Sports Tournaments, Promotion of sports among Women, North-East Sports Festival and Scholarship Scheme. It also has its own schemes like National Sports Talent Contest (NSTC) Scheme, Special Area Games (SAG) Scheme. SAI Training Centers (STC) Scheme; Army Boys Sports Company (ABSC) etc. The concept of the National Sports Talent Contest is designed to select genetically gifted and physically fit children and groom them scientifically with a view to develop initial excellence by admitting them in adopted schools. The selected trainees are given scientific training in one of the ten identified Olympic discipline: Athletics, Badminton, Basketball, Football, Gymnastics, Hockey, Swimming, Table Tennis, Volleyball and Wrestling. Schools, considered for adoption under NSTC scheme, are required to have a good academic reputation and basic sports infrastructural facilities i.e. play field, indoor halls and hostels. The Army Boy Sport Company Scheme is an extension of the NTSC Scheme.
for training sub-junior boys in the age group of 8-14 years. The idea is to make use of excellent infrastructures and efficient administrative and disciplined environment for sport training available in various regimental centers of the army. Under the Training Centers Scheme of SAI, 40 centers have been established in various parts of the country. Altogether, 15 sports disciplines are being run under these centers viz. athletics, Archery, Basketball, Badminton, Basketball, Football, Gymnastics, Hockey, Swimming, Table Tennis, Volleyball and Wrestling. Each training centers caters to 3-4 sports disciplines.

The Special Area Games Scheme is designed to scout and nurture natural talent for modern competitive games and sports from tribal, rural, coastal and hilly areas of the country and also from regions where genetically gifted individuals are located for excellence in a particular sports discipline. The trainee undergoes training in 17 sports disciplines at eight SAG centers and an associated center at Delhi. These centers are at Aizawl, Imphal, Alejandro, Telicherry, Jegatpur, Ranchi, Port Blair and Allahabad. Each training center caters to 3-4 sport disciplines.

**Modern Physical Education:** India has a tradition of sports and physical fitness. In recognition of the importance of sport, The sports Authority of India is contributing towards development of sports through its various programs viz.

Various Schemes*Sports Infrastructure *Incentives for Promotion of Sports Activities

**Various Schemes**

A. **National Sports Talent Contest:**- Started in 1985, this scheme attempts to identify talented school children in the age group of 9 to 12 years. Children are selected in 10 Olympic disciplines, viz. athletics, Basketball, Badminton, Boxing, Football, Gymnastics, Hockey, Table Tennis, Volleyball and Wrestling through a series of tests and on tests held at various levels.

B. **Special Area Games:**- His scheme, started in 1985, aims at identifying population groups and regions where natural talent and aptitude for a particular sport exists. The scheme involves region, special competitions to assess potential, selection of promising young boys and girls and intensive training at SAG centers, where educational and vocational training facilities are also provided.
C. **Sports Projects Development Area:** This Scheme, started in 1998, aims at providing basics sports facilities at 78 locations throughout the country, where a comprehensive and integrated system of coaching and training is provided to talented young sportspersons in the age of 9 to 14 years. This is aimed at providing in-house facilities to the talented youth in their own states.

D. **Sport Hostel Scheme:** This scheme was introduced to provide basic facilities in each State and National level Championships. All running costs, including equipment, training etc. are provided by Government. Each hostel has a sanctioned strength of 50 boys and 30 girls. 18 hostels have so far been established with 895 children.

E. **Boys Sports Companies in the Army:** This scheme is an extension of the N.S.T.C. scheme and was approved for implementation from the year 1991-92. This scheme was launched to scout talented boys up to the age of 14 years from Rural, Semi Urban tribal areas and train them in sports.

F. **National Coaching Scheme:** The National Coaching Scheme, which was first introduced in 1955, is meant to encourage people to take up coaching. The Scheme, over the years has undergone numerous changes and is now a major source for meeting the requirement of coaches by various user agencies.

G. **Sports Science Research Fellowship Scheme:** The Sports Authority of India awards Sports Science Fellowships to research workers for carrying out research in sports injuries, sports big mechanics and training methods.

H. **Academics in the Field of Sports:** The Sports Authority of India has two functional wings relating to academics which are in the fields of sports and physical education. These are:

a. **Netaji Subhas National Institute of Sports:** The Institute conducts academic courses for training of coaches and looks after research and development in sports related subjects. It conducts 24 months diploma courses in fifteen sports disciplines and also offers 22 months specialized post diploma masters course and 1 years post graduate diploma course in sports medicine.

b. **LNCPE, Trivandrum:** This College was inaugurated in 1984 and is fast developing in terms of infrastructural facilities, academic program and other essential
requirements. This college offers 3 years Bachelor of Physical Education (BPE) and 2 students (67 boys and 59 girls) are at present studying in the college.

c. **LNCPE, Thiruvananthapuram:** (17th August, 1985) conduct (1) Three year BPED Course, (2) Two year MPED Course. This is the only institution in the country to offer sports Science Specialization at the Master's Degree affiliated to Kerala University. In 1995, the premiers institute of Physical Education, being run by the Central Govt. Under the name of L.N.C.P.E. Gwalior was given the status "(Deemed University". Which is now known as Lakshmibai National Institute of Physical Education, Gwalior (M.P.)? In 1958, for the promotion of physical education, sports and youth welfare, a separate division was established in the Ministry of Education.

I. **New Trends**

(a) **Involvement Of Business Undertakings In Development of Sports:** The growing role of sports in society and the focus of media attention on sports performance all over the world and the boost this gives to national prestige has made winning of medals of great significance. In recognition of this fact, many countries have started setting up national training academic and specialized centers of sports excellence which offer all opportunities for experts for long years with the aid of modern training equipment.

(b) **Residential Schools:** In orders to broaden the base of talent scouting and nurturing in the country, SAI has decided to extend certain facilities to the large size residential schools, including public schools. The objective being scientific nurturing of sports potential in two disciplines in each of the residential schools.

(c) **Public Sector Undertaking Townships:** Under the Scheme, sports authority undertakes talent scouting in large size public sectors townships with the help of the management. Coaching is taken up in four sports disciplines, identified upon the playing facilities that exist.

1.3 **SPORTS INFRASTRUCTURE**

a. **Scheme of Grants for Creation of sports infrastructure:** This scheme has been in operation in the Department for more than 25 years. Under this scheme, state governments, state sports councils, U.T. administrations, local statutory bodies and
registered voluntary organizations can avail assistance for creation of various kinds of sports infrastructure like play fields, indoor and outdoor stadium, swimming pools, swimming pools, ealdormen and sports hostels.

b. **Grant to Rural schools for Playfields & Sports Equipment**: - This is a sub scheme of the main Scheme of Grants for Creation of Sports infrastructure. Under this scheme, a Secondary and Senior Secondary School, fulfilling the prescribed conditions and located in a rural area, is entitled to claim a onetime maximum assistance of Rs.1 lacks for development of a play field or purchase of non-consumable sports equipment or for both.

c. **Laying of Synthetic Tracks/Artificial Hockey and other Surfaces**: - This scheme has been in operation for the last ten years. Its objective is to make available facilities for practice and training to our National Athletics and Synthetic Surfaces.

d. **North Eastern Sports Festival** :- In order to broad base games and sports in the otherwise neglected areas of the north eastern states and to tape the hidden talent which is available in abundance there, the Govt. of India approved the scheme in the year 1986-87 for conduct of North East Sports Festival.

e. **Dr. Ambedkar Rural Sports Festival**:- A countrywide programs of Rural Sports Tournaments was launched in 1970-71 to encourage youth in rural areas to join mainstream of the country's sports activities.

f. **Evaluation of Sports Scheme**:- During 1994-95, the schemes of Sports Authority of India; viz. National Sports Talent Contest, Army Boys Sports Company, Special Project Development Ares, Special Area Games, National Coaching Scheme and Sports Hostel Scheme have been got evaluated by Tata Consultancy Services and the reports submitted to govt. are being considered for implementation.

1.4 **NATIONAL SPORTS POLICY:**

In terms of the National ports Policy, the Central Government, in conjunction with the State Government, the Olympic Association (IOA) and the National Sports Federation will concertedly pursue the twin objectives of "Broad-basing" of Sports and "Achieving Excellence in Sports at the National and International levels". Sports activities, in which the country has potential strength and competitive advantage, need to be vigorously promoted. Towards this end, Sports and Physical Education would be
integrated more effectively with the Education Curriculum. While the broad basing" of Sports will, primarily remain a responsibility of the State Governments, the Union Government will actively supplement their efforts in this direction and for taping the latent talent, including in the rural and tribal areas. The Union Government and the Sports Authority of India (SAI), in association with the Indian Olympic Association and the National Sports Federations, will focus specific attention on the objective of achieving excellence at the National and International levels. The question of inclusion of "Sports" in the Concurrent List of the Constitution of India and introduction of appropriate legislation for guiding all matters involving national and inter-state jurisdiction, will be pursued. Activities relating to Sports and Physical Education are essential components of human resource development, helping to promote good health, comradeship and a spirit of friendly competition, which, in turn, has positive impact on the overall development of personality of the youth. Excellence in sports enhances the sense of achievement, national pride and patriotism. Sports also provide beneficial recreation, improve productivity and foster social harmony and discipline.

A Resolution on the National Sports Policy was laid in both Houses of Parliament in August, 1984. The National Sports Policy, 1984 was formulated with the objective of raising the standard of Sports in the country. The National Education Policy, 1986 also incorporated the objectives of the Policy in so far as the Education Sector was concerned. The National Sports Policy, 1984 provided inter-aria that the progress made in its implementation would be reviewed every five years to determine the further course of action, as may be necessary, following such review. Over the years, it has transpired that even as the National Sports Policy, 1984 encompasses various facets in respect of encouraging sports in the country, the implementation of the same is not complete and leaves much to be desired. The goals and objectives laid down in the Policy are yet to be substantially realized. A need has, therefore, been felt to reformulate the National Sports Policy in more concrete terms, spelling out the specific measures required to be taken by the various agencies, which are involved, in various ways, in promoting sports in the country.

**Broad basing of sports**: Considering the key role of sports in national life and for
inculcating national pride in the younger generation, the objective of broad basing, that is, universalization or mass participation in Sports assumes special significance. It is imperative to ensure that the educational institutions, Schools and Colleges in both rural and urban areas; the Panchayati Raj Institutions, Local Bodies, the government machinery, the Sports Associations and Industrial Undertakings, as also the various Youth and Sports Clubs, including those of the Nehru Yuva Kendra Sangathan (NYKS) throughout the country are, and remain, fully associated with this Program. Efforts will be made to promote and encourage women's participation in sports. The Union and State Governments, as well as the Sports Federations/Associations will endeavored to promote a "club culture" for the speedier development of Sports in the country.

In the National Sports Policy, high priority will be accorded to the development of Sports in the rural areas to harness the available talent and potential. In this context, the Village Panchayats/Gaon Sabhas as well as rural Youth and Sports clubs will be mobilized to facilitate development of the requisite infrastructure and for the identification of talent through an appropriate competition structure in the rural areas as also in the disadvantaged and remote parts of the country which appear to merit special consideration under various schemes including for the North East. Efforts will also be made for tapping such potential as swimming in coastal areas and Archery in tribal areas. The available talent will be nourished and actively supported. Geographically disadvantaged Regions will be extended additional support for the promotion of Sports. There has been a strong tradition of Indigenous and traditional games in practically all parts of the country through ages. Indigenous games win be promoted through schemes related to rural sports.

**Integration with Education:** The integration of Sports and Physical Education with the Educational Curriculum, making it a compulsory subject of learning up to the Secondary School level and incorporating the same in the evaluation system of the student, will be actively pursued. A National Fitness Program would be introduced in all Schools in the country, steps initiated to augment the availability of infrastructure, including play fields/ sports equipment and action taken to provide Physical Education Teachers in educational institutions through, inter-aria, the training of
selected teachers in these disciplines. Specialized Sports Schools may also be set up. An appropriate Inter-school and Inter-College/University competition structure would be introduced at the National, State and District levels.

**Infrastructure Development:** The availability of adequate sports facilities throughout the country is basic to the development and broad basing of Sports. In addition to the Union and State Governments, the sustained involvement of other agencies, including the Panchayati Raj Institutions, Local Bodies, Educational Institutions, Sports Federations/Associations, Clubs and Industrial Undertakings will be enlisted in the creation, utilization and proper maintenance of the Sports infrastructure. While existing play fields and stadium, both in rural and urban areas, will be maintained for sports purposes, the introduction of suitable legislation may be considered for providing open areas to promote sports activities. Steps would be taken to evolve low cost functional and environment-friendly designs in this regard, so that maximum benefits could be derived through relatively low levels of investment. Efforts will also be made to optimally utilize the available infrastructure and manpower and Special Coaching Cams organized, during the vacations, to provide intensive training to talented sports persons, even as they pursue their academic work.

**Excellence in Sports:** The Union Government would focus attention on achieving Excellence in Sports at the National and International levels. Various sports disciplines will be prioritized on the basis of proven potential, popularity and international performance. Particular emphasis will be placed on the development of such priority disciplines and the prioritization reviewed, from time to time. The IOA and the State Governments would also accord higher priority to such disciplines. In planning the development of various disciplines, the genetic and geographical variations within the country would be taken into account so that in areas of potential, in particular disciplines, timely steps may be taken to harness the existing and emerging talent. Centers of excellence will be set up to identify and train outstanding sportspersons including sports academies where young and talented sports persons will be groomed to achieve higher levels of performance in the international sports arena.
Scientific back-up to sports persons: - The significance of scientific-back up to Sports stands well established. Accordingly, action will be initiated to strengthen this area, in accordance with international standards. Experts would be associated with each Sports Discipline or Groups of Sports Disciplines, on a continuing basis, to provide the requisite support in terms of nutrition, psychology, medicine, pharmacology, physiology, bio-mechanics and anthropometry as well as other branches of Sports Sciences. Suitable mechanisms would be introduced to achieve coordination between the laboratory and the field, that is, between the Coaches and the Sports Scientists, and particular care taken to ensure nutritional support to talented sports persons and to sustain their mental health and competitive spirit. Appropriate research and development measures will also be initiated for the promotion of sports and to impart special skills to promising sports persons so that they are enabled to give of their best in international and other prestigious competitions. The SAI and other public and private organizations will be involved in such research and development program. The SAI and the NSFs would take coordinated steps towards the modernization of the infrastructure required for the training of sports persons and to provide them with scientific support for achieving Excellence in Sports.

Sports Equipment: Suitable measures will be initiated to ensure access to sports equipment of high quality. While the approach to import of equipment would, no doubt, bear the long term interests of the indigenous sports goods manufacturers in mind, the import of law materials as well as finished sports goods of international quality be permissible under Open General License. Similarly, Sports Federations/Associations and other recognized Organization involved in Sports Promotion, as also eminent Sports persons, may be extended exemption of customs Duty. The matter relating to exemption from sales Tax for Sports Goods and of free movement of raw materials and finished sports goods in the country would be pursued with the State Governments.

Training And Development Of Coaches, Sports Scientists Judges, Referees And Umpires:- The Policy recognizes that the standards of coaching and scientific back up in the country and those pertaining to umpires, judges and referees needs to be upgraded. Concerted steps will be taken to train Coaches, Sports Scientists, Judges,
Referees and Umpires, in line with international standards. In addition to developing such expertise on an institutional basis, within the country, the deputation of promising persons to Training Courses, Conferences. Seminars, workshops and Tournaments abroad, so that they remain abreast of relevant developments in their fields, will be encouraged. Coaches would receive rigorous training for up-gradation of skills and may also be deputed overseas for the purpose.

**Incentives to Sports Persons:** - Incentives provide recognition and financial security to distinguished sports persons, during and after their sporting careers, and also motivate the youth in the serious pursuit of sports activities. Adequate assistance will be extended for Insurance Cover and Medical Treatment in the event of such eventuality/requirement. Lob reservation for sportspersons as per the prescribed categories will continue. Social Recognition, the Conferment of Awards and Honors at the National, State, and District levels, incentives in the form of Cash Awards and Avenues of Employment will be important elements of the National Sports Policy, 2001. Alongside sports persons, suitable incentives will be provided to Coaches, Judges and Referees for developing skills and enriching their experience.

**Sports and Tourism:** - The Policy recognizes the inter-dependence and inter-relationship between the Sports and Tourism sectors, the integrated development of which is capable of generating very substantial revenues and ensuring a high volume of tourist traffic from within the country and from overseas, while simultaneously promoting a sports & fitness culture in the country. Adventure Sports, in particular, have great potential for the promotion of tourism. Towards this end, the concerned Ministries/Departments of the Union and State Governments, that is those handling Sports, Tourism and related subjects, will strive to draw up joint/unified Plans and Proposals for various parts of the country, with due reference to the possibilities in the North Eastern Region, and to execute these programs in a systematic and coordinated manner.

**Resource Mobilization For Sports:** - Insufficiency of financial resources has been a major constraint in promoting sports in India. While the Union and State Governments would need to arrange higher budgetary provisions, special efforts are equally called for to mobilize corporate funds for the development of Sports in the
country. Accordingly, corporate Houses would be approached and encouraged to adopt and support particular disciplines (as well as sports persons) in the longer term; for this purpose. Tripartite Agreements between the Government and the concerned Sports Federations and the Corporate Houses may be entered into for different context of the Policy of Economic Liberalization. sectors would be more closely involved with the per general, and to build and maintain Sports infrastructure with requisite emphasis on the latest technologies. Suit incentives may also be evolved for this purpose. Eminent sportspersons of established merit will be encouraged to set up and manage Sports Academies.

It may be recalled that a National Sports Development Fund has been created with initial contribution of the Union Government. All contributions (from within and outside the country) to this Fund have been extended 100% exemption from Income Tax. The mobilization of resources for the Fund will be strenuously pursued and the feasibility of exempting the incomes of Sports Federations and Sports persons (from sources other than employers) from payment of Income Tax explored. The revenues generated by the sale of Broadcasting Television Rights of Sports Events will be shared between the concerned Sports Federation/Association and the Broadcasting/ Telecasting agency, public or private, on mutually agreed terms, through appropriate revenue sharing arrangements.

Mass Media: - The role of Mass Media is central to the popularization of Sports amongst the people at large. The Electronic Media, including the National Broadcasters, the Private Channels and the Print Media would be suitable mobilized for strengthening a Sports Culture in the country.

Globalization:- As a resurgent India confidently enters the New Millennium, Sports (and related activities) will be increasingly utilized as a medium for promoting cooperation and friendship in the Region, as also globally. Sports Exchange Programs will be pursued with all friendly Nations, with emphasis, on the one hand on Advance Training for Sports persons and Coaches, Scientific Support, the latest Research Aids and Development of Infrastructure, and earning laurels for the country, in Sports and Games, on the other. The National Sports Policy, 2001 would be reviewed, periodically, in order, inter-aria, to incorporate changes/modifications which may be
necessitated by technological and other advancements in the field of Sports. Indian sportsman and sportswoman are among the lucky few who are presented with lifetime comfort if during their careers they have attained international recognition. Of course these are some countries where the natures of gifts are far too generous. One recalls the time when the Shah of Iran reportedly presented Mercedes Benz cars to the team members winning a major football tournament at the Asian level. These incentives, cash and kind, and awards all are provided by are in addition to be benefits given to the sportspersons from their own departments like the Railways, the Police and other public service units. Out-of-turn promotions, plots for houses and free accommodation are a necessary part of some of the public service concerns. The special awards to medal winners and their coaches have indeed been a major step towards encouraging the younger generation to take sports as a career. The Indian sportsman can no longer complain of indifference and neglect by the authorities. Special Awards to Medal Winners in International Sports Events and their coaches: To attract the young generation to take sports as a career and to encourage the outstanding sportspersons for even higher achievements, special awards to medal winners of international sports events and their coaches were introduced in 1986. As of now, an Arjuna Awardees receives along with the award a lump sum amount of Rs. 1,50,000, a Dronacharya Awards Rs. 2,50,000 and the Rajeev Gandhi Khel Rattan Rs. 3 lakh.

Pension to Meritorious Sportspersons: Under the Scheme launched in 1994, pension is given to winners of medals in Olympic, World Cup and World Championships and Gold Medal in Asian and Commonwealth Games. While Olympic Games Medalists and Gold Medalists of World Cup and World Championship are given Rs. 2500 per month, the medalists of World Cup and World Championship and Gold Medalists of Asian Games and Commonwealth Games get Rs. 2000 as monthly pension. Pension is given on attaining the age of 30 years which continues till their lifetime.

**National Welfare Fund for Sportspersons:** The Nation Welfare fund for Sportspersons was created in 1982 primarily to assist sportspersons of yesteryears who are living in indigent circumstances. The financial support is generally in the
form of monthly pension up to Rs. 2500. Provision is there for grants for medical treatment. Medical grant also covers sportspersons suffering from grievous injuries in the course of participation or during training period. Assistance to Promising Sportspersons: Sportspersons with potential and those holding national records in priority disciplines come under a project which provides a packing of assistance up to Rs. 5 lack per year for coaching, equipment, participation in national and international tournament. The scheme also covers coaches, sports scientists and other persons who achieve a degree of excellence at international level. The coaches, sports scientists and other sportspersons are also assisted for up gradation of their skill and assisting the promising sportspersons for achieving excellence at international level.

**Free Rail Pass:** Every Arjuna' Awardees gets a 2 class AC rail pass which entitles him to travel by any train except Shatabdi and Rajdhani Express. Those above the age of 65 are entitled to an additional free pass for their escort.

**Establishment of Sport Agencies:** - A number of sports promoting agencies have been established in India at various levels. Particulars of some of these important agencies established and working to serve this purpose are given below.

1. AICS 2. IOA 3. SGFI 4.NFSs 5. Nehru Yuvak Kendra's

**Industrial Agencies and Public Undertaking Government and Semi Government Agencies.**

1. Bhilai Steel Plat, Bhilai 2. TELCO and TISCO
3. Moffat lal Group, Bombay 4. DCM, Delhi
5. National and other Banks 6. Indian Air Lines
7. LIC and ONGC

**NATIONAL SPORTS FEDERATIONS (NSFs):** - It IS recognized that the management and development of Sports are the function of the Indian Olympic Association and the National Sports Federations, which are Autonomous Bodies and who, in turn, have affiliated State level and District level Associations. The Government and other concerned agencies and the Federations/ Associations have, therefore, to work together harmoniously and in a coordinated manner to fulfill the objectives of the National Sports Policy. At the same time, the Indian Olympic
Association and the various Sports Federations/Associations will need to demonstrate orientation towards the achievement of results and ensure tangible progress in the field of Sports, keeping which in view, model bye-laws/organizational structures may be formulated for the NSFs, in consultation with them, and with due regard to the Olympic Charter, so as to make the functioning of the Federations/Association transparent, professional and accountable. Effective participation in International Events, especially the Olympics, Asian and Commonwealth Games, is a matter of National Prestige. Participation in these Events has, so far, largely been restricted to those disciplines in which creditable performance is anticipated. The contingents to represent the country in such events need be chosen in due time, in the light of performance and promise, in National Championships and elsewhere. Long Term Development Plans (LTDPs) will be prepared for each Sports discipline, incorporating details of standard of performance, targeted levels of performance, participation in competitions at national and international levels, sports exchanges, scientific support and the holding of international competitions in the country. The implementation of the LTDPs will be reviewed periodically and the same would be continued, as a Rolling Plan year after year. The release of Government assistance would be considered on the basis of performance relating to the LTDP in question. Over the years a number of National Sports Federations (NSFs) have come up for development of specific games/sports disciplines. These federations, actively supported by the Government, are responsible for the overall management, direction, control, regulation, promotion, development and sponsorship of the discipline for which they are recognized by the concerned International Federation. They are expected to discharge these responsibilities in consonance with the principles laid down in the Olympic Charter or in the charter of the India Olympic Association or the relevant International Federation, as the case may be.

1. Indian Hockey Federation (1928)
2. All India Football Federation (1937)
3. Swimming Federation of India (1940)
4. Amateur Athletic Association of India (1944)
5. Wrestling Federation of India.
6. Volleyball Federation of India (1951)
7. Amateur Basketball Federation of India (1950)
8. National Rifle Association of India (1958)
9. Gymnastics Federation of India (1951)
10. Indian Amateur Boxing Federation (1937)
11. National Cycling Federation (1937)
12. Board of Control for cricket in India (1928)
13. All India Tennis Association (1910)
14. Table Tennis Federation of India (1937)
15. Badminton Association of India (1934)
16. Handball Federation of India (1969-70)

**Important National Awarded & Incentives**

a) **Raieev Gandhi Khel Ratna Award**: The scheme was launched from the year 1991-92 with the objective of honoring most outstanding sportsperson to enhance their general status and to give them great dignity and place of honor in society.

b) **Arjuna Award**: The Arjuna award was instituted in 1961 as the highest national recognition of distinguished sportsperson. The awardee is given a bronze statuette of Arjuna, a scroll and a cash prize along with a monogram, a blazer and a tie.

c) **Dronacharya Award**: Dronacharya Award was instituted in 1985 to honor eminent coaches who have done outstanding and meritorious work on consistent basis, to motive them to dedicate themselves with a singularity of purpose for raising the standard of sportspersons to highest performance in international events and bring glory to the country. Cash award to winner of Medals in International Sports Events.

d) **Olympic & Asian Games**: Special cash awards ranging from Rs. 50,000/ to Rs. 5.00 lack are given since 1986 for winning medals in specified International Sport events in all discipline which are include in the Olympic, Asian and Commonwealth Games. These awards are also given to juniors for winning medals in world, Asian and commonwealth championships.

e) **Sport Science Research Fellowship Scheme**: The sports Authority of India awards sports science scholarships to research workers for carrying out research in
sports sciences such as Sport Physiology, Sport Psychology, Sport Medicine. Sports Nutrition, Sport Bio-mechanics and Sport Training Methods etc. Under this Scheme, 5-10 scholarships are awarded every year. Each scholarship is of the value of Rs. 20000/per annum additional contingency amount Rs. 1000/-. This apart, the Sports Authority of India runs Army Boys sports Company an extension of the NSTC and Centre of Excellence Scheme for high achievers.

f) **Sport Talent Search Scholarship Scheme:** The Sports Talent Search Scholarship Scheme was introduced in 1970-71. The scheme provides facilities to talented young boys and girl studying at the secondary stage of education and proficient in sports to develop their talent in sport and to enable them to have nutritious diet during their studentship.

g) **Scholarship for Training of Specialist and Outstanding Sportsperson:** The scheme was introduced in the year 1990-91. The purpose is to equip talented outstanding sportsperson, coaches, physical conditioning expert with the latest techniques of training, coaching and research so that, in the year to come, India could build a pool of experts who could impart training and handle national level athlete/sportspersons.

h) **National Welfare Fund for Sportspersons:** The National Welfare Fund for Sportsperson and their families was created in 1982 primarily to assist outstanding sportsperson of yesteryears, who had won glory for the country in sports, but are unfortunately now living, in indigent circumstances. This financial support is generally in the form of a monthly pension of up to Rs. 1500.

i) **Special Cash Awards to Medal Winners in International Sports Events:** Started in 1991-92, this scheme aims to honor medal winning sports persons with cash awards ranging from Rs.50000/- to Rs. 500000/- in specified international sports events/disciplines included in Olympic, Asian and Common Wealth Games. The amount of money 500000/- to Rs. 1500090/-. The range of each award for juniors and sub-juniors is obviously lower but well categorized. The coaches of the medal winning individuals and teams are also rewarded. The basic objective of the scheme is to enhance the general status of the sports persons and get them greater dignity and place of honor in society, and motivate the upcoming youngsters.
j) **Sports Scholarship Scheme-1987**:- The Sports Talent Search Scholarship Scheme was introduced by Government of India in 1970-71 to assist the young promising and talented boys and girls studying at secondary stage of education by proficient in sports. The aim is to develop their talent in games and sports and to enable them to have nutritious diet during their studentship. The students are selected on the basis of national or state level sports competitions for the award of scholarships. Scholarships are also provided to out-standing university/college level sports-persons under the National Sports Organization programme and to women under the program of promotion of sports and physical education among women. The old scholarships are also renewed provided the awardees continue to maintain or improve their level of achievement year in two groups. For the lower level competitions financial assistance is made available as per norms which are revised from time to time.

1.5 **INDIA SPORTS PERFORMANCE**

**Medals in Olympics Since 1996:**


**MEDALS IN ASIAN GAMES SINCE 1951:**-


**MEDAL IN COMMONWEALTH GAMES:**-


1.6 HARYANA SPORTS POLICY:

Sports and games are an essential ingredient of Haryana Resources development. Haryana has made a mark in the field of sport. It has improved standard of sports in different disciplines since it birth as a separate State in 1966. The state Govt. is intimately involved in promotion and development in sports and wants sports to become truly a mass moment in the years to come. This sports policy seeks to consolidated the past progress and lay the foundation of a faster and planned development of sports in the State. It aims at coping with the increasingly sophisticated and diversified needs for sports in the State. Haryana recognizes the immense role played by sports in maintaining a healthy and active physical and mental life of its people particularly the youth. The Govt. of Haryana is committed to creating a supportive environment and a co the youth will be encouraged to develop sportspersons through provision of appropriate 0 of excellence in sports at various level of tournament- through the collaborative efforts of Govt., sports bodies, private sector and community in general.

Objectives:-

1. To promote sports for all, by upgrading infrastructure and improving assets to sports facilities. This aims at providing better health and physical fitness for all.
2. To lay special emphasis on strengthen of infrastructure and facilities at school level.
3. To create a culture of sports by imbibing higher moral and ethical valued sprit of comradeship and desire to excel.
4. To canalized vibrant youth energy for sport activity and physical fitness.
5. To recognize talent in sports and reward young women and men who achieves excellence in sports.
6. To recognize special needs have disabled and facilitate their participation in sports.
7. To promote traditional rural games in Haryana.
8. To make efforts of encourage adventure sports in the state of Haryana.

**Key Strategic Areas:**
1. By targeting at sports for all.
2. Infrastructural development initiatives.
3. Various incentives scheme to recognized and encourage talent.
4. Special schemes to encourage coaches.
5. Strong institutional arrangements.
6. Targeted approach to women and rural youth.
7. Special thrust to the health and safety of players.
8. Improving facilities for sports.
9. Proper planning for development for sports.
10. Human resources development.

1. **Sports for All:** Sports and Education are an integral part of the learning process. Therefore, it becomes necessary to include them in the evolution of individual performance. To have result oriented coordination, the school improvement program will be enforced by taking up action in the following areas:

   1. Introduction of sports and games in the daily school time table as a compulsory activity in both Govt. and public schools/colleges/universities.
   2. Providing services of coaches for training. Providing all basic infrastructures for sports and games including equipment and other materials needed.
   3. Encouraging evening sports activities for students & teachers.
   5. The department shall endeavors to include sports as a subject from the middle level school.

1. **Strategy For Infrastructural Development Initiative:** The state of Haryana is at present short of playing facilities of the requisite standard. The use of synthetic surfaces has completely changed the nature of play, tactically as well as in terms of strength and stamina. The elite juniors hardly get exposure to such facilities in the state. Urgent steps are required for making available international quality playing surfaces. Thus, more concentration is needed with regard to infrastructural development. The development will be in phases.

   1. Improvement in the existing infrastructure.
   2. Creation of new infrastructure.
   3. Establishment of State Model Coaching Center.

A. **Improvement In The Present Infrastructure:** The basic infrastructure facilities available in the State in the districts will be improved by way of providing them with
the latest laying surfaces. The State Department has started adding latest facilities to the existing infrastructure in each district. Financial help is given to the District Sports Councils. This process will be completed in the next few years. Some of the Districts have already been updated with such facilities. Greater emphasis would be given to more popular games.

B. Creation of New Infrastructure:-In order to achieve the status of sports as a mass-movement the Department of Sports is contemplating a provision of the latest infrastructure facilities in all districts. The Govt. of Haryana will give top most priority to laying of Astroturf for Hockey, Tartan tracks for Athletic and other International standard surfaces for games like Judo; wrestling etc. the private sector would also be encouraged to invest in new infrastructure facilities for all disciplines, which are popular in the state. In order to create such facilities in schools/Panchayat premises, a mutually acceptable scheme will be worked out with the Department of Panchayat; Haryana.

c. Establishment Of State Model Coaching Centre: The standard of coaching/refereeing and other connected issues need up gradation and a professional approach. The state has established a specialized coaching centre at Moti Lal Nehru School of Sports, Rai, where all state Coaching Campus will be conducted for the State teams before their participation in the National Championships. This Centre will provide more result oriented and professional approach to improve the performance of players. The state intends to establish such canters at each Divisional Headquarter. A Human Performance Lab would also be established at one of these centers. All these facilities will be maintained with grants from Government and Private Resources. The private sector would be approach to adopt some facilities for the purpose of maintenance and their up-keep.

D. Up gradation of Rural Infrastructure:-Since the state Govt. wants to make sports a truly mass movement, it is planned that all village Panchayat would ensure that every village is provided with a playfield. Such play field will be later on converted into a Mini Stadium having facilities for at least 3-4 games. These Mini Stadiums will be given financial assistance by the govt. The minimum land to be earmarked for this purpose will be six acres. This would be facilitated by the active
participation of the Panchayat and Development Department. As a first step, priority would be given to the Panchayat having a population of 10000 and more. Reservation of open space will not only be done in villages, but also in Block and District Headquarters & in Municipal towns. All the towers will also be provided with stadiums/play field. A time bound programme will also be obtained from the govt. of India to establish infrastructure facilities in the State. Industrial house will be motivated to maintain stadiums and also help in their further development. Assistance of Boards and Corporation would also be sought in the development of these play fields/stadium.

3. **Institutional Mechanism**

   A. **Sports Promotion Councils:** - The success of sports program rests mainly on the infrastructure available in the district. For this, it is necessary to have a District Sports Promotion Council under the chairmanship of Deputy Commissioners of the district concerned. District Sports & Youth Welfare Officer shall work as is member Secretary. This council will have under mentioned features:-

   1. Maintenance of sports infrastructure in the District.
   2. Preparation of annual sports action plan for the District.
   3. All other jobs for the promotion of sports.
   4. Coordination with various state/district bodies.
   5. Helping various Association NGOs in organizing Sports/Tournaments.

   B. **Role of State Olympic Association and District Olympic Associations:** - The State Govt. owes the responsibility of providing best Sports activities without any political, religious or commercial bias. It provides coordination and consulting services to all State Association and lays down guidelines for the functioning of Association, in matters of competitions, coaching camps and selection of teams. The State Government shall also provide all technical assistance to the State Olympic Association in organizing various competitions and activities. The District Olympic Associations functions under the overall control of president. Its membership shall be to the representatives of all district sports bodies. It will affiliate or disaffiliate the Sports Associations. It will provide the sports facilities like camps, equipment’s, play fields, technical officials for all games, which are affiliated to it. It will be the
responsibility of the District Olympic Associations to see that each district Association is well organized conducts its annual tournaments or championships, gives prizes, trophies and certificates to its players. It shall also ensure that the annual meetings are held regarding yearly income expenditure. The Annual action plan prepared for all games would be submitted to State Sports Department.

C. Mechanism For Holding Sports Competitions:- The sports Department, Haryana Olympic Association, and the various State Associations have special responsibility with regard to sports competitions. At present the institutional structure for holding competitions from small clubs to village Panchayats/Gaon, Blocks, District and State Level is not very strong. It needs proper strengthening and well-guided policies so that the competitions are well planned. While encouraging competitions in each sport, the following aspects need emphasis:-

- Competitions to be conducted in the state of Haryana would be recognized by the Haryana Olympic Association and the department of Sport's, Haryana.
- Competitions in all sports would be held at village, Block, District and State Level.
- Competition would be held in all sections like Men/Women, Junior Boys/Girls, Mini (Sub Juniors) Boys/Girls etc.
- Criterion for age would be strictly adhered to.
- More competitions would be planned for the rural area, so that rural talent is properly identified.
- Rules, eligibility, age" prize, diet, certificates etc. would be well defined the concerned sports bodies/Haryana Olympic Association/Department of Sports, Haryana.
- Participation in District/State competitions would be made mandatory for all the affiliated units.
- State patronage to various sports association shall be given to bodies affiliated to Haryana Olympic Association. Haryana Olympic Association.
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<th>Sr No.</th>
<th>Championship</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; prize</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; prize</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; prize</th>
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<td>1 Crore</td>
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<td>Commonwealth</td>
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<td>National/SAF</td>
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<td>National Championship</td>
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<td>National/School</td>
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<td>8</td>
<td>All India Inter University Championship</td>
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<td>National Women Sports Festival</td>
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<td>13</td>
<td>World Marathon</td>
<td>1 Lakh</td>
<td>75 Thousand</td>
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1.7 **STATEMENT OF THE PROBLEM**

Hence, the study was undertaken which is entitled,

"THE SURVEY OF SPORTS INFRASTRUCTURE IN VARIOUS COLLEGES OF HARYANA STATE"

1.8 **OBJECTIVES OF THE STUDY**

The present survey is taken with the following objectives

1) To know the infrastructure related sports activities in colleges of Haryana State.
2) To know the planned activity related with physical education program in colleges of Haryana State.
3) To know about the insufficient staff of physical education in colleges of Haryana State.
4) To know the interest towards physical education among Principal of Haryana State colleges.
5) To know the incentives for lecturer physical education in the colleges of Haryana State.

1.9 HYPOTHESES:

1) There would be lack of infrastructure related sports activities in colleges of Haryana State.
2) There would be no planned activity related with physical education program in colleges of Haryana State.
3) There would be insufficient staff of physical education in colleges of Haryana State.
4) There would be lack of interest towards physical education among Principal of Haryana State colleges.
5) There would be no incentive for lecturer physical education in the colleges of Haryana State.

1.10 SIGNIFICANCE OF THE STUDY

The following significance were drawn from the study, give here as under:

1. The result of this study may prove significant in creating interest among the students towards physical education.
2. The study may be helpful in knowing the facilities available in colleges of Haryana State.
3. The outcome of the study may be helpful for the Principal for providing sports equipment’s and giving facilities.
4. The study may be helpful to know the present status of physical education program in colleges,
5. The study may be useful for the physical education teachers to do their work properly.
1.11 DEFINITION AND EXPLANATION OF THE IMPORTANT TERMS

There were certain terms, used again and again in study, defined in the present the following manner:

Survey:
View or consider as a whole .Survey is a process or method by which the investigator gains the information or responses from the subject. The survey may be done by questionnaire, interview, and schedule or by opinionative.

Infrastructure:

a) Basic structural foundations of society or enterprise
b) Roads, bridges, sewers etc. regarded as a country’s economic foundation. In physical education infrastructure includes the grounds, equipment’s, buildings, rings, staff, means that everything that is related to sports or physical education.

Facilities:
Facilities may be defined as the minimum requirement for the effective functioning of the program required in terms of facilities equipment and personnel established buy authority, research and general consent. The facilities include the availability of grounds and equipment’s, availability of physical education staff and also the budget introduced in the college.

1.12 TOOLS USED:

1) Questionnaire developed by Prasad (1993) was used to collect the data. It consists of three parts, A – for Principal, B – for Physical Lecturer and C – for Players. This tool was also used by Dr. Jai Prakash Bhukkar in the supervision of Dr. Gurmeet Singh in Chandigarh University.

2) Inspection of grounds and sports equipments.

1.13 DELIMITATION OF THE STUDY:
The survey will be conducted only in Haryana State, the entire Universe of the study will be divided into five regions:-
*From West – Hissar
*From East – Faridabad
*From North – Ambala
*From South – Rewari
*From Central – Rohtak

The colleges which are taken for study may be Government, or Government aided or may be private also. The colleges are may be co-education or separate for boys and girls.

The districts are taken from the geographical point of view.