Chapter I

INTRODUCTION

The remarkable age in which we live created by science and technology is directly a product of the growth of man’s intellect. While our minds individually and collectively, have gained tremendous new knowledge, we are still, physically speaking, the same human beings we were thousands of years ago. In spite of our advances in medicine, nutrition and comforts, there are certain natural physical outlets and needs for which we have found no technological substitute. Among these is the need, most of us have, for a certain amount of physical activity. This is particularly true in the more industrialised nations, where human beings do a decreasing amount of physical work (in U.S.A. it is estimated that human muscle accounts for one percent of the nation’s productive power).\(^1\)

hunger, the desire for protection against enemies, innate drive for mating and propagation, the urge to manipulate brain and brawn, fear of the strange and the unknown, and the need to associate with others; hunting, fishing, warfare, dancing and play—evolved as a result of these tendencies.

Physical activity has played a positive role in the lives of people from the earliest to the present times either directly or indirectly. Sometimes this activity has been motivated by a factor such as the necessity for earning a livelihood, whereas in other instances it has resulted from a desire to live a fuller life. Objectives of physical education have changed over the course of history so that in the present time they are directed towards the better development of human beings, not only physically but also emotionally, socially and intellectually. These changing concepts of physical education have come about as a result of many years of experience and study in regard to the values inherent in participating in physical activity under qualified leadership.

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From the physical point of view, primitive people did not need to set aside a period during the day when they could participate in various forms of activity - physical activity was a part of their daily regimen. Man did not think in terms of exercise, rest and sleep, but took all the activities in his stride. His physical activity was obtained in the search for food, in erecting shelter and in protecting himself from a hostile environment.

Physical education bears an ancient heritage. In early societies, general education was, to a large extent physical education, for the environment made great demands on the physical condition of man. Youths who lacked in physical courage, stamina, and skill were a danger to the community (flatulence was despised). There was no law stipulating the size of the abdomen, but when a protruding and slack abdomen became prominent, the individual was politely told to put himself in proper shape or leave the city.

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4 Ibid., p. 16.
chances of group survival, the tribe encouraged the youth to develop strength, endurance, agility and skills needed to withstand the rigour of outdoor life, to obtain the necessities of life and to engage in aggressive and defensive actions. Besides achieving physical powers, exciting games and dramatic dances were promoted to heighten religious fervour and to influence gods.

Physical education activities of the primitive man were more or less natural and did not have to be invented. There was probably very little organised purposive instruction in physical education and games. Any incidental education was a by-product or daily experience. But as time passed and civilisation advanced, man learnt many things among them to live in groups and to organise his social life. With the systems of education, there arose the need for organised physical education programmes. Man's activities were multiplied greatly through his organisation of various

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kinds of social institutions, including complex forms of government. Serious conflicts among groups (families, tribes and nations) produced wars in its many forms, and physical education (the developed ability, strength and endurance to move) has served man in times of war. Muscle as well as intellect has been useful in the fight for survival.7,8,9

✓In the ancient Greek civilisation, physical education enjoyed a 'golden age'. No country has held physical education in such high respect as did ancient Greece (during the Homeric Age from 1100 B.C. to 700 B.C.). Physical education and athletics games were valued highly and formed a vital part of the education of every boy in Greece. Gymnastics and music were considered the two most important subjects. The aim of physical education was to produce a man of action and great concern was shown for individual

7Bucher, Foundations of Physical Education, p.78.


excellence. The well rounded man-citizen-soldier was the ideal, a person who steadily increased in wisdom as well. To the ancient Greeks, we owe our heritage of Olympic Movement.\(^\text{10}\)

History points out that the people who cared for their bodies and engaged in vigorous physical activities were strong and prosperous, whereas those who neglected their bodies, waned and perished. The great Roman civilisation crumbled and came to an end precisely because its people were very comfortable in their way of life. They lost touch with physical education and athletics, began to take interest in exhibition bouts and professional play. They were rendered into a 'spectator people' and became soft in mind, spirit and flesh. The lesson is borne out in Rome, as it has been in many civilisations, which have fallen along the way, that for a nation to remain strong and endure, it must be physically as well as morally fit.\(^\text{11}\)

Civilised societies have always felt the need for physical education of its members except during

\(^{10}\) Bucher, *Foundations of Physical Education*, pp. 80-84.

the Middle Ages, when physical education as it is typically known today found almost no place within the meagre educational pattern that prevailed. During the period, in Europe, asceticism in the early Christian Church, on the other hand, set a premium on physical weakness in the vein hope that this was the path to spiritual excellence.  

12, 13, 14 During the Middle Ages sports became associated with military motives, since many of the physical activities were designed to harden and strengthen men for combat.  

15, 16 Modern scientific physical education and sports is comparatively of recent origin and its genesis could be found in the seventeenth and eighteenth

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12 Ibid., p.246.


14 Williams, The Principles of Physical Education, p.3.


16 Nelson and Bronson, Problems in Physical Education, p.3.
centuries when there emerged at least five significant revolutions: scientific, agricultural, commercial or economic, industrial and democratic. The need for brevity seriously restrict the development of a sound understanding of the subtle and dramatic, direct and indirect effects of these revolutions on the resurgence of physical education and sports as important elements in the culture of virtually every nation of the world. Science and technology has developed to a high pitch. Happenings which were just once dreamt of have suddenly come into existence. The modern day discoveries and inventions of science have revolutionised the life styles of people all over the world. Man has changed in the complexity of man made environment. Today man faces extremely complex living conditions. The inventions of machines and the application of these machines to transportation, communication, and the production of goods, require of man many types of adjustments which were not needed under the conditions of primitive life. Industry growing more automated.

is producing unheard of material goods. 18, 19, 20

One of the most significant contributions of
science to the modern world has been an increased amount
of leisure. Machine has shifted many of the burdens of
man from his muscles to his intellect. The labour saving
devices have relieved man from the drudgery of labour.
Working hours have been reduced and they will be reduced
still when cheap atomic power is available. Man would
need to work only for three to four hours a day in order
to supply his wants. The rest of hours would be a period
of leisure. To fill this time with creative amusements
is the responsibility of physical education. One of the
curses of the Machine Age is that all work is mechanical.
This denial of creativity during working hours results in
a reaction in the worker to enjoy his leisure hours
with vengeance in idle gossipping, scandal mongering
and in reading comics, thrillers and sensational
literature. It is primarily because of the 'lack
of joy' in work that drinking habits, craze

18 Wilgoose, Curriculum in Physical Education, pp. 3-7.

19 Nelson and Bronson, Problems in Physical
Education, pp. 1-3.

20 David H. Clarke and Harrison H. Clarke,
Research Process in Physical Education, Recreation
and Health (Englewood Cliffs, N.J.: Prentice Hall
for cheap literature, prostitution are so common in industrial labour. 21, 22, 23, 24

Twentieth century started the evolution of a new physical education. By means of a scientific basis it attempts to discover the physical needs of the individual in the changed environment, and the part that a planned physical education can play in meeting these needs. Physical education and sport are now recognised as integral part of the general education process all over the world. There is growing concern among all concerned with the education of young people that health and physical education can make a significant contribution to the total development of children including not only growth in physical


but also in mental, social and emotional aspects.\textsuperscript{25, 26} In view of the importance which physical education and sport hold in the present day life, the UNESCO\textsuperscript{27} has come out with a Charter, declaring physical education and sport as "a fundamental right of all." The Charter stresses upon governments and non-governmental organisations to promote the development of and to disseminate and put into practice physical education and sport for the service of human progress.

\textbf{India has a tradition for physical education and sport but impetus for the sporting activities was given by the Britishers. "The great pastime of the British in India was sport. A love of cricket, tennis, squash and field hockey would be with the English language, the most enduring heritage they would eventually leave behind."}\textsuperscript{28, 29} Under the British rule

\begin{enumerate}
\item \textbf{Bucher, \textit{Foundations of Physical Education}. pp. 101-103.}\textsuperscript{25}
\item \textbf{P.P. Singh, "NCERT Physical Education: Projected Achievement and Target" (Paper presented at the NCERT Workshop in Physical Education at YMCA College, Madras, September 24-29, 1980).}\textsuperscript{26}
\item \textbf{UNESCO, International Charter of Physical Education and Sport (Ottawa, Canada: Canadian Commission for UNESCO, February, 1980).}\textsuperscript{27}
\item \textbf{Zeigler, \textit{History of Physical Education and Sports}. pp. 137-138.}\textsuperscript{28}
\item \textbf{Anthony de Mello, \textit{Portrait of Indian Sport} (London: P.R. Macmillan Ltd., 1959), p.3.}\textsuperscript{29}
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these activities were carried out voluntarily by educational institutions, sports bodies and gymasia. But it was only after independence that it was generally accepted as the policy of our country that physical education and sports should be in harmony with the total educational pattern and should be complimentary to the achievement of the goals of education. To give practical shape to the policy, different committees were appointed from time to time to suggest plans for the development of physical education and sports for the student as well as the non-student youth of the country.\textsuperscript{30} A National Plan of Physical Education and Recreation was first prepared in 1956 by the Union Ministry of Education.\textsuperscript{31} This Plan has included useful guidelines for a syllabus of physical education for primary and secondary schools. The Government of India, in 1965, framed a multipurpose programme of physical education for implementation in the secondary schools of the country.\textsuperscript{32}


\textsuperscript{31}A National Plan of Physical Education and Recreation (New Delhi: Ministry of Education, Government of India, 1956).

\textsuperscript{32}NCERT, Physical Education, A Draft Curriculum for Classes I to X.
present educational structure of 10+2+3, as envisaged by the National Policy on Education, and declared by the Union Government in April, 1977, physical education and sports are to be an integral part of curriculum at all stages. Now there are ninety five physical education teacher training institutions in India, including the Lakshmibai National College of Physical Education, Gwalior, opened by the Union Government in 1957, training teachers in modern methods of physical education. There is one Central Institute of Sports, which is the only institute in the world that tackles all the sports disciplines under one umbrella, opened by the Central Government in the year 1960 at Patiala, under the name of Netaji Subhas National Institute of Sports, for training specialists in different sports disciplines. The Institute has now branches in the South, at Bangalore and in the East, at Calcutta. These steps are indicative that the importance of physical education and sports and their contribution in the development of

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the youth has been accepted in principle in India.

**Role of Sports**

"In order to form a just estimation of the character of any particular people it is absolutely necessary to investigate the sports and pastime most generally prevalent among them."

Sports reflect the society in which it occurs. People at play reveal significant things about themselves and their culture or civilisation. This was true in the past as it is now. Sports in one form or the other have been a part of the culture the world has known. It constitutes a common heritage which all men have experienced from time immemorial. Culturally sports provide an international bond among humans wherever and whenever they live. One can hardly imagine what the world would have been like and how it

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34 List of Physical Education Training Institutes in India (Prepared by the Lakshmibai National College of Physical Education, Gwalior, in 1981).


would be today without a "sports dimension."  

The fundamental changes which have occurred in the world between 1800 and today have greatly affected sport, perhaps the "most telling social mirror of a society."  

At the beginning of the nineteenth century sports were emerging from medieval inhibitions, but they were still largely local and rural, informal and unstructured, lacking codification or mass direction, and rigidity based upon class distinctions. Sports were not considered to be of great consequence in an area dominated by the transformation of Western civilization through the industrial and democratic revolutions. But by the present times the status of sports in the world is awesome. It is of world concern now, a highly organized and complex social phenomena of epic proportions which is demonstrating its unique ability to harness and focus the attention and energies of millions of diverse citizens through its various spectacles.

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It can be fairly argued that the phenomenon of "modern sport" was born of the Industrial Revolution and developed in the nineteenth and twentieth centuries. Since the Industrial Revolution had its origins and most significant developments in Britain, the United Kingdom has also been originator of many of the modern sports - field hockey, cricket, bowling, badminton, quoits, tennis, rugby, hammer throwing and pole vaulting - all had their origin in the British Isles. Thus England has been termed as "The Mother of Sports." 39, 40

The early part of the nineteenth century could be referred to as a time of "transition" when various activities were brought together in the shape of modern sport. The later part of the century witnessed a sports explosion described most often under the term "the rise in sports." The progress of sports in its last three or four decades was phenomenal, so much so


40 Zeigler, History of Physical Education and Sports, p.250.
that the international foundation was truly laid for the gigantic proportions of sport today. Much of this progress was due to the inventions of the period. 41

The technology of the modern world, allied with increased affluence and leisure time, has enabled its citizens to "sport" anywhere. Hence the world can now be viewed as an international sporting ground. Sheer distance is no longer a deterrent for any kind of sport, in a world which seems to qualify in so many ways as a Shangrila of sporting opportunity. In fact it is hardly an exaggeration to claim that in many ways the "sporting calender" with its regular daily, weekly, monthly, annual, biennial, and quadrennial events, now dominate the modern world's time table. Modern curriculum of world sports has become synchronised with an international modern life style. Today radio and television take sports into most homes, newspapers and magazines galore are filled with sport news and individual and teams play their part so that sports leagues everywhere fulfill their destinies each season and "the drama plays out within a set of reassuringly rigid and durable rules." As Alvin

41 Ibid., pp. 134-140.
Toffler has stated in his "Future Shock" we are no longer at the mercy of the elements as we once were, e.g. darkness at night, frost in the morning, and no longer enslaved by an unchanging physical environment, so that we can now orient ourselves in space and time by social instead of natural irregularities.

One of the most important events of far reaching consequences in the modern sports has been the revival of Modern Olympics by Baron Pierre de Coubertin in 1896. The standard of performances have seemingly reached nearly to the limits of human capability (in the previous century who could imagine e.g. athletes high jumping over seven feet, pole vaulting over 18 feet, long jumping nearly 30 feet or running the mile regularly under four minutes). The Modern Olympics have contributed much towards excellence in modern sports. In addition to the Modern Olympics, Continental Games, like the Asian Games, European Games, and the Pan-American Games, have also played their roles effectively in raising the performance standards. The other prestigious world sports festivals - the World Cups and other Individual Trophies.

\[42\text{Alvin Toffler, } \textit{Future Shock} \text{ (New York: Random House, 1970), p.350.}\]
have also helped to generate tremendous interest in sports and have helped in raising it to the present appalling heights. In order to gain supremacy in sports and to become 'world powers in sports', countries of the world, especially the advanced countries, are now-a-days, engaged in preparing their sportsmen on a war-footing so that they could supersede other countries on international sports arenas.

Scope

The study under review deals with physical education and sports in Kashmir. The uniqueness of the topography and environs of the area with reference to the Indian context, and its poor state of physical education and sports, has allured the research worker to undertake this study. In Kashmir physical education and sports is still to find its rightful place in her educational structure and the showing of her athletes in the few sports disciplines in which they have been taking part on the India National sports arenas, has, with regularity remained poor. This is so even in comparison with Jammu, the other province of Jammu and Kashmir State. Jammu is a smaller province of J&K State with only 45 percent of the state's population as against that of Kashmir which has 53 percent of the state's population, yet the area has produced
athletes of national and even international calibre, inspite of the fact that Jammu stands no where before the salubrious and invigorating climate of Kashmir). While the enviable ecological and topographical conditions of Kashmir must lead one to false notions of the area swarming with brisk physical education and sports activities, and her young athletes figuring prominently on the Indian sports map, but it dismays one on looking at the conditions prevailing therein. This constitutes a big question mark. It is intriguing the mind as to what hurdles and impediments might be delaying the development of physical education and sports in Kashmir. This study is a humble attempt in solving some of these riddles. A brief geographical description of Kashmir will bring out the uniqueness and peculiarity of the area in comparison with other parts of India.

Geographical Description of Kashmir

The "geographical position of Kashmir has a distinct and in some respects a unique character. Here is a valley capable of supporting a highly

Kashmir is one of the three provinces of the Jammu and Kashmir State, and is situated in the extreme north of the Indian geographical map, at its apex. It is bounded by Pakistan in the west, Afghanistan and USSR in the north-west, on the north-east by Sinkiang province of China and on the east by Tibet, and Himachal Pradesh and Punjab in the south. It lies between 34°.5" north latitude and 74.48° north longitude. Its elevation is about 5200 feet above the sea level. Its population is 24,35,706 which accounts for 53 percent of the state's total population.45

The length of Kashmir Valley, from ridge to ridge, measured from south-east to north-west, which is almost the direction of the drainage, is about one hundred and eighty miles. The flat portion is about eighty four miles long with its breadth which varies from twenty to twenty five miles. The superficial extent is about four thousand five hundred miles (or

44 N.L. Bokaya, Holidaving and Trekking in Kashmir (Kani Kadal, Srinagar: Published by the Author), p.15.
45 Times of India Director and Year Book 1980-81.
The general aspect of the Valley is that of a basin, bounded on every side by lofty snow capped mountains, (the colossal of Nanga Parbat, 26696 feet, the Kolahoi, 17779 feet and the Harmukh 16890 feet in the east). In the middle is an extensive level alluvial tract, intersected by the river Jhelum and its numerous tributaries, which flow down from the mountains and are fed by abundant snow and rain falling in those elevated regions. The streams flowing down the mountains find their way by the sole channel of Jhelum, via the Wular lake, through the narrow gap near Baramulla in the north-west end of the Valley, to the plains of Pakistan in their course to the ocean.

Lakes

Dal Lake; Anchar Lake, Mansbal and Wular Lakes are the important lakes of Kashmir. Wular Lake

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is the largest fresh water lake in India, and is situated on the east of Sopore. 48

Climate

The happy valley is renowned most for its wonderful air, lovely scenery and excellent beauty. It is known all over the world as "the Paradise on Earth". The climate of the Valley is most salubrious and invigorating. Its climate has got some resemblance with the climate of England (but while England has been termed as the "mother of sports", Kashmir does not carry any such adjective). It is in between that of England and the plains of India. The seasons as in England are well marked and occur about the same time as they do there. From the beginning of April to the end of October the climate is mild and very salubrious. 49, 50, 51

48 _Ibid._, pp. 1-3

49 _Ibid._


The research problem necessitated a two-pronged attack—an investigation into the past and a survey of the present position of physical education and sport in Kashmir. We know that no established profession has depth, custom, or a present without history. Further "there is little maturity except that which is built on the events of days and years gone by."\(^{52}\) History is a meaningful record of past achievements. Man uses history to understand the past, and to try to understand the present in light of past events and developments. In the same vein the administrator of physical education and sports must know something of the history and development of physical education and sports if he is to understand fully the type of programme he should be administering and its place in a modern national democratic culture. Past constitutes heritage and this heritage needs to be recorded and preserved for future generations.\(^{53,54,55}\) Further

\(^{52}\) Bucher, *Foundations of Physical Education*, p. 77.


without the knowledge and appreciation of the background, it would have been difficult for the research worker to make a thorough analysis and interpretation of the present status of physical education and sports in Kashmir. Thus while painting-in the back drop, efforts were made to portray the present conditions, in as lucid a manner as possible, by surveying the prevailing conditions of the field. To fulfill the purposes of this critical and analytical study, it was imperative to make a thorough diagnosis of the whole sphere so as to locate the causes for the backwardness of physical education and sports in Kashmir, and to put forth workable recommendations for mitigating those causes and for bringing the field on sound and scientific lines.

**Statement of the Problem**

The study was to make a critical analysis of the development of physical education and sports in Kashmir so as to unearth the causes for its poor state and to highlight remedial measures for overcoming the causes and for bettering the conditions.

**Delimitations**

The study was limited to the Kashmir province of the Jammu and Kashmir State. The study was to deal only with the organised physical education and
sports. The main emphasis of the study was on the events after partition, with a general view of the happenings before partition till the beginning of the present century.

**Limitations**

The research worker feels that due to the paucity of time and money, and also due to the great distance between the sources of data and the place of work, more deeper enquiries could not be undertaken. It is feared that several of the sources might have remained untapped. Further some of the respondents did not respond. These factors might have affected the conclusions.

**Significance of the Study**

This is the first study of its kind ever undertaken by any one which has tried to depict the picture of physical education and sports in Kashmir - its past and present - with guide lines for future action so that the standard of physical education and sports in the area could be raised. The study should serve as a blueprint for:

(a) the planners and administrators of physical education and sports in Kashmir for stream-
lining the field on sound and scientific lines;

(b) the organisers and promotors of sports in Kashmir;

(c) the teachers and trainees of physical education and sports in Kashmir for a better understanding and appreciation of the field;

(d) formulating progressive programmes of physical education and sports for the educational institutions in Kashmir. It should also guide in preparing curricula for different stages of education;

(e) the study should serve to promote physical education and sports consciousness among the people, and will inspire the coming generations in sports excellence;

(f) the study will also be helpful in conducting further research studies in similar directions.