CHAPTER I
INTRODUCTION

1.1 Introduction:

Education is a process that continues in human life. It makes the social and psychological development of a person, which gives a shape to the thoughts of a human being that helps to make a person social. This motivates a human being to enhance its attitude to get and use the knowledge. Physical education and sports occupy a significant place in human life in accordance with its educational progress. Healthy body, balanced psychological development and the satisfied family would certainly elevate the gross national income. Various subjects are included in the school level syllabus with an intention to make intellectual development of the students.

1.2 History of Physical Education:

1.2.1 Ancient Time:

In ancient times, human being was in a barbarian state and used to wander to feed him. Man had to chase the wild animals to hunt them. Many times, he had to run and jump across the valleys and mountains. He used to throw different types of tools to hunt the running animals. Thus, a human being in uncivilized state had to make physical movements like running, throwing and jumping for his livelihood. Likewise, he had to make these movements to protect him from the wild animals or fight with the animals. Thus, self-protection was a purpose behind these physical movements of human being. In all, man in the ancient times had to make the physical movements like running, jumping, throwing the different things, aiming toward the target, swimming, climbing on the trees, chasing the enemy, fighting with enemy across the valleys and mountains in order to protect himself from the enemy and wild animals, to protect his family and community, and also for his livelihood.

As human society became stable, human life began to become artificial and it became more artificial in the age of technology. It differentiated the human life and education. Today, man is physically not so strong and healthy as he was before. He
began to find out artificially designed physical movements, exercises to become strong and healthy like before, which gave birth to the Physical Education.

1.2.2 Physical Education during Mediaeval Era:

Mediaeval age is called as Dark Age, which was between 5th to 15th century. Asceticism had spread during this mediaeval period. Many developed countries had to face the disasters, which made the people unaware of their physical development; whereas, the people of the north in uncivilized state were strong and cruel. They were expert in horse riding, hunting, wandering and archery. On the contrary, physical education was not a part of an education in developed countries. Similarly, during mediaeval period, the nature of physical education was not in order in the world, especially in Europe. However, during mediaeval time, the kings and the educational institutions attempted to brighten up the physical education to some extent. People used play and enjoy various games for their entertainment such as, horse riding, archery, hunting, swimming, wrestling, jumping, hens’ fight, fishing, hunting birds, etc.

1.2.3 Physical Education during the Modern Time:

The significance of physical education went on decreasing during the British rule. Before the arrival of British in India, there were three departments of the physical education such as war-oriented, power-oriented and entertaining. British rulers made attempts to create a new force of clerks to facilitate their administration and stabilize their empire permanently. The games of military forces and entertainment programmes during Maratha regime, which were being played and organized in India, became obsolete. These traditional games were replaced by modern western games, such as, Tennis, Cricket, Hockey, Billiard, Drill, etc. These modern western games were being taught in the colleges, due to which, traditional games, especially games played on the ground lagged behind. However, people with patriotism have attempted to survive the exercises and games played in India; similarly, they taught Indians to play western games. Moreover, they helped to advertise and spread the different games among the society. Physical education was included in school education.
1.3 Views of different Thinkers about Physical Education:

1.3.1 Mahatma Gandhi:

Mahatma Gandhi insisted students to carry out the traditional types of exercise, such as Pranayam and various types of Aasan. The linguistic subjects such as, Gujrathi, Sanskrit, etc. are worthwhile; therefore, we necessitate them in our education system. Likewise, exercise and sport are also important. According to him, the importance of both should be recognized and should be given proper place in education.

Mahatma Gandhi recognized the significance of physical exercises, through which the physical wealth could be achieved, when he used to pass over the classes of sports when he was in primary school. Healthy mind resides in the healthy body. Our science tells us that a student, who wants to do exercise and use it for his/her well-being, has to follow the sexual restrictions. Gandhiji has clearly expressed his opinion regarding it that every student should strictly follow the sexual restrictions up to the age of twenty-five.

Physical Education should be obligatory:

To achieve this, gymnasiums should be opened everywhere in the country. Gandhiji used to oppose if gymnasium was to set up to demolish one of the religions, such as Hindu, Muslim, Christian, etc. and a gymnasium which would help to establish union based on caste or religion. Gandhiji always blessed the activities, such as establishment of the temple of physical education to know the secret of religion of non-violence.

Mahatma Gandhi had insisted specially to make physical education mandatory in schools. He also insisted that the subject of physical education should be compulsory where it was not.

1.3.2 Rajarshi Shahu Maharaj:

“One, who belongs to the physical wealth in the first place followed by the wealth of children and the wealth of money in the third place, is sacred in the real sense.” These lines of thoughts, which were expressed by Rajarshi Shahu Maharaj can be seen on the top of the door of Motibag Talim at Kolhapur, even today. The physique of Shahu Maharaj was like a wrestler. His personality was characterized with a unique physique having wide chest, clear eyes, strong voice, physical power
like an elephant, graceful walk and unbelievable shine of his body. Rajarshi Shahu was a follower of physical health. He always encouraged the people who were the followers of physical health. Therefore, the sturdy and commanding king conveyed a slogan “Sharir Madhyam Khalu Dharma Sadhanam” through the art of wrestling to the society. Physical wealth is a medium of manhood; therefore, Rajarshi Shahu advocated wrestling as a robust aspect of public education. Rajarshi Shahu had a deep vision toward education. Rajarshi used to carry his educational thoughts wherever it was felt essential for the overall development of human beings. He was very anxious for the physical and mental development of mankind. Kolhapur was known as “Kashi of South”, where Rajarshi Shahu added a new identification of a city as an academy of wrestling. It is not important who wins or loses in wrestling. The winner should be admired and a looser should be encouraged for the next game. Rajarshi Shahu carried a new message, which was stimulating for the artists, among the people, which created an enthusiasm among all wrestlers.

1.3.3 Swami Vivekanand:

Swami Vivekanand has explained the significance of physical education like a spiritual development. He says “My young friends, Are you eager for emancipation? Then make your body healthy. Do you wish to study Geeta? Then the vitality should flow in your body. How a person with weak body can get the highest truth of life by reading Geeta. You can know the secret of the spiritual glory only if you have an ability to stand firmly on your own feet.

1.4 Physical Education:

1.4.1 What is Physical Education?

“The major aim of physical education is to achieve physical, psychological, emotional and social development of a child through the physical movements and to make him an ideal citizen.

1.4.2 Objectives of Physical Education:

a) To make children physically strong.
b) To help the children for their moral development.
c) To make the children able to protect our country.
d) To make the children able to use an empty time for creative activities.
1.4.3 Significance of Physical Education:

Education aims toward the overall development of the children. Being handsome does not reflect influencing personality, whereas, the physical, psychological, social and intellectual development of the children is necessary. Only an intellectual development of the children is achieved in the school; however, physical games played on the ground help the physical, psychological, emotional, social and moral development of the children. The hidden qualities of the children develop through physical education.

Children get entertained through the various programmes of physical education and sports. Structural attitude can be motivated among the children by engaging them in the sports. The various aspects of physical education are useful for self-manifestation that comes with natural motivation. The movements included in physical education help the growth of nurturing emotions and channelize properly the negative thoughts and attitude.

1.5 Geographical History of Ahmednagar Districts:

AHMADNAGAR DIST. LOCATION SITE & SITUATION

Ahmednagar is the largest district in Maharashtra state in respect of area it is situated in the central part of the state & lines between north latitudes [18-19 & 19.59] and East longitudes [73.37 & 75-32] Ahmednagar is bounded by Nashik, Beed, usmanabad, Solapur, Pune, Thane & Aurangabad. Geographical Area of this District is 17048 or 17114 In the miles this distance is 6666.Sq. Mail. Witch is 5.54% of the total state area. Witch is divided in to 14 talukas and 18 towns and density and 1581 Villages having Population 4088077 & density is 240 As per 2001 census.

As per land use pattern 1520 Sq. km. forest Gross cultivable area is 12264 km. out of witch 10408 km. area is under cultivation of various crops & Having average rainfall up to 0680 mm. minimum temp.12.3⁰c max.is 39.1 cq.

For administrative purposes Ahmednagar is divided into eleven sub-divisions witch, on an average, an area of 606 sq. miles, 125villages,& 68,298 people. Their positions are: in the north Kopargaon: in the east Nevasa & shevagaon: in the south Nagar, Karjat, Shrigonda & Parner: in west Sangamner & Akoia; and in the Centre Rhuri. The groups if villages in the south – East from the sub –Division of Jamkhade. The whole dist. Lies on the elevated tableland of the deccan which has a general slope from west to east. The western part of the dist., Indeed of the deccan, averaging 2500
feet above the sea-level. The plain of Shevgaon which lies to the extreme east of the dist. is not more than 1500 ft. above the sea.

As only the western corner of the dist. touches the Sahyadris, the extent of what is known as the DANG or hill country is limited to about a hundred villages of the Akola sub-division. In this region the rainfall is excessive & the rough & the hilly ground is seamed by torrents which wash the soil from the mountain slopes into the valleys where its progress is arrested by walls of mud & stone erected at different levels, thus forming terraces on which rice, the staple crop of the dangs, is grown. On the shallower soils of the hill-sides, often on slopes so steep that it is difficult to stand upright, many coarse cereals are grown by what is known as dahlia or wood stilage. The enormous rainfall necessitates the use of manure, & as wood-ash is readily obtained in the dang country it is universally employed. Patches of ground are covered which layers of lopped boughs, leaves, & grass, which are fried in the hot weather, & after the first rain, seed is sown in the ashes from which the seedlings are, in some cases, subsequently transplanted.

The three Hill Forts of Kulang, Ratangad, & Harishchandragad are among the most striking of these masses of rock within Ahmadnagar limits.

The Kalsubai range branching off at Kulang is the northernmost of the three spurs & for some twenty miles from the boundary between the Ahmednagar & Nashik districts.
1.6 Problem of the Research:

A study of various opinions of subject teachers, other subject teachers, principals, parents and students regarding the subject of physical education being taught in secondary schools.

1.7 Narration of Research Problem:

In this research, the viewpoints of subject teachers, principals, students of secondary schools in Ahmednagar Districts and parents regarding physical education are studied. Similarly, the viewpoints of subject teachers, principals, students of grantable secondary schools in Ahmednagar Districts and parents about physical education have been studied.
1.8 Objective of the Research:

1. To study the point of view of subject teachers regarding physical education.
2. To study the point of view of other teachers regarding physical education.
3. To study the point of view of the principals regarding physical education.
4. To study the point of view of the parents regarding physical education.
5. To study the point of view of the students regarding physical education.

1.9 Hypothesis:

1. The subject teachers teaching in most of the secondary schools have a good point of view toward the physical education.
2. Principals of the schools have a positive viewpoint toward the physical education.
3. Parents have a positive opinion about physical education.

1.10 Need for the Research:

The positive point of view of physical education teachers, other subject teachers, principals, students and parents toward physical education along with academic syllabus in accordance with the total number of students up to the standard 9th and 10th at secondary level has not been noticed. An ideal generation in the field of sports can be created if we pay sufficient attention to physical education on secondary level. Physical education seems important for the creation of healthy society. The scenario of physical education will certainly change on secondary level, if other subject teachers, principals, parents and students are guided regarding the positive role and goal about financial aspects in accordance with the liking about physical education. If the image of the country in the field of sports would elevate on international level in the 21st century, then the role of other subject teachers, principals, parents and students would be very significant regarding the course outline of physical education on secondary level.

1.11 Significance of the Research:

The teachers teaching other subjects, principals, parents and students in secondary school will be benefited from the conclusions drawn on this research; similarly, the sport teachers will also be benefited. The teachers and students would get the advantage after knowing about the point of view and the opinion of other subject teachers about physical education in Ahmednagar Districts. Likewise, the
teachers teaching language subjects and the principals would also be benefited. It would help the students to improve their viewpoint toward the physical education.

**1.11 Scope of the Research:**

1. The proposed research is concerned with in Ahmednagar district.

2. The research is related to the subject teachers, other subject teachers, principals, parents and students in granted schools of Ahmednagar Districts.

3. The research is associated with granted Marathi medium secondary school in Ahmednagar Districts.

4. The proposed research is limited to the subject teachers, other subject teachers, principals, parents and students of the standard 9th and 10th of the granted Marathi medium school in Ahmednagar Districts.

5. The opinions of the subject teachers, other subject teachers, principals, parents and students of granted Marathi medium secondary school in Ahmednagar Districts are taken into consideration.

**1.12 Definitions of various terms in the Research:**

1.12.1 Ahmednagar Districts:

Ahmednagar Districts is one of the districts located to the state of Maharashtra.

1.12.2 Secondary School:

Secondary schools are the schools, where the classes from std. 5th to 10th or std. 8th to 10th exist.

1.12.3 Physical Education:

The major objective of physical education is to make the children an ideal citizen by achieving the physical, psychological, emotional and social development of the children through physical education.

1.12.4 Other Subject Teachers:

The teachers who teach other subjects, such as, Marathi, Hindi, English, Science, Mathematics and Arts are “Other Subject Teachers”.

**1.13 Limitations of the Research:**

1. The research is confined to the granted secondary schools only in Ahmednagar Districts.
2. The research is limited to the subject teachers, other subject teachers, principals, parents and students in secondary schools.
3. Non-teaching staff of secondary school are not taken into consideration.