CHAPTER - I
INTRODUCTION

The most important objective of any government in any country is to maintain the integrity of the country and create conditions conducive to a strong and healthy nation. This objective is impossible without the maximum utilizing the physical potential of manpower in the country. This is true especially of developing nation who have to depend more on manpower and manual work than money depend more on manpower and manual work than money or mechanization. This needs more of integrating physical education with other aspects of life like productivity, health, social welfare, leisure time activities occupations, entertainment programmes and so on. Besides, integration helps to give a holistic structure to any discipline and helps in organizing multipurpose activities which helps in multidimensional growth.

There is a growing Awarenesss and demand that boys and girls, during their school years be given opportunities to acquire useful and positive information to success in the school, student develop good health habits. Due to lack of scientific information, any adolescent with an inadequate background of experience is unable to safely adjust his habits in life situation unless and until he knows how the various parts and organs of the body operate. But the usual high school course in biology or general science or even physiology does not fill the needs of the practical situations because the emphasis is more on academic learning only and not upon living of doing.
A programme of health training instruction should be intimately connected with other school activities, which have health content and health relations because activities in sport and games are the means of achieving health training.

The physical education emphasizes the importance of physical education activities as they are directly related to growth and development. Movement is the basis of life and growth. The value of exercise through physical education. Sports and games in on established aspects of education participation in an enjoyable game definitely increase the Zest for life for the child and it is an important educational tool offering endless means for physical fitness.

In physical education classes, children should have an opportunity to participate in equal ability group so that they have a chance to exhibit their talent and also enable a teacher to use a method of instruction suited to the level of children. For organizing competitions for elementary school children, and also to facilitate instruction at this level each teacher must be aware of the differences in speed, strength, endurances, agility etc, among children of various stages and also between the sexes.²

1.1 Importance of Physical Education:

Every education commission set up so, far they have recognized the importance of physical education and emphasis that in absence of physical education, we can’t truly achieve the educational goal of around development of child.

The central government have been advising state government to lay special emphasis on preservation and development of play-field, indeed, the backbone of the sports promotional programmed.
The importance of participating in sports and physical education activities for good health, a high degree of physical fitness, increase an individual productivity and also its value as a means of beneficial recreation promoting social harmony and discipline, is recognized in the sports policy adopted by the government of India.

Sports and physical education a very high priority in the process of all-round development. The policy speaks of promoting and developing traditional and modern games and sports and also yoga, by providing the necessary facilities and infrastructure on a large scale and by inculcating sports consciousness among the youth and masses and physical education activities, the nation is made healthy, fit and strong.3

The national sports policy provides the broad framework, with in which the sports movement in the country should develop along with modern, scientific lines for the development of physical education and sports.

The national policy on education has clearly stated that sports and physical education are an integral part of learning process and will be included in the evaluation of performance that the nationwide infrastructure for physical education, sports and games will be built into the educational edifice.

The infrastructure will consist of play-field, equipment, coaches and teacher of physical education as part of the school improvement program. Attention will be given to sports activities and sports along with normal education.4
Appropriate encouragement will be given to those talented in sports and games. Sports indirectly related to a good rich and meaningful life and the application of the principles of sportsmanship in every day living outh-not to be sight of for if this were to happen the practice of sports would degenerate and get inextricably linked to a commercial gain rather than to the attainment of individual and collective harmony.

The physical education training, in the beginning should not be to make them champion but to create pre-requisites required to undergo hardship of and physical activity and to develop all the general and special motor qualities and motor skills in a secondary school children. It is therefore, necessary to plan a suitable physical fitness programme during the first two three years. After developing the physical abilities, to perform difficult tasks is not difficult, at the same time reaching of techniques may be taught. The load is always related to the performance of a player.

It is observed that the children perform physical activities with full of spirits irrespective of suitability of places, in that movement children may be given guidance, considering the development of motor qualities, that the best period to learn sports skill in between 10th and 14th year of age. At this age the children comprehend and learn quickly the new courses of movement and adapt excellently meteorically to the most different conditions. This is the right time, which is so important for the motor development, should be used to teach the children comprehensive motor skills.\(^5\)

The significant relationship between physical fitness and height, and physical fitness and weight may be adjusted on the basis of performance in different physical tasks.
This performance is primarily depend upon the functional efficiency of bodily organs involved in these tasks. This functional efficiency is influenced by height and weight.

The role of physical education as part of a lifelong education. It has thereby been considered as one of the objectives of physical education to create an interest in physical activities, which would continue even after school age, the creation of a permanent interest in physical activities has been set as main objective for physical education at the school.

While we shall be concerned here primarily with the development of student efficiency in studying, it is important to recognize very clearly the fact that to a very great-extent the efficiency of the children will depend on factors over which he has little if any control. These factors include such things as the content and organization requirements, the nature of teaching procedure provision of Satisfactory places for study, and so on.6

Prolonged participation in the learning activities and excessive use of one set of muscles is more fatiguing than the same amount of work done by varied groups of muscles, for this reason a shift in activities tends to relieve fatigue.

The mental workers, for example, is helped by shifting to physical activity. The physical activity is work and uses up energy the same may be recover by this shifting. The understanding of motor responses and motor learning as they occur in physical education activities and athletics can be improved greatly by psychological analysis. This analysis may then be used as a basis for the development of test of motor abilities and motor educability, and these tests may be used for sectioning children on the basis
of ability and for predicting the success an individual is likely to have in a particular physical activity.  

1.2 **Statement of Problem:**

“A critical analysis of the development of physical education and sports in secondary school of Aurangabad District”.

1.3 **Needs of the Problem:**

The researcher has intended to study the development of physical education and sports in secondary school. It seems that the sports competition organized under D.S.O. Aurangabad. District, the participation of the teams was below expectation. As the researcher scholar is serving in the same field so, I may be able on the strength of my experience I will share my views in this regard.

1.4 **Significance of the Study:**

The subject of physical education included in the school curriculum, even though the participation of schools teams in the D.S.O. Sports competition is less. Effect of national sports policy and efforts of state government were not achieved the objectives of the policy in implementation of physical education accordingly.

The researcher wants to find out the remedy of lacuna for not achieving the objective of sports policy. The study may highlight the need and direction of further research.

1.5 **Objective of the Study:**

1. The objective of the present study were to assess the development of physical education and sports in the secondary school.
To evaluate the physical education intramural sports competition to assess the development of physical education in the school.

Role of physical education teacher in development of physical education and sports in the school.

To find out the interest of student in participation in physical activities and sports.

To assess the role of school administration in development of physical education and sports in the school.

**1.6 Hypothesis:**

In order to achieve to the said objectives the following pertinent hypothesis were proposed, for testing.

1. There were not significant development of physical education and sports in the secondary school of Aurangabad District.
2. There were not significant difference in development of motor ability among the children of secondary school.
3. There were not significant participation in the extra mural competition.
4. Implementation of sports policy was not up to the mark.

**1.7 Limitation of the Study:**

The researcher did not study the sports achievements at divisional and state level. The area of research is restricted to the development of physical education at secondary schools of Aurangabad District.

**1.8 Delimitation:**
1. The study will be delimited to the divisional level and state level, extramural competition.
2. The study will be delimited to the higher secondary students.

Education and physical education are passing through a period of change and transformation from traditional roles to modern, purposive roles. This is because of change in today’s world which is marked by increased productivity through competition and production. Hence the need for recasting the existing education programmes and the need for recasting the existing education programmes and the need to give every academic subject its due place keeping in mind the totality and holistic nature of knowledge. This is very much true of physical education which is nothing but the education of the individual and his body in its true sense and in its entirety.8

Though everyone realizes the need for reorganizing the field of physical education most of us wonder as to how to make this field a full-fledged academic discipline. So far we have come across only representations and arguments in favour of giving it an academic status but every few practical suggestions are forthcoming. This is because of the very long period during which physical education was sent out of the classrooms and offered a place only in the corners of the school, namely the playgrounds. This step of isolating and segregating physical activities had many unhealthy set-backs like developing an inferiority complex in the physical educators-with members from other teaching faculties usually referring to them as non-teaching staff. Hence any organization of physical education should start with developing a positive attitude and self-confidence among physical educators themselves and make them feel that physical education need not exist in the corners of the school but should
extend itself to the classrooms and become the focus or central point of the educational system.

Important bodies like the central and state governments and voluntary organizations and private bodies should be convinced of the need for improving the status of physical activities so that they stretch a helping hand in establishing the full-fledged departments of physical education. Also the state and central governments should be educated to give preference and positive considerations to those students who undergo physical educations as a subject or course of study in matters of education and employment. Even not reservations are made for students who have participated in state level or national games but this is just nominal and like a drop of water in a big ocean. In any way the time is ripe to make physical education an important academic subject and the fruits of such an attempt will be quite enjoyable in the national reconstruction.⁹

Physical education is a field of action. Field of rules, and field of persons. In effort and achievement, therefore, it acquires a meaning that is very rarely found in other disciplines. The significance of self in activities involving physical participation and movement is really a planned exercise in growth and Awarenesss not that much possible in other areas of learning. These facts are theoretically known to many people but we are not able to express them or teach them to others. In other words physical activities are mechanically designed and not analytically described properly yet. But any designing needs a theoretical framework where ideas can be pooled, judged and laws can be formulated; hence we need a strong theoretical orientation
for physical education so that the accumulated information can be consolidated and stabilized.

In physical education is to realize its full potentialities and possibilities, its principles and bases require more rational conception and understanding. This kind of transformation of activity into rational conception is done through reformulating the information into a theoretical perspective. This also needs an academic status in order to allow it to grow to its natural limits. By restricting physical education to the play fields and evening periods we are unnecessarily imposing artificial boundaries and contracting the area of knowledge. The contraction can be removed only when it acquires the status of a full-fledged academic discipline. Besides, an academic atmosphere facilitates intellectual inquiry between the various physical educators and agencies, between various players, between various persons of the community, between the player and the physical educator, between the physical educator and scientist and so on. The basis of such a process of intellectual enquiry is conceptual in nature and hence helps in the further expansion of knowledge in this field. Further, the academic atmosphere helps in the planning the implementation of learning activities which are theoretically sound and practicable.

Whatever its form, education, including physical education, if designed primarily to transmit the cultural values and ideologies of a society, to initiate such values in the younger generation and to absorb the young into the folds of that society. But parents have neither the knowledge nor the time to educate their children in physical activities. And it is difficult for the school to transmit everything about physical education within a limited time to one hour to such a large school population. Even if a teacher, in his
enthusiasm, tries to educate the students, he may face frustrating experiences because students get exhausted after a day's academic work also entertain the idea that physical education is after all not a school activity. The present practice of pushing physical activities to the end of the school day and not having any evaluation and examination seems to support the students' attitude of indifference towards the subject. Hence the child cannot be convinced as to the importance of physical education unless and until it is treated on par with other academic disciplines.\textsuperscript{10}

The democratic constitution of our country provides legal mandate to everyone to pursue his field of knowledge and to pursue a profession of his choice. In other words, every school should take the responsibility of guiding the student according to his resources, wants, abilities and interests. But in the present situation of inadequate facilities and timings allotted for physical education, we do not find many students coming to the fields or sticking to physical activities for a long time. This is not because of lack of ability of facilities provided in the school for full-time physical education. By offering the status of a full-fledged academic discipline we are opening the doors of physical education to many more students and we provide opportunities to satisfying the felt needs of larger group of students. In other words, physical education cannot afford to shut its doors and play the game of hide and seek with the students, or remain as a luxury of a ‘select few’.

Physical behaviour can be better understood only when it is viewed through the perspective within which it occurs. If teaching of physical skills is to reflect wise choices, decision and actions then it should have a well-developed and fully formulated perspective. Such a perspective offers the scope for developing sound principles and valid concepts without which no
proper action can take place. As a part of the total education, physical education needs an academic perspective where reflective examination, constructive debate, and critical insight into the nature of physical activity can take place and improvement can be stipulated and achieved.

In short, there are many reasons to show why physical education needs an academic perspective and the status of a full-fledged discipline. In our own interest of helping the student to the maximum, in our interest of improving our own image, and in our own interest of cutting down the routing and traditional curriculum of the school into size, we require exploitation of this potential field so much related to the physical growth of the child. The amount of knowledge is not the criterion of successful life but the way in which an individual faces the physical realities of the world and problems of life. No doubt physical education comes as a handy-means in this respect and helps the child to interpret and manipulate the external world, offers an educational dimension to the activity and tries to bridge up the gap between school and physical world.\footnote{\textsuperscript{11}}

As already mentioned, sport activities physically exist within a school organization and hence they cannot remain isolated from the mainstream of general education. The shift in the definition of education from three ‘R’s (Reading, Writing, Arithmetic) to all-round personality development necessitates that physical education becomes an integral part of general education.

In order to achieve integration and co-ordination between physical education and general education we have to consider the following aspects related to athletic associations and administrations:
(i) what is the role of athletic associations to academic associations and vice-versa?

(ii) what is the relationship and interaction between amateur athletics and professional athletics?

(iii) what is the role and responsibility of education and administration and how could athletics be kept within a proper educational frame of reference?

(iv) what is the role of the physical education teacher and a coach as a member of the academic faculty?

The above questions cannot be answered completely, but one thing is definite, that the gap between physical education and general education is getting reduced to the benefit of both. Schools have created and nurtured physical education and hence they cannot escape from interacting with it. Recognition of the fact that there is mutual interdependence between them has facilitated the integration of the two.¹²

The success of education depends on the extent to which it discriminates knowledge, liberates the mind, improves the skills, promotes free thinking, encourages creative talents, and develops positive attitude toward change and order. When the above are achieved then our education becomes purposive and meets the expectations of the society.

We have at least four purposes of education related to the economic, social, psychological and civic aspects of life. This may be spelt out as:

a) Economic independence and efficiency

b) Positive human relationships
c) Self-realization and,

d) Civic responsibility.

Thus heavy responsibilities rest upon schools and their departments of physical education. The education that takes place in the classroom, on the playground, or those in the out-of-school activities help in accomplishing the above four purposes.

The word ‘physical’ refers to the body characteristics such as physical strength, physical development, physical health and physical appearance. Thus physical education refers to the process of education that goes on in the school through all activities in the development and maintenance of the human body. When an individual is playing, swimming or marching, working on parallel bars, aiming or throwing a ball, education is taking place. But whether or not such activities help or inhibit the attainment of educational objectives depends upon the leadership which directs the action.

Through a well directed physical education programme children develop skills for the worthy use of leisure time, undertake activities which are conducive to healthy living, develop socially and establish civic responsibility. The National Education Association (1918) set forth Cardinal Principles of Secondary Education which include the following seven objectives; health, command of fundamental process, worthy home membership, vocation, citizenship, worthy use of leisure time and ethical character. Physical education plays a very important role in achieving the above objectives; benefits like exercises on health, development of physical skills, inculcating social education in a competitive or cooperative activity etc. help to develop character and good human relations.
Bucher defines physical education as “an integral part of the total education process…. a field of Endeavour that has as its aim the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities that have been selected with a view to realize these outcomes.\textsuperscript{13}

Nash pointed out that “physical education is one phase of the total education process and that it utilizes activity drives that are inherent in each individual to develop a person organically, neuro-muscularly, intellectually and emotionally.” These outcomes are realized whenever physical education activities are conducted in such places as the playground, gymnasium and swimming pool.

As an integral part of total education system physical education has certain important responsibilities to undertake. We have to make (i) a complete analysis of the nature of physical growth and development; (ii) the relationship between perceptual motor training (physical) and other aspects of general education (social, intellectual, psychological); (iii) the type of perceptual motor skills (activities) most needed in an effective school programme. These three responsibilities are very important because physical activities help students to learn about themselves in relation to the physical environment. Besides, much of our learning in the cognitive (knowledge) effective (feeling) and psycho-motor (skills) domains is directly dependent upon early locomotors and manipulative experiences that we receive in the school, at home, and in the physical surroundings. Motor patterns developed and improved through physical education contribute greatly to the student’s success in his physical handling of social, personal and occupational problem situations. In this respect physical education aims not only in
teaching physical activities but in achieving the goals of general education through activities.

Our schools have to make physical education a truly integral subject of school curriculum. This requires two conditions to be fulfilled; they should meet the various technical requirements of physical education and secondly, they should given special importance to the subject so as to make it acceptable to the pupil on par with other school subjects. This can be done only when we have evolved a sound philosophy and a scientific attitude along with humility indicative of to be corrected in necessary, and desire to adjust and adopt our work to suit the needs and interest of the students. Besides, to render physical education, to plan, organize, conduct and work effectively, good leadership and wise follower-ship are required.

The relationship between physical education and general education provides opportunities for exchanging views between physical education teacher and the subject teacher about the abilities, interests, limitations and scope of each individual student and his participation in the school programme. A good physical education teacher thus ascertains how well a participant can perform the necessary motor skills before permitting him to take part in any physical activity. In the course of this, the physical education teacher has opportunities to talk about scientific information like nutrition, health, diseases, physical care and so on. Beside he has to teach correct procedure for safe participation. Here the teacher is involved in other areas of school curriculum like physiology, physics, sports medicines and drugs. Further, he has to teach rules of the game which involve mathematical concepts like time, counting, sequence, measurements, evaluation etc. They also involve social concepts like give and take policy, endurance,
sportsmanship, obedience, loyalty, cooperation, competition and leadership. At the end of the game the physical commentary and interpretations of sports activity which involve (a) language skills like describing an event and the levels of performance achieved by different participants especially when there is a tie and (b) skills of judgment free from prejudices. In short, physical education cannot remain an isolated activity free from other curricular subject.  

But the major problem is how to make physical education a truly essential component of general education? Now physical education is accepted as an essential part of general education and no educational authority. State organization questions the justification or need for it. But still there is a considerable confusion in interpreting the scope and nature of a physical education programme and its academic relationship with general education of the contributions of general education to physical education. Mostly time given to physical education in a school goes under the name of drill consisting of two or three periods at lower levels but as the student moves towards higher classes physical education rarely finds a place in the time-table probably under the excuse of examination preparation. Generally most schools treat physical training, games and after-school games together under the heading of physical education. This may be because often school games, inter-class matches, inter-school tournaments etc, are done under voluntary and interest basis. Thus the benefits of physical education do not reach all the students or the opportunities are not properly utilized by a large majority of the student community. With different emphases given by different schools, a common feeling has developed among the school authorities that physical education is not so essential a component of
schooling and its inclusion is a matter of convenience and choice or of tradition.

The inter-relationship between education and physical education can be viewed from yet another angle. Both the subject teacher and physical education teacher deal with the same material, namely the student. The unity of organism and the interaction between the parts is confirmed in research findings. Any system of education which denies this fundamental unity and impedes the synthesis of one element with another will harm the student and disturb the integration of personality. Already examination loaded subjects have done sufficient harm and teachers of non-examination subjects like physical education health or recreation who are not hampered by rigid syllabus can counteract these forces of fragmentation and disintegration.

The physical education teacher is an asset to the student because of his concern with his pupil’s physical health as well as their intellects, emotions as well as sociability; development of cognitive and recreational abilities thus can become the guiding forces and the outcomes. This widens the educative scope of physical activity and helps to give a global definition to education and educational orientation to physical education.15

The present trend is characterized by the change in the definition and role of physical education. Earlier, physical education had the exclusive and traditional interest in physique, strength and motor skills. Now physical education in schools and college has rightly identified itself with total general education. This has not only enlarged the interests and objectives of physical education but even facilitated the shifting of physical education purposes and made the proper concern of physical education with the stated purposes of total education itself. In this respect the physical educators
should be ready to take more active participation than their predecessors and help the school to achieve its purposes.

The purposes, organization and programmes of all educational institutions are also the major concern of physical education because of two reasons. Firstly, physical education and shares in it the total effect on the national life of any country. Secondly, it has quite properly a strong responsibility like any other areas of education, to help the schools frame the purposes of education, shape educational programmes and also to help determine it in the school organization and administration. This is possible only when physical education is ready to accept its place in the broader network of educational superstructure physical education has to become the means of achieving the educational goals, of course, with the cooperation and help of other areas of education. As physical education has joined the group of education and has almost become as active participant in educational activities it has enlarged its own scope of physical interest and also become responsible for the purposes to which it is supposed to train students in the methods of adjustment; and it should not take a very long period adjusting itself in the new group with which it is associated, and should not take too long a period to accept its new roles, perspectives and responsibilities.

When this identification of physical education with general education becomes a reality and complete, what will be the possible after-effect? This is a pertinent but difficult question to answer because till now this identification is mostly at a verbal level and not action level. Our educationists have accepted in principle the fact that physical education is an integral part of total general education and hence it should identify itself
completely with general education. But in practice the concepts of ‘total education integral part’ and identification are not completely realized. This is because of the limitations and handicaps on the part of both general educators and physical educators. We can achieve complete identification in its true sense only when such handicaps are identified and removed and a dialogue between general educators and physical educators takes place. The present conditions seem to be quite conducive for such a dialogue and we have to take the best advantages of changing attitudes in the educators and administrators. The essential prerequisite for such a dialogue, of course, is a positive self-concept along with mutual respect and regard for each other. In the earlier chapter the reasons justifying the academic status for physical education are given and the present chapter throws more light on the points to show how physical education is an integral part of total general education.16

The traditional concept of education for its own sake, for academic purposes and for intellectual enrichment etc. have handicapped and narrowed down the purposes and functions of educators. Now with the recognition of the importance of the total development of the individual, educators are trying to find out means, methods and agencies through which they can achieve this. And physical development through physical activity certainly becomes an educational objective and means to achieve the total objective of integrated development. Similarly the old concept of physical education as something to do with extra-curricular activities resulted in pushing the physical educator to the fields and away from school; but the recent changes in the roles ascribed to the physical educators and the recognition by the physical educators of their roles in the total educational
perspective have happily facilitated in bringing them closer to the classroom and placed them at the centre of the school structure.

The old concepts of education and physical education as distinct fields have also resulted in developing mutual indifference and isolation. This has definitely created biased perceptions and complexes. With the changed attitudes and readiness to come closer, the possibilities are that they are going to achieve the total educational objectives more effectively with combined efforts and with optimum expenditure of energies.

The obvious effects of this identification of physical education with general education are two-fold i.e., it gives an educational perspective to physical education and the perspective of physical development to education. This two-way influence is inevitable because of the exchange of opinions and impacts between the parties concerned. What is more important is to understand how best we can achieve mutual benefit and how efficiently we can achieve the objectives of general education. Education as a dynamic force of improvement and development has to take into confidence various areas of special interest like Health Education, Recreation, Physical Education, Work Experience, Movement Education, Fine Arts etc., and coordinate the forces in order to give meaning and objective to its activities.¹⁷

The picture of physical education is incomplete if we forget the fact that students are indifferent towards it because it does not have a curriculum like other school subjects. Does not enjoy a minimum for the purposes of promotions, and does not have a regular examination along with other subjects. Physical education does not involve the status symbols like curriculum, classroom, teaching text-book, syllabus examination, notes,
promotions, courses of study etc. It is true that these are really superficial status symbols of rigid curriculum, monotonous lecturing subjective evaluation, promotions on the basis of moderations, voluminous textbooks, routine courses of study, or ornamental degrees. What we need is to be allowed to join the mainstream of education and help education to achieve its objectives instead of craving for superficial symbols of status.

As an integral part of general education what are the functions, roles and status of physical educators? Are they ready to shoulder these responsibilities and roles and able enough to achieve their status?18

To what extent should physical education be concerned with the purposes of education? How does an interest in play and recreation help the individual and community? Why should physical education avoid an exclusive emphasis upon the physical? Why should educationists be interested in physical education? Why should physical education join hands with general education?

The above is just a short list or questions that both physical educators and general educators should consider seriously in order to achieve a new perspective and new orientation, a new and meaningful set of goals and objectives, a new approach and methodology to achieve the objectives, and a new image and status as an agent of the total development of the students.

The role of physical education throughout the period of schooling is of real significance in the development of the child because of three reasons:  
(a) physical education tends to require deliberation in thoughts and action,
(b) physical education directs the energies towards the mainstream of general education in order to achieve all-round development,

(c) physical education demands an attitude of disciplined application of rules and regulations.

The aim of a physical educator, therefore, is to promote his programmes in such a way that he will generate a play spirit to achieve the educational objective.¹⁹

But the above said can be achieved only when physical education programmes fit into the educational perspectives of the total system that is the school. This requires an understanding of the values, processes and means by which the education system operates and the dynamics of such operation. Although the emphasis is usually placed upon the physical aspects of the game situation, physical education teachers should not lose sight of the educational components that usually accompany the game. The major aspects of the game are not only physical but are also educational and evaluative. At present, physical education is not given an educational orientation as such; this is because of the emphasis given to the recreational aspects rather than to the educational aspects. The selection of activities and their implementation must be based upon sound educational principles. This includes the developmental characteristics of students, the principle of correlation between academic subjects and physical activities, the principle of student-teacher ratio; physical activities should accommodate the educational objectives in the real sense and direct the movements of students towards fulfilling those objectives.

In the first place, sports and games are physical acts carried within an educational setting. This is because we can never have a physical activity
taking place in isolation, separated from the educative values. When a
student is involved in a physical activity, that experience helps him to
understand the activity and to repeat it or to avoid it in next instances. Any
failure in a game usually helps the student to study himself and better his
performance next time. In this way physical activities have educational value
but such a value should be made obvious instead of assuming it to be latent,
made systematic instead of keeping it in its crude form, and well-planned.
This is the self-analysis function of scientific physical activity.\textsuperscript{20}

Secondly we are concerned with the educational aspects of physical
education because the playground itself is an open classroom and its goal is
the total development of the child. As soon as the physical education teacher
blows his whistle, each team develops its own organization with a network
of sports vocabulary, measurements, tools and so on. These educative
relationships help to share the nature of play interactions, assignments of
duties and arrangements on the basis of previous performance of the
students. They help to determine the quality and extent of physical
performance. In short, the open classroom directs the activities and the
activities educate the students. This is the directive function.

Thirdly, the physical education class itself is the counterpart of the
usual classroom in the sense that students have the possibility of
compensating their limited educational achievements by improving their
performance in physical activities or retaining the same high positions
uniformly in both, i.e., a bright student leading the team in the sports also. A
physical education class is a living educating unit with goals, achievement
levels, praise and punishment, curriculum, play techniques, technique of
coaching, leadership opportunities and so on. Such an interaction may
positively improve the physical purposes or frustrate the purposes according to the way they are organized. This is the development generating functions.\footnote{21}

Fourthly, the physical education class is created and popularized by the school to perform some more educational functions. It is an effective tool for the school, designed to achieve educational goals which the school finds it difficult to achieve otherwise. The expectations of the school for its teams and sports groups help to determine what the teams will be like, what activities they take up, and what is to be achieved in a competition. This is the correlative function.

Finally, physical education itself is a force which profoundly influences the very school that creates it. Meritorious sports performance is given due weight age in matters like admissions and promotions. We have to look at the physical education from the educational perspectives because it has a direct impact in the teaching-learning process and organizational and administrative aspects. Such knowledge is an added asset to the physical educationist to decide, plan and implement necessary activities. This is the inductive function.

The education process that takes place in the course of a physical activity is different not only for children in different levels and type of schools but also for children in different selected activities. For example, the educational benefits of a football team is different from that the basketball. The former demands skills and imagination related to horizontal movement of the ball and coordination to handle with lower limbs whereas the basketball demands skills and imagination related to vertical movement of the ball and coordination with hands. These in turn demand precaution in
keeping the appropriate body parts, which is nothing but an education outcome. Beside, the vocabulary related to action, equipment and scoring in these two games are different though not conflicting.\(^{22}\)

- All students (equal opportunity for all)
- The individual student
- Activity and participation of student
- Total development and integrated development
- Use of the body as tool of development
- Physical medium
- More than play
- Not win or loss but how you played sportsmanship

The physiological and biological endowments is the first condition of achieving an educational perspective in physical activities because the capacity to experience the world through the five sensations viz. hearing, touching, tasting, seeing and smelling along with the verbal capacity depends on the students biological endowments. There is a close correlation between problems associated with sense organs in a classroom situation and a playground situation. A student with problems of hearing cannot follow the classroom teaching nor does he follow instructions in a playground.

But the student needs not only biological endowments but other conditions like the educational atmosphere to organize and synthesize his playground experience. The physical education activities operate not in a vacuum but in an educational background. From the very moment of entrance into school, his playmates, teachers including the physical education teacher and others care for his educational achievements, his educational needs and he is taught to think and behave in an educational
media. This thinking and behaving depends on the third condition viz., the opportunities to interact and derive educational interpretations and transfer of learning from the play to lesson and lesson to play.\textsuperscript{23}

In his play interactions the student almost becomes his own teacher as he perceives, interprets and assimilates the play world around him. His perceptions help him to appraise the thing and on this basis he may accept, reject or modify whatever he experiences and in the course of this he either accepts the play group or withdraws from it. In this sense, his play activities are educative and this education further determines the play experiences that he is going to have a future occasions.

The educational perspective of physical activity goes on enlarging as the child grows. In the beginning the educational perspective is confined to such measures like action and rest, success and failure, the fear of falling, fear of facing the competition and so on, whereas at higher levels the educational perspective leads to analyzing a physical activity, analyzing a win or defeat, attempting to apply classroom learning to play situation and vice versa and applying gains of physical education to life situations.\textsuperscript{24}

The child enters the playground with an unique personality, a separate individuality which includes his physiological personality and academic learning. This academic learning includes the three ‘Rs’ namely, reading, writing and arithmetic. These three basic skills are necessary to achieve minimum level of literacy and communication are basic in physical activity because any physical activity is controlled by written and spoken commands which require a minimum level of literacy and communicative skills to understand the rules and regulations of the game.
Educational perspective helps to interpret and understand the playground experiences and their outcomes. This is necessary because the students' experiences in physical activities influence his classroom learning and vice versa. Thus any feeling of rejection and frustration of the student should be perceived in the total school environment including the playground and any guidance and counseling should necessarily extend to the playground. Otherwise, the diagnostic measures become incomplete, partial, and temporary. The problem in the present day school is that the classroom teachers do not undertake physical education programmes and physical education teachers do not participate in classroom teaching and other curricular programmes with the result that wide gap exists between classroom and play fields. This defect can be eliminated by including the physical education teacher in academic and administrative aspects of instruction.

Giving an educational orientation to physical activity helps to provide clarity, continuity, and stability to physical activities especially when physical education is integrated with general education; without continuity and stability, it is very difficult to derive educational benefits from physical activities. Further, evaluation of a physical education programme is possible when it achieves stability along with continuity. In this respect, physical education derives its purpose and processes from the general school set-up. For example, the way of organizing physical activities in rural schools are quite different from those of an urban school not only in the type of activity selected but also in the extent of stability and continuity that it achieves.

Physical education has to derive much from the educational system within which it exists and operates. The impact of activity depends on the
extent to which it derives its basic orientation and meaning from the mainstream of general education. It is necessary for physical education to act as a supportive and supplementary component of general education so that the objectives of education and physical education fit into each other instead of acting as contradictory or isolated forces. Hence every physical educationist should be well acquainted with the educational basis of physical education. Such a knowledge help in understanding the role of physical activity in the framework of education and plan and execute physical activities accordingly. Otherwise there is the danger of physical education getting restricted to the training of sports and games without understanding the wider significance of development.26

Educational basis of physical education though not new in meaning is rather novel in the approach. Attempts to understand the needs and limitation of the society and the role of physical work in social upliftment has made it possible to correlate and integrate various domains of learning with the appropriate activities and frame an integrated programme of schooling to achieve total education.

As both general education and physical education deal with the same student population it becomes a prerequisite for the physical education teacher to interpret the psychological, social and physical aspects of the students in the total structure of schooling so that physical activities can be selected on the basis of need, interest and abilities of the individual students and the educational objectives of the school. The educational basis of physical education help to define the scope of physical activities and provide proper guidelines in matching the student with the activities relevant to schooling.27
As the students remain in the school and the playground during their early periods of development most of the playfields do more than transmit their educational objectives and values. They also help to extent, re-organize and even change it and build into the students a propensity. The commitment of physical education to preserve, improve, modify, reorganize and extend the educational value is supported by current practice of physical education programmes. A good way to become aware of the function of education transmission and transfer is to visit a playground, observe the activities of the coach and the players and prepare a list of different ways in which educational values are being realized, accepted and transmitted to students. When the educational values and physical education values contradict each other than a sensitive area develops, finally leading to confusion and conflicts. That is why we usually come across the question ‘can the playfield, agent of the school and created by the school, really preserve, change or modify the educational values? Another question we face is, ‘should the playfields change, modify or transmit educational values at’. These questions arise because of controversy about the roles of education and physical education in moulding the behaviour of the students and the extent to which they can change the behaviour.  

In general it is found that students who do well in the playground tend to do well in the classroom also and those who fall in the playground face problems in the school beyond the playground; thus the playgrounds selective function is definitely crucial in predicting the overall educational achievement of the students and his future life.  

References:

2. Ibid. pp. 201-211.

3. Ibid. pp. 201-211.


8. Deniel Golman: ‘Emotional Intelligence,’


