CHAPTER-I
INTRODUCTION

Man is a social animal and the primary distinction from other animals is ability to learn. He has been endowed with intelligence which enables him to modify his animal tendencies in accordance with the demands of the environment and the society. Man has climbed up to the peak of the Everest, crossed the mighty ocean on flimsy rafts and dissected the colors of the rainbow. The seven wonders of the odd world were all built by men. The new world i.e. 21st century is on, making new discoveries each day in sphere of space science, nuclear technology etc. in general and application of educational technology in particular.

Human world has been developing too fast since the time of its emergence. Curious man is, now, aware of the reality of the things which were means of fear years ago. Sun, moon and stars are no longer mythical heroes. Man does not pray to sky for rain. He has developed the technique to create similar to himself. This world seems too small for him. He wants to capture whole of the universe. He wants to win over death. He wants to change the routes of planets. All his ambitions can be fulfilled only with the help of the wealth of mind. Human brain functions with help of twelve billion nerve cells which are inter-connected with other parts of body. Therefore, health of this wealth (mind) is directly related to the health of body, this health is en-strengthened by practicing exercise and sports, using personality development technique and performing medical checkup. Physical education includes all these practices, and, therefore, is an important tool for living a spiritual life and for achieving high human aspirations.

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

As a new born infant is helpless human being. He has neither any friends nor an enemy. He is not aware of the social customs and traditions. But as he grows older, he is influenced by the informal and formal agencies of education. In this way, he develops his physical, mental and emotional self and a social feeling also develops in him gradually. In short, education is able to instill in the child a sense of maturity and responsibility by bringing in him the desired changes accordingly to his needs and demands in ever changing society, of which he is an integral part. Education bestows upon the child immense benefits. It brings up the child as the parents does. It guides him like an affectionate father and serves him faithfully like a wife. A well educated person is known all over the region. Education cultures the individual and helps him in his needs all over the world. Thus, education develops the individual like a flower which distributes its fragrance all over the environment.

In the narrow sense the term education means the training or studies undertaken for a few years in some educational institution. This restriction meaning implies that education is provided according to some consciously designed curriculum at a specific time and at a specific place. These formal types of education start with in a school. The school is the basic institution of formal education as it imparts education directly and systematically. It is an institute created with the sole object of providing formal education during the formative years of a child which ultimately results in some certificate, degree or diploma being awarded.

In broader sense education is a lifelong process, life itself being a school and includes all the areas that influence our life, for example home, social institutions alone or to specific period of life, rather this process is indirect and incidental. The process of education starts from the birth and continues till the end of life. During this whole span of life a person learns from his parents, elders, home environment, friends, associates and other members of society. Apart from these, a man learns many things by indulging in various types of activities and even by observing others.
One can never claim to be completely educated as the process of learning goes on and one has to adjust himself to the changing patterns of life more so in the modern and complex age. Education, therefore, is not merely limited to class-room studies, not merely to the students but includes all individuals irrespective of their age, sex, cast or creed.

Education contributes to the development, advancement and perpetuation of the nation’s culture. It is often described as a process that strives to produce desirable changes in the behavior of individuals. It has a great influence to make all round development of the individual. Bucher stated that education must be concerned with developing optimum organic health, vital capacity, emotional stability, social consciousness, knowledge, wholesome attitude and spiritual and moral qualities.

Education must meet the challenges presented in the society. The term ‘Education’ aims at training the whole child by means of guided participation. In this respect the term attains a physical significance and hence physical education has become a co-curricular activity. This means education has to take responsibility of all round development of the child by means of physical activity. Physical education endeavors to effect and modify positively the development of personality through the medium of physical activity. General education becomes mainstream, which provides orientation perspective, purpose, scope and meaning of physical activity undertaken.

The qualities and qualifications an individual needs to achieve success in practical life cannot be generated in him by any one form of education alone. Formal and informal processes of education are not mutually exclusive and rather supplement each other. There has to be a proper balance between formal, informal, incidental and intentional modes of education, coordination and cooperation between the school and all other agencies so as to provide education in the real sense for the harmonious development of an individual.

The Latin word ‘Education’ means to train. ‘E’ means from inside and ‘Duco’ means to draw out, to lead out or to bring up. To combine the two we come to mean as to draw from within. Developing this concept further we come to mean that education is a process which draws from within. To be clearer, each child is born with
some innate tendencies, capacities and inherent powers, education is to draw out these
dowers out and develop them to the full. Latin words ‘Educare’ and ‘Educere’ also
mean the same thing- to bring up, to lead out and to develop etc. in this way, the word
education means to develop the in born qualities of a child to the full. Education is a
process to extract out, to develop and take out the best in man. Knowledge is inherent
in human being and to dew out or taps this inherent knowledge, some modes, ways,
methods are required. For an output there must be an input. Therefore, we have to
provide individuals the guidelines, show them the ways, mould their attitude and
provide them an environment where they can learn.

“Education is a process in which and by which knowledge, character and
behavior of the young are shaped and molded”
--Prof. Drever

“Education is that process of develop
ment, which consist the passage of
human being from infancy to maturity, the process whereby he adapts himself
gradually in various ways to his physical education and spiritual environment”
--T. Raymont

Education in narrow sense is school instructions. In this process, the elders of
society strives to attain pre determined aims during a specified time by providing
pre-structured tidbits of knowledge to children though set methods of teaching. The
purpose is to achieve mental development of children entering school.

“The culture which each generation purposefully gives to those who are to be
its successors, in order to qualify them for at least keeping up, and if possible for
raising the level of improvement which has been attained”
--John Stuart Mill

Education is not only a source of knowledge it helps to develop the personality
of the person by the way of talking; leadership qualities etc. and many more things
you will learn in college expect bookish knowledge. Education is the vision for one’s
eyes to see the world. Education encompasses teaching and learning specific skills
and also something less tangible but more profound. The imparting of knowledge, positive judgment and well developed wisdom. Education has as one of its fundamental aspects the imparting of culture from generation. Education means ‘To Draw Out’, realization of self-potential and latent talent of an individual. It is an application of pedagogy, a body of theoretical and applied research relating to teaching and learning and draws on many disciplines such as psychology, philosophy, computer sciences, linguistics, neurosciences, sociology and anthropology.

Learning subjects in school is not enough. One can learn history, maths and science in schools and be “book smart”. In addition, one can learn how to live but knowing what to say when, acting a certain way in certain situations and be “street-smart”. These two types of knowledge are extremely essential to be successful in life. For example, you can have all the “book” knowledge in the world about a certain profession, but if you don’t know how to behave with your co-workers and or your supervisors, having “booked” knowledge won’t get you too far. But no matter what, education is the key that allows people to move up in the world, seek better jobs and ultimately succeed fully in life. Education is very important and no one should be deprived of it. A monetary consciousness of mere information is not education. The school curriculum was based on its supposed education value. It was hoped that the education of the young but far from leading to this devoutly to be wished for goal, it has led to the encumbering of juvenile minds with dubious matter and even hindered the true education process. The young have been stuffed instead of aided through natural means. The institutions meant to spread education have mostly been tending an awkward parody of it. In the noise and confusion of spurious educational nations wrangling in schools and colleges, true education had not actually fled to some hidden refuge.

It has been experienced that good habits and positive attitudes are difficult to develop in the four walls of a formal classroom; only through practical or actual experiences, in life, can be properly developed in the children. Physical education can also help the child to develop alertness, discipline, co-operation, presence of mind, resourcefulness; sympathy and generosity towards others are the qualities that are
essential for a happy and well adjusted life in a free and democratic world. Thus, physical education provides the healthy atmosphere for total development of the children in terms of required facilities, equipment etc.

Thus, it has become imperative to recall and re-state the true function of education. If education is not a lasting illumination of mind and the inculcation of a habit of easy health, it is a hollow word, producing troublesome sound and the two must go together to make education mere illumination of mind is harmful. The one is wisdom without the means of using it; the other is energy without wisdom to regulate it. The combination of wisdom with energy leads to beneficence, to active good and that is education.

Whenever, then wisdom is not found thus combined with energy what so ever things may be there, education is not there. If the individual claiming to be educated does not bear with him these two vital elements that go to make a happy and abundant life, be he an intellectual giant or a giant man, we cannot admit his claim. Let us then insist that education must give us wisdom and strength in equal measure. If men are strong and wise they will be good, unselfish, innocent and innocence the mind transforms and enables those who come in contact with it. Thus, the truly educated man is a light that kindles other lamps. In this, process teacher is the most important factor and the child is assigned a subsidiary role. The teacher is expected to instill in the child’s mind ready-made dozes of knowledge. By this, the child can develop into a parrot repeating crammed knowledge mechanically, but he cannot attain the wholesome development of his personality. In short, such knowledge strangles the natural development of the child. In spite of this school education has merits of its own.

Can the school curriculum, such as it is today, yield this education? Unless it is made to include a program of effective physical education, it cannot give that habit of health which we have said is one of the two great essentials in education.

“The main objectives of education is not to teach or impart but to develop”

--John Pestalozzi
It is no exaggeration to say that the physical education is the integral part of
general education and unified force that emerges out of the judicious blend of the
celebrated twin departments of knowledge and is capable of producing desirable
results among the students. The education should not merely be a sea of acrobatics.
The present day thinkers in education emphatically stress that the best individual is
one who is physically fit, mentally sound and sharp, emotionally balanced, socially
well adjusted, the scientifically planned curriculum of physical education deserves
much consideration. It becomes imperative that physical education should be put into
proper perspective and thoroughly studied for the welfare of humanity at large. The
education policy should be established between education and physical education for
realizing and reaping the fruits of education services.

The various purposes for which physical education has existed in lives of
various countries and cultures from the earliest times until the present either directly
or indirectly physical activities has played a part in the lives of all people. Sometime
this activity has been motivated by facts such as necessity for earning livelihood,
whereas, in other instance it has resulted from a desire to live a fuller life. The
objective of physical education changed over the course of history so that at the
present time they are directed at a better development of human being not only
physically but also psychologically and socially. These changing concepts of physical
education have come about as a result of many years of experience and study with
regard to the values inherent in participation in physical activities under qualified
leadership.

The physical education profession is entering one of the most exciting,
dynamic areas in its history. Traditionally, the physical education profession has been
viewed as providing services within the educational fields. Specifically to the schools
and to the school aged population. However, within the last 15 years the scope of
physical education has expanded tremendously. Employment opportunities have
grown from the traditional careers, sports management careers and sports media
careers. This growth has been influenced by many factors. The fitness boom and the
increase in leisure time have created a market for physical education program to serve individuals of all ages and needs.

Physical education provides awareness and learning attitude for the physical, mental, emotional, social and spiritual development of the human personality. It strengthens the social relationships and examines the impact of interactions between the individual, the family, the wider community and the environment on the health of population. It is education though physical. These are conceptualized and taught through an integrated approach to ensure that students achieve a healthy, active lifestyle, including a sense of well being. These are organized instruction in motor activities that contribute to the physical growth, health and body image of the individual. Life style has been changing over the past few decades in most parts of the world. The excesses of the consumer society are now showing their effects on health. In case we are to prevent the diseases that are the results of unfavorable life style, we have to ensure that sound decisions on healthy lifestyle are to be urgently cultivated. This will be a major role of physical and health education.

Physical education is that education which arranges individual’s life in a particular order; which helps in learning a regular way of behavior, and enhances physical, mental, emotional and spiritual abilities of individuals.

Physical education in general does not have the same status as the other academic subjects in educational institution. Though it has been generally accepted as a matter of policy that physical education and sports should be complementary to the ultimate aim of education and there should be harmony of physical education and sports and the total education pattern.

Physical education has long been recognized as an integral part of the total process of education. Man is indivisible integration of body, mind and soul and education must attempt to strengthen this integration. The whole man should have a whole education. Any narrow interpretation of term “Education” so as to mean curriculum followed in schools extends of schooling or development of intellectual aspects along would defeat the very purpose of education. No individual, no community, no nation can depend upon one aspect of life for the whole of living. Man
is a psycho-physical organization and mind and body should not be conceived as two separate entities. It has been very appropriately summed by Montaigne.

“It is not a soul, it is not a body that we are training up, it is a man and we ought not to divide him into two parts”.

--Montaigne

There has been a significant shift in the definition of education from the 3 R’s (reading, writing, arithmetic’s) to 3 M’s (man, material, method) i.e. all round development of personality. It is clearly established that physical education is an integral part of general education.

“Physical education is an integral part of the total education process”.

--Charles. A.Bucher

“Physical education, when well taught can contribute more to the goals of general education than any other school subject”.

--Voltmer and Esslinger 1958

Modern education has recognized the responsibility of ‘man making’ by undertaking the development of all aspects of personality i.e. mental, physical, emotional, intellectual and social, the end result being all-round development of the personality. Physical education also strives to achieve the same end result. Physical education is a process through which wholesome development of the child is ensured. The aim of physical education is the optimum development of physically, socially and mentally integrated and adjusted individual. It can be concluded that the aims of general education and physical education are identical and directed towards same direction i.e. total and harmonious development of an individual.

**Movement is learning.………. Learning requires movement………….**

**Fundamental to every activity of human being is the skill of motor control – coordination.**

**Humans are designed and constructed for one thing------- movement.**
Yet our society does everything it can do to prevent movement. Our children have access to every “labor-saving” device that exists. They are not being saved at all, however, but rather being exposed to potential overweight, illness and physiological deterioration.

Physical education in its modern concept is some 200 years old and go back as far as the ancient Chinese, who have had a well-developed system of exercise and physical training. In ancient Greece the Athenians were concerned with both physical and mental development. The first department of physical education was established at Amherst (1860) at an American college.

Its introduction in modern India is way back in 1920 when H.C. Buck founded the Y.M.C.A. College of physical education at Madras. Sports are round the year activity in schools as well as colleges and universities until the 1960s. In fact, colleges and university students used to form a substantial part of various national teams. The academic lead therefore seems to have grown disproportionately resulting in a direct decline in round the year activities of sports and physical education. As a result, nowadays very few colleges or university students find a place in any national teams. Moreover, open spaces and playing areas in many campuses have been built upon to meet the academic requirements of these institutions. With the increase in the academic load and stiff competition in the employment market, sports has largely been marginalized and become an infrequent activity in schools and colleges.

Considering that college and university students cover that age group 18-24 years, which is crucial for nurturing and developing excellence at the international level, the consequence of these developments to Indian sports has been calamitous.

It is sorry state of affair that the majority of people have the misconception about physical education, they all invariably consider it in terms of physical participation in the evening hours or in the allotted physical education classes. It should not be considered or treated as extracurricular activity or extra-hour engagements of the students which have not got anything to do with the molding of the young ones at educational institution rather, physical education does aim at providing physical fitness for the entire individual in schools, colleges and
universities too. Moreover, it makes the students strong mentally, morally, socially and psychologically.

It is understood that there should be facilities of all kind which are necessary for the successful and satisfactory conduct of various physical activities in school, colleges and universities. The sufficient number of qualified staff also should be appointed. The entire school program should be planned in such a way that every pupil in the school shall participate daily in a purposeful, meaningful, well organized and well-supervised physical education program. This way requires drastic revision of general time tables to permit adequate number of physical education classes per day and per week. But if, education is really meant for the all round development of a child, a suitable and successful solution can be found.

Physical education as a school subject is designed to help children and youth develop the skills, knowledge and attitudes necessary for participation in active, healthy living. As such, physical education programs are an integral component of the total school experience for students. Quality programs comprise of a planned program of instruction encompassing a wide variety of learning objectives, outcomes and goals are taught in a developmentally appropriate manner to ensure that children of all abilities and interest are able to build a foundation of movements experiences and knowledge- that is a language of physical movement that leads to life-long active and healthy living.

Physical activity helps in development of personal fitness that support healthy living; a skill base that enables children and youth to successfully participate in a variety of physical activities and development of the habit of life-long participation in health-enhancing activities. Principals and administrators play a crucial leadership role in the design and implementation of quality program of school physical education. They support the overall development of students in a number of ways. First, by ensuring the implementation of quality Physical education program taught by designated Physical education teachers who can take responsibility for the overall school program. Second, by ensuring that teachers are well trained and capable of achieving the learning outcomes of the Physical education program. Third, by
providing the fund necessary for the acquisition of developmentally appropriate equipment to achieve the programs learning outcomes and fourth by ensuring that appropriate time within the school timetable is devoted to the teaching of the physical education program.

The Ministry of Education supports and promotes the participation of students in daily physical activity, and is committed to supporting a healthy school environment. This resource guide is intended to assist elementary school principals in implementing the policy on daily physical activity outlined in Policy/Program Memorandum No. 138, “Daily Physical Activity in Elementary Schools, Grades 1–8”, October 6, 2005. This policy requires that all students in Grades 1 to 8, including students with special needs, be provided with opportunities to participate in a minimum of twenty minutes of sustained moderate to vigorous physical activity each school day during instructional time. The goal of daily physical activity is to enable all elementary students to improve or maintain their physical fitness and their overall health and wellness, and to enhance their learning opportunities.

It is important that all activities be conducted in accordance with school board policies and guidelines. Principals should make all school staff involved in the planning and implementing of daily physical activity aware of board policies, procedures, and guidelines regarding physical activity, including those related to safety. The following excerpts from Policy/Program Memorandum No. 138 outline implementation policy: Daily physical activity may be incorporated into the instructional day in a variety of ways. For instance, twenty minutes or more of physical activity during a scheduled health and physical education class would meet the daily physical activity requirement. Since physical activity is only one component of a complete health and physical education program, there will be days when a health and physical education class does not include physical activity. On these days and on days when no health and physical education class is scheduled, other opportunities for at least twenty minutes of physical activity during the instructional day will need to be provided. Integrating physical activity into other curriculum areas is one appropriate strategy. All activities must be adapted, as appropriate, to ensure that students with special needs can participate in them. Such adaptations must be consistent with the
accommodations and/or modifications that are typically found in a student’s Individual Education Plan. Since individual classes may be at different stages of implementation, daily physical activity may initially occur in several short sessions (a minimum of ten minutes each) over the course of the school day. Elementary school principals will make their best effort to ensure that students are receiving at least twenty minutes of sustained moderate to vigorous daily physical activity during instructional time.

Teachers have a pivotal role to play in the delivery of quality program of Physical education. Quality program require thoughtful planning that is linked to curriculum outcomes, lessons that have the intention of students learning, and effective teaching that provides the opportunity for students to gain the important benefits from participation in physical education.

Parents work in partnership with school personnel to assist their children in their overall development at school. In order to do so, parents need to be prepared to ask school personnel’s about the quality of the physical education program that are offered to their children. Such questions can vary greatly depending on the learning situation; however they could encompass the following kinds of issues:

- What are the learning outcomes of the physical education program?
- Does the physical education program support a wide variety of activities?
- Why is my child physical education lesson cancelled so often?
- Why should my child miss their physical education lesson because the class has not finished their math work?
- What are areas of strength for my child?
- How can we help?
- Why is it that my child still cannot catch a ball properly?

In order to gain the benefits of physical education, students need to participate regularly in lesson that promote learning outcome in an enjoyable atmosphere; that is, in much the same manner as they would in other school curricula. They should aim to develop the knowledge, skills and attitude to become comfortable and successful when participating in a wide variety of physical activity.
It is widely acknowledged that physical activity is essential to children’s growth and development. Regular physical activity can have a positive impact on students’ physical, mental, and social well-being. Physical activity is also likely to have a positive impact on students’ achievement and readiness to learn. Research shows that students who do regular physical activity demonstrate improved academic achievement and increased productivity, and are able to devote attention to tasks for longer periods of time. There is also evidence that students show improved behavior and self-esteem, and are able to engage in positive social interaction. Establishing healthy habits and routines in a supportive environment can also enable students to develop an improved sense of belonging and correctness to the school environment. Positive experiences with physical activity at a young age also help lay the foundation for healthy, productive lives. Research indicates that today’s children are in danger of developing serious diseases, owing to the effects of obesity, which is one result of a lack of physical activity. Regular physical activity can promote the growth of strong bones and muscles help to develop good posture and balance, strengthen the heart and lungs and generally help to improve and maintain fitness. With improved fitness, there is less likelihood of developing chronic disease. Improved health and fitness can also result in improved self-esteem and self-confidence. The following are some examples taken from the research:

1) “Studies demonstrate the positive effects daily physical activity has on student performance and academic achievement in terms of memory, observation, problem-solving and decision-making, as well as significant improvements in attitudes, discipline, behaviors and creativity.”

2) “Between 1981 and 1996, the number of obese children in Canada between the ages of seven and 13 tripled. This is contributing to a dramatic rise in illnesses such as type 2 diabetes, heart disease, stroke, hypertension and some cancers, many young people do not have the opportunity to be physically active every day”

3) “School-based healthy eating and physical activity programs provide a great opportunity to enhance the future health and well-being of children because they can reach almost all children and may enhance learning and provide
social benefits, enhance health during critical periods of growth and maturation, lower the risk for chronic diseases in adulthood, and help to establish healthy behaviors at an early age that will lead to lifelong healthy habits.”

4) “Analysis of data from the CCHS [Canadian Community Health Survey], the CFLRI [Canadian Fitness and Lifestyle Research Institute’s] Physical Activity Monitor, and the HBSC [Health Behavior in School-Aged Children] survey indicates that less than half of Canadian children and youth are physically active on a daily basis to a degree of energy expenditure that meets the guidelines for healthy growth and development.”

5) Studies generally support the suggestion from cross-sectional data that academic performance is maintained or even enhanced by an increase in a student’s level of habitual physical activity, despite a reduction in curricular or free time for the study of academic material.

BENEFITS OF QUALITY PHYSICAL EDUCATION PROGRAM:-

Our children and youth need to be ‘physically educated’ so that they will be ‘physically active’ throughout their lives.

Research has shown that ….

- Students usually perform as well or better academically than those receiving more academics curriculum time and less physical education.
- Students develop positive attitudes about school. This leads to improved attendance and reduced dropout rates.
- Students develop lifelong positive personal health habits, are less likely to smoke, use drugs or alcohol.
- Student’s develop aerobic endurance, muscular strength and exhibit fewer risk factors for cardiovascular disease.
- Students experience improved self-esteem and self-concept and lower levels of anxiety and stress.
- Physical education can be a ‘hook’ for some students, motivation them to attend school and stay on task in class.
Gone are those days when physical education was synonymous with drills and marching, physical training and regimented form of physical activities. Today, in the world of science, physical education like any other “educational endeavor”, has imbibed a scientific outlook and science oriented course/subject are a part of this dynamic discipline in the developed counted, physical education is under the program of broad based “science activities’ with allied disciplines from such areas as mechanics of body movement, sports medicine, sports psychology, sports management and sport engineering assisting the overall activities under physical education in schools, colleges and universities.

Today physical education is considered as an international discipline and its importance as fundamental human right has already been recognized by the united nation, the world body. The international charter of physical education, adopted on 21 November, 1978 by the united nation educational scientific and cultural organization (UNESCO), clearly reflects the great importance attached by the international body of physical education and sports as an integral part of general education.

The participation in physical education activities contributes to development of self confidence, reduction of anxiety level and outgoing tendency of extra version as such proficiency leads to success in physical activities in childhood and adolescence enhances self-esteem. The process of acquiring motor skills and using them in sports help to acquire academic proficiency to boost up their personality structure whereas, obsess and week individuals who have either proper prospective of physical activities nor power avoid physical activity and become socially withdrawn.

Physical education serves as the most important medium through which “whole some” development of child is ensured. According to law of nature the first lesson of education which every neonate learns is the lesson of “body movements”. The importance of physical education as the process and measures of general education cannot be under mined especially in the modern times which are mark by ecological unbalances artificial life styles, social turn moils, culture areas, hurrying and scurrying. The brain cannot be deployed without the development of the brawn. Motor development precedes cognitive development. There is a great truth in the
spiritual saying that “body is medium through which man performs all the duties enjoined upon him by nature and the world”.

In undeveloped as well as in developing countries the values and the need of physical education are not being appreciated properly even now. Not to speak of the general mass even the greater portion of the educated section is not giving due importance, proper recognition and right status to physical education and its personnel. A certain percentage of the educated people of these countries theoretically believe that physical education is an integral part of general education, but in practice they do not treat it so. Besides the true educator and sportsman, there are some other responsible educated people who believe in physical education, wish for its development. But unfortunately, the number of such well wishers is so limited that the effects of their sincere efforts cannot exert any noticeable influence or change. The fruits of their endeavor can only be seen and enjoyed by the people with whom they are involved.

Physical education is a key to improving the quality of life of most of the population; it has not been given the priority it deserves in most developing countries. The need for health education applies equally to all- whether literate or not, working or not, business executive, political leadership, professional organization etc. we know that it is the most affluent that suffer generally from diseases like cardiac problems, cancer, diabetes, evils of smoking, drug addiction, aids etc. both developed countries and some cross sections of developing countries suffer from the above problems. Health education as we learn now has helped in reducing the incidence of cigarette smoking in developed countries. Experts now recommend that health education is one of the most powerful and practical way to reduce the spread of AIDS. People in all developing and developed countries are, therefore, in need of health education.

But unfortunately physical education did not find a place in the pattern of education for a long time during the British period. For the first time, it was the Indian education commission, which in 1882, recommended that “physical training be promoted in the interest of youth by the encouragement of native games, drills and
other exercise suited to each class of a school. In 1894, the question of compulsory physical education was again considered at government level; but no definite policy could appear to have been formulated in this connection. Private organization for physical education like gymnasias, vyayamshala, akhas and kreedamandals contribute appreciably to the spread of traditional interest in development and conditioning activities. The YMCA College of physical education, Madras was established under the leadership of late S.C. Buck in 1923. This step marks the beginning of developing leadership in the field by providing one year training courses in physical education.

After independence till date various boards, commissions and committees were established for the promotion of physical education in the country. Immediately after independence the central government appointed a committee in 1948 under the chairmanship of Dr. Tara Chand to examine the problem of secondary education and physical education which made following recommendations:

1) To train teachers in the field of physical education in respect of organization, administration and recreation.
2) To initiate post graduate courses of one year duration.
3) To establish training college in physical education in different states to increase the supply of trained teachers.
4) To establish sports clubs, gymnasias and akhas in different parts of the country.

The central Advisory Board of Physical Education and Recreation (1950) for the first time in the history of the country, the Union Education Ministry on the recommendation of central Advisory Board of Physical Education (CABPER), framed a syllabus including free hand exercises, story plays, minor games, singing games and rhythmic for lower classes and developmental exercises, gymnastics, major games, combative, rhythmic, lezium, drills and marching and yogaic exercises for higher classes.

The All India Council of Sports was for the first time constituted by the union ministry for education in 1954. Its duties include:-
1) To aid/assist the government on all matters concerning sports and games, including financial assistance to sports organizations.
2) To adopt suitable measures to improve sports standards.
3) To facilitate national teams to go abroad for participation.
4) To act as liaison between various sports bodies and government.
5) To ensure proper use of funds allotted by the government for sports.
6) To suggest steps for the development of play grounds, stadia, swimming pools, indoor gymnasium etc.

The central advisory board of physical education and recreation, at its meeting held at New Delhi on 23rd and 24th December 1954, appointed a sub-committee headed by Professor G.D. Sodhi with following terms of reference--

To consider the existing arrangement for physical education and recreational activities in the country especially in the schools and colleges and to suggest means, long term and immediate, for improving them more effective with particulars reference to

a) Whether and in what ways, physical education should be made compulsory in the schools and colleges.

b) The content of physical education to be imparted at different stages and for different types of schools.

c) The availability of instructional personnel’s.

d) The course of instruction at school and colleges of physical education.

Another central advisory board of physical education and recreation was set up in 1950 to advise government on all matters pertaining to physical education. Several major steps have been taken up the government to establish physical education from time to time. Physical education establishing itself more on academics footing with a unique body of knowledge, a particular mode of inquiry with its focus attention on man in action. It is an inter-disciplinary field.

The new direction in physical education is to convince people to incorporate physical activities into their life style, to make them involved in life time sports along
with activities appropriate for their respective age groups. Its flexible nature will allow options that will permit optimum realization of the talents within the limitations. Physical education has a social obligation, of preparing the youth for work and socially useful activities. Physical education, which in common parlance includes exercise, play, sports, games etc., and has now been recognized as an integral part of total education process”. The aim of education and physical education is same i.e. both emphasis the all-round development of child in terms of mental, physical, social and emotional aspects and make them useful citizens. The basis of human existence is physical although body houses mind and spirit, man therefore is an indivisible integration of body, mind and spirit. All education often characterized by school learning is subject to formal discipline, it is greatly cognitive and effective.

There is a general and popular saying that "Health is Wealth". The following brief description of how physical education has been reflected in various policy and curricular documents may contribute to a better understanding of the status of physical education in our school curriculum.


The commission that was appointed to survey the problems of secondary state of school education as a whole made the following points with regard to Health and Physical Education.

**Health Education**

- Physical fitness and health education assume an importance that no state can afford to neglect. The emphasis so far has been more on the academic type of education without proper consideration being given to physical welfare and the maintenance of proper standards for the pupils.
- Students should not only appreciate the value of health education but also learn the ways in which they can effectively maintain and improve their health.
- All students should be subjected to thorough medical examination and activities for promoting and safeguarding health should find a place throughout the school program.
School health service should be extended to the community, as the health of school children is determined not only during the hours spent at school but also, and more so, the time spent at homes and in their neighborhood.

Very little is being done in educational institutions in respect of the malnutrition of children.

**Physical Education**

- Various activities should be planned to develop physical and mental health of students, cultivate recreational interests and skills and promote the spirit of teamwork, sportsmanship and respect for others.
- Physical education is much more than drill or a series of regulated exercises. It includes all forms of physical activities and games which promote the development of body and mind.
- The school should go to the community and seek its assistance in the furtherance of the programme of physical education.
- Unless all teachers of the school do not participate in activities along with the physical instructor, physical education will not be a success.

In 1964-66 the education commission known as Kothari commission was appointed by the central government which gave guidelines for the improvement of physical education and sports in all educational institutes along with many other recommendations:-

- Physical education not only aims at physical fitness but also has educational values. It contributes to physical efficiency, mental alertness and the development of certain qualities like perseverance, team spirit, leadership and obedience to rules.
- It should include development exercises, rhythmic activities, sports and games, outing activities and group handling activities.
- At the pre-primary and early primary stages, the syllabus should aim at developing among children
- At the secondary stage, the syllabus may contain sports, games and athletics in their standard form.
After the primary stage, the syllabus should be planned separately for boys and girls.

Rhythmic activities will have an appeal for girls, less strenuous games, such as badminton, throw-ball, etc. are also popular among them.

**National policy on Education (N.P.E) -1986**

The National Policy of Education -1986, has very rightly mentioned that "Sports and Physical Education are an integral part of the learning process, and well be included in the evaluation of performance. A nation-wide infrastructure for physical education, Sports and games will be built into the educational edifice" (cited on 8.20, NPE-1986).

The infrastructure will consist of play fields, equipment, coaches and teachers of physical education as a part of the school improvement program. Available open spaces in urban areas will be reserved for playground, if necessary by legislation. Efforts will be made to establish sports institutions and hostels where specialized attention will be given to sports activities and sports related studies, along with normal education. Appropriate encouragement will be given to those talented in sports and games. Due stress will be laid on indigenous traditional games. As a system which promotes on integrated development of body and mind, Yoga will receive special attention. Efforts will be made to Introduce Yoga in all schools: to this end, it will be introduced in teacher training course. (Cited on 8.21, NPE-1986).

While re-emphasizing the above points the program of Action (POA) has mentioned that action in the following areas will be necessary to implement the policy objectives of NPE -1986:

i) In deciding the curriculum load the need to allocate sufficient time to sports and physical education which the NPE, 1986 holds as an integral of the learning process, should be kept in mind.

ii) Physical education and Yoga should be introduced for at least 45 minutes per day, preferably just after assembly.

iii) Approved games should be included in the school time-table for at least two periods in a week.
iv) Special incentives will need to be given to students who perform well in sports and games.

v) Special incentives may be considered for subject teachers who perform extra duty in conducting classes in physical education, Yoga, sports and games.

vi) The basic equipment, such as Footballs and Volleyballs may be provided to each school, similarly, some amount of contingency may be provided to each school.

vii) A scheme for creation and improvement of playgrounds should be taken up on a phased basis under Jawahar Rojgar Yojana (JRY) and Nehru Yuvak Kendras (NYK).

viii) An intensive and extensive program of teachers training to equip all subject teachers with necessary skills to impart training in physical education, games and Yoga will be necessary.

ix) The present program to train and recruit physical education teachers for high schools should be expanded.

x) New schools may be established/recognized only if playgrounds are available.

xi) A comprehensive system of inter-school tournaments and championships in select disciplines should be introduced over a period of time. This system should culminate in a National School Championship.

xii) Special cash awards to winning schools and a special system of incentives for successful athletes also needs to be introduced.

**National Sports Policies in Sports 2001**

In terms of the National Sports Policy, 2001, the Central Government, in conjunction with the State Government, the Olympic Association (IOA) and the National Sports Federation will concertedly pursue the twin objectives of "Broad-basing" of Sports and "Achieving Excellence in Sports at the National and International levels". Sports activities, in which the country has potential strength and competitive advantage, need to be vigorously promoted. Towards this end, Sports and Physical Education would be integrated more effectively with the Education Curriculum. While the broad-basing of Sports will, primarily remain a responsibility of the State Governments, the Union Government will actively supplement their
efforts in this direction and for taping the latent talent, including in the rural and tribal areas. The Union Government and the Sports Authority of India (SAI), in association with the Indian Olympic Association and the National Sports Federations, will focus specific attention on the objective of achieving excellence at the National and International levels. The question of inclusion of "Sports" in the Concurrent List of the Constitution of India and introduction of appropriate legislation for guiding all matters involving national and inter-state jurisdiction, will be pursued.

Considering the key role of sports in national life and for inculcating national pride in the younger generation, the objective of broad basing, that is, universalisation or mass participation in Sports assumes special significance. It is imperative to ensure that the educational institutions, Schools and Colleges in both rural and urban areas; the Panchayati Raj Institutions, Local Bodies, the government machinery, the Sports Associations and Industrial Undertakings, as also the various Youth and Sports Clubs, including those of the Nehru Yuva Kendra Sangathan (NYKS) throughout the country are, and remain, fully associated with this Programme. Efforts will be made to promote and encourage women’s participation in sports. The Union and State Governments, as well as the Sports Federations/Associations will endeavor to promote a "club culture" for the speedier development of Sports in the country. In the National Sports Policy, 2001, high priority will be accorded to the development of Sports in the rural areas to harness the available talent and potential. In this context, the Village Panchayats/Gaon Sabah’s as well as rural Youth and Sports clubs will be mobilized to facilitate development of the requisite infrastructure and for the identification of talent through an appropriate competition structure in the rural areas as also in the disadvantaged and remote parts of the country which appear to merit special consideration under various schemes including for the North East. Efforts will also be made for tapping such potential as swimming in coastal areas and Archery in tribal areas. The available talent will be nourished and actively supported. Geographically disadvantaged Regions will be extended additional support for the promotion of Sports. There has been a strong tradition of Indigenous and traditional games in practically all parts of the country through ages. Indigenous games will be promoted through schemes related to rural sports.
The secondary education commission has made physical education in all the stages of school compulsory. However, instructions and participation in this area is continued to be restricted to a few students in schools. The central advisory board of physical education and recreation has reported- there are very few schools that provide physical education for all the pupils every day. The usual exercise is that academic load is heavy and adopted for physical education; different emphasis given in different schools. Physical education has emerged as a profession. As an enduring profession its attention is on the dimension of physical activity. The profession has delivered organized program designed to facilitate people control on their own movement capabilities. Mind and body functions as an integrated whole, enhancement of physical self, seems to elicit positive outcomes in mental status. A profession that centre’s on human physical activity should be gratifying.

Physical education as a subject is very broad, there are number of philosophies of education, which are applied to physical education. Indian meaning of philosophy is to see behind the scene while western world seeks its meaning in the love for knowledge. But, in general, philosophy derives the knowledge which satisfies the human curiosity. Philosophy of education is that knowledge which describes the definition and decides the definition and decides the aims, objectives and criterion of education. When philosophy of education is applied to a particular field, such as psychology, biology, history, physical education, sociology, anthropology, economics etc. it seeks to bring practice into harmony with basic thinking in that field. It provides some theories, based on different streams of thinking, which help in working with and implementing that field in various aspects of life:-

1) **Idealism**: - idealism is that school of philosophy which believes in the reality of ideas only. The objects, which we experience, do not have their existence in real sense. They are mere manifestations of ideas. Idealism as a philosophy stands in contrast with all those systems of thought that centre in nature (naturalism) or in man (humanism). According to idealism “to be”, means to be experienced by a person. Idealism holds that the order of the world is due to the manifestation in space and time of an eternal and spiritual reality. Idealism accepts only one reality i.e., ideas, therefore it has concern with only mind
spirit, and the self. According to idealists the world is in spiritual order that is capable of interpretation. The ultimate reality is self. Evil is not a real existent value. The individual self has all the freedom necessary to self determination. Thus, when idealism is applied to physical education it instructs teacher to be a role model for the students. Physical education not only looks after the physical factor but also consists of those experiences which fulfill the needs of the individual’s nature and bring him the sense of satisfaction or well-being. The name of Plato is well known as a true idealist in the world.

2) **Naturalism**: - naturalism is greatly accepted by hedonists and utilitarianisms. According to them, pleasure is the highest good. Maximum pleasure for maximum people is a famous axiom of hedonism. According to naturalism, reality consists of materials, forces, laws or processes in motion in space. Ultimate reality is force or energy. Private experiences are quite unreal and secondary. The most acceptable life is that which keeps close to the simple and peaceful ways of nature. Naturalism asserts that pleasure is the highest good and the basis of moral judgment. The aesthetic experience is not an experience of all-embracing truth. There is no spiritual or supernatural import. Social values are synthetic values resulting from agreements made by individuals. When naturalism is applied to physical education, the holistic development of an individual, i.e. the physical, mental, social, emotional and moral skills, comes in focus which helps students in building personal qualities.

3) **Realism**: - realism is the theory that holds that the existence of objects is real. For this reason it is also sometimes called objectivism. Both realism and objectivism are metaphysical theories concerned with the existence of thing. In epistemology realism holds that in the process of knowledge things are independent of the existence and influence of the knower. Hence the main tenet of this theory in the epistemological field is that the object and its qualities are independent of and uninfluenced by the knower and the process of knowledge.
4) **Pragmatism**: - Pragmatism believes in the reality of experience and therefore, in biological and social setting. This stream of thought involves essentially three concepts:

1) That idea means only their consequences in experience.
2) That experience is essentially social in origin and predominately social in purpose.
3) That we find out what to expect in life by studying experimentally the uniformities in experience.

The pragmatist gives shape to his view by exploring experiences. He refuses to speculate or to construct theories which go beyond the obvious realities of human life. He believes that our experience is practical and that it is reaction to stimulation in a biological and social setting. According to pragmatists, the world is all foreground involving particular units of activity in which an individual of a group is engaged at a given time. The pragmatist simply believes that knowledge is experience. This experience assumes an organism and an environment experience is an outcome of their continual interaction. When pragmatism is applied to physical education, it enhances the learning and experiencing skill of an individual.

5) **Existentialism**: - In existentialism, human person and his freedom are given great importance. In it the ancient personal value stressed by stoics and epicureans and exemplified in Socrates hemlock drinking have been reinterpreted. According to existentialism personal growth and development can take place through individuals own efforts and none can help him in this regard? Thus, the practical problem of living are attached great value and importance. Extentialists have emphasized “action” and “choice” instead of usual emphasis on knowledge and explanation and replaced the question of what by how? Attempts have been made to trace the beginning if existentialism in the Greek philosophy in particular, the philosophy of Socrates. According to Dr. Radhakrishan, “existentialism is a new name for ancient method.” And according to J. Blackham, existentialism” appears to be
reaffirming in modern idiom the protestant or the stoic form of individualism, which stands as well as over against the universal system of Rome or of Moscow or of Plato… it is a contemporary renewal of one of the necessary phases of human experience in a conflict in ideals which history has not yet resolved.” When existentialism is applied in physical education, it gives order, command and penchant of strength to an individual.

6) **Humanism:** - the theory of humanism revolves around a centre, named man. It advocates for humanism values. It describes man as the centre of all activities rather as part of a larger group. Emphasis is on being creative and independent, encouraging total involvement and participation in all that is going around one. When this thought is mixed with physical education, responsibilities towards society, group, community and fellow being are encouraged. After learning all skills when a sportsman presents himself with humanistic thoughts, he seems a true sportsman and a real scholar of physical education.

But there are many problems in present day physical education in our country, from selection of contents of the curriculum to the selection criteria for assessment, the relative weight age of competence and humanistic values, the needs for special groups such as highly talented and the handicapped. The problem of co-education and along with it a wind of non sexism in sports participation, promotion of excellence and elitism in sports, violence in sports arenas and teacher competency to cope with the multifarious problems, lack of awareness about importance of sports and physical activity in common man.

The above cited problem can get answer when the interest in an acceptance of the place of physical education in the elementary school continues to increase. Education and parents have come to the realization that postponing the inclusion of physical education in school curriculum until the higher secondary is untenable. Seeing the importance of physical education it should be on the priority list of items of our national policy on physical education, especially for the youth students will have to be framed. The magnitude of the problem can be realized from the fact that
we have more than 1800 lakh students’ youth in more than 10 lakh of educational
institution in the country along with uncountable school population. It is no means a
small task to achieve the institutional as well as pupil coverage for physical education.

Many children and youth today lead inactive lifestyle and follow poor dietary
eating habits. As a result, they put themselves at risk for many serious illness
associated with physical inactivity, including diabetes and heart disease. To help
guard against these diseases and other illness associated physical inactivity, it is
essential that children and youth engage in active healthy lifestyles. We need to
ensure that children and youth develop the skills, knowledge and attitudes necessary
for other words, our children and youth need to be physically educated so they will be
physically active throughout their lives. Successful operation of an educational
institution requires competent administrators. Education administrators provide
instructional leadership and manage the day-to-day activities in schools, pre schools,
day care centers and colleges and universities. They also direct the educational
program of businesses, correctional institutions, museums and job training and
community services organizations.

The modern physical education curriculum that is well planned, well taught
and based on the needs, interest and capacities of children is not a frill or appendage
to the total school curriculum, it is a positive force in the education of the total child
and contribution to the development in each of the following ways:-

1) Neuromuscular skills are developed and refined in a wide variety of stability
to consider locomotors and manipulation movements.
2) Physical fitness levels knowledge and attitude are enhanced.
3) Perceptual motor abilities are enhanced through directed movement
experiences.
4) Social and emotional behaviors that are valued by society are postured.
5) Academic concept development is enhanced through integrating class-room
concept development with the gymnasium program.
6) Development of leisure time abilities is increased by movement activities that
are challenging and fun in order to enhance these abilities the physical
education program use variety of movement activities that serve as the vehicle by which the objectives of the program are achieved.

The NCERT, New Delhi has recently framed a curriculum in physical education and sports for classes 1 to 10. It is, however, observed that during the limited time provided for the discipline in schools, it is hardly possible to cover the prescribed syllabus. Moreover, this subject does not receive weight age in the limited and inadequate facilities by way of play areas, equipments, periods in the time table etc. and theory academic lead, it may be necessary to reduce the contents of the syllabus limiting to fitness exercises, yogic exercise, re-creative games, relays and athletic events. This should form the general compulsory stream and items such as major games, rhythmic, gymnastic, indigenous activities, combative, adventure sports and the like should form the sports stream. One activity out of the sports stream should be compulsory for the students which should be taken out of school hours. The idea is to reduce the syllabus of general stream to a minimum so that it may be possible for the teacher to shoulder this responsibility within the limited time provided.

For the solution of all the problems, instead of superficial research, basic research is taken up by the research scholar so as to probe into the causes responsible. Those how can a country which houses half the population of the world fails to win a medal? One cannot understand very well the modern trends in physical education existing in India, by evaluating physical education programs at various levels of education, a syllabus, the pattern of activities that are taught in educational institutes, the curriculum and design of physical education at various levels. The value and contribution of physical education are known to all. The only responsibility of a successful program of physical education depends upon the personnel and the facilities without these it may not be possible. Personnel refer to the physical education teacher, Head of the department, Principal of the school; staff etc. successful functioning of the school depends upon interest and attitude of the school principal towards physical education.

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Interest and attitude of school principals are two aspects which determine the growth of the school. As interest refers to the motivation forces that compel us to attend to a person, a thing or an activity or it may be the effective experience that has been stimulated by the activity itself. As the principal is the head of the institution, thus the interest of principal will play a major role in the growth of the school or the various departments in the school. If the principal was a science student and has interest in science then the science department will function more sincerely, as the head of the school i.e. principal of the school would take personnel interest in the function of the department and it will grown faster as compared to other departments.

Life will be colorless and baron unless one has something to work for. Boredom and depression are frequent companions of one who lacks personal goals and interest may refer to the motivation forces that compel us to attend to a person, a thing or an activity, or it may be the effective experience that has been stimulated by the activity itself.

Principals set educational standards and goals and establish the policies and procedures to achieve them. They also supervise managers, support staff, teachers, counselors, librarians, coaches and other employees. They develop academic programs, monitor student’s educational progress, and train and motivate teachers and other staff, manage career counseling and other student’s services, administer record keeping, prepare budgets and perform many other duties. They also handle relations with parents, prospective and current students, employers and the community. In an organization such as a small day care centre, one administrator may handle all these functions. In universities or large school systems, responsibilities are divided among many administrators each with a specific function.

Research tells us that principals are the line pins in the enormously complex workings, both physical and human, of a school. The job calls for a staggering range of roles: psychologist teacher, facilities manager, philosopher, police officer, diplomat, social worker, mentor, PR director, coach, cheer leader. The principal’s ship is both lowly and lofty. In one morning, you might deal with a broken window and a
broken home, a bruised knee and a bruised ego. A rusty pipe and a rusty teacher (Lee Sherman, the new principal: NW Education, spring 2000).

THE PRINCIPAL AS A PSYCHOLOGIST

In today’s schools, effective principals are accessible to every student and teacher, acting as a sounding board for both ideas and emotions. In contrast with the stereotypical principal of past generations who was a stern disciplinarian, principals today are more often than not providing supports and praise or guiding staff through the inevitable bumps and bruises that come with implementing change in a school. By truly listening to what teachers and students are saying, a principal can continuously take stock of the school culture and use feedback to make reform efforts more effective.

THE PRINCIPAL AS A TEACHER

From their own teaching experiences, principals can have valuable insight into the challenges teachers face in the classroom. But they must also position themselves as guides and as models for teachers who, in the face of significant change, have to become learners themselves. Knowledge about research supporting a school’s reform model, an understanding of data utilization, and continuous, intensive professional development are all crucial in establishing the knowledge base necessary to support reform. In A New Vision for Staff Development (Sparks and Hirsh, 1997), elementary school principal Rosie O’Bryan Votjek talks about leading a change-focused school: “I served as a facilitator, consultant, instructor, and colleague who assisted teachers in integrating curriculum and using new instructional practices. . . . I promoted different kinds of staff development, but the most important thing I did was ‘walk the talk.’

THE PRINCIPAL AS PHILOSPHER

A philosopher is often thought of as having his “head in the clouds.” But a principal’s lofty perspective is as necessary to the life of a school as his practicality. Frequently, as Thomas Sergiovanni (1984) observes, “The principal is… the one who seeks to define, strengthen, and articulate those enduring values, beliefs, and cultural strands that give the school its identity.” In helping to shape the vision, a principal
must work to include all of the stakeholders throughout the entire change process. This inclusion helps ensure not only the buy-in of the stakeholders, but also an increased sense of empowerment and greater potential for long-term sustainability of the school’s reform efforts. The principal as a police officer. This role shouldn’t be seen as a mandate for a principal to enforce rules. Rather, principals work to create a safe school environment, to make their presence known by “walking their beats,” and to “keep the peace” through conflict-resolution and mediation. A principal’s skill in promoting healthy, productive interactions among the staff is valuable, particularly in making sure that both negative and positive feedback is heard and considered, effectively giving teachers “power” to participate in decision making and enact change in the school.

THE PRINCIPAL AS FACILITIES MANAGER

Although it is not the most glamorous aspect of the job, a principal’s role in overseeing the physical structures of the school is must. Kathy Anderson, principal of Tom Elementary in Haworth, Oklahoma, laughs, “I frequently find myself doing custodial work. Whatever it takes to keep the school running”. A functional school is not enough, though. Researchers have discovered that the physical condition of a school can make a difference in student achievement (Council for Educational Development and Research, 1997). The physical aspects of a school need to reflect the vision for reform: examples of students’ work displayed on the walls, clean, bright spaces that exhibit pride in the schools appearance, classrooms that allow for flexibility in different seating arrangements and adequate resources for both students and teachers.

THE PRINCIPAL AS POLICE OFFICER

This role shouldn’t be seen as a mandate for a principal to enforce rules. Rather, principals work to create a safe school environment, to make their presence known by “walking their beats,” and to “keep the peace” through conflict-resolution and mediation. A principal’s skill in promoting healthy, productive interactions among the staff is valuable, particularly in making sure that both negative and positive
feedback is heard and considered, effectively giving teachers “power” to participate in decision making and enact change in the school.

Principal are the head of the schools and much of the role they play in promoting physical education and sports. Schools provide a largest source for the development of physical education and sports; they in turn are headed by the principals. Principal’s interest and attitude towards physical education plays a vital role in imitating, creating, furthering physical education program. Principals can plan a vital role in implementing various policies which describes about curriculum of physical education, teacher-student ratio, teaching and coaching in physical education and sports, achievement of school in the arena of physical education and sports, facilities needed to implement a sound physical education staff and scaling them according to their qualification, provision for orientation, workshop or seminars, making physical education compulsory in schools, awarding teaching hours to the physical education and sports.

The future of physical education will depend upon the attitude and interest of school principal who should know what to do with it and to what direction it will lead. Principals set the academic tone and actively work with teachers to develop and maintain high curriculum standards, develop mission statements and set performance goals and objectives. Principles confer with staff to advice, explain or answer procedural questions. They hire, evaluate and help improve the skills of teachers and other staff. They visit classrooms, observe teaching methods, reviews instructional objectives and examine learning materials. Principals must use clear, objectives guidelines for teacher appraisals because pay often is based on performance ratings.

Principals also meet and interact with other administrators, student’s parents and representatives of community organizations. Decision making authority has increasingly shifted from school district central offices to individual schools. School principals have greater flexibility in setting school policies and goals, but when making administrative decisions they must pay attention to the concerns of parents, teachers and other members of the community.
Policies and goals of the school will depend on the interest and attitude of the principals. Principal’s interest plays a vital role in functioning of the school. An interest is a disposition in its dynamics aspects. Thus principal’s interest towards particular subject will influence the policies making of a school. Principals are the prime administrators of the school, his interest in particular subject or the educational background of principals plays vital role and the overall curriculum and activities will be framed accordingly. The principals as a leader of a school, plays an important role in formulating education goals of the school.

The principal plays an essential leadership role in the planning, implementation, monitoring, and review of all programs. Therefore, it is important that the principal be actively engaged in and supportive of the daily physical activity initiative, with support and direction from the school board. The principal is ultimately responsible for ensuring that all students, including students with special needs, are able to participate in a safe manner. It is also important for the principal to verify that all teachers’ timetables include time for daily physical activity and, similarly, that daily physical activity is scheduled for all students at some point during each instructional day. Making daily physical activity a priority at the school requires not only strong leadership from the principal but also input and feedback from a wide range of stakeholders.

A daily physical activity implementation committee can be established to provide valuable support and direction to assist the principal in the implementation process. Ongoing input from teachers, students, parents, and community partners will assist in the development of an implementation plan that is flexible and practical and that meets the needs of teachers and students in the school. All staff members, including the principal and members of the implementation committee, should work together to establish a supportive environment for daily physical activity in the school. Principals could use the following suggestions to establish a supportive environment:

1) Encourage staff to approach daily physical activity with a positive attitude.
2) Ensure that teachers have access to the necessary equipment and resources to support the implementation of daily physical activity (e.g., guides for teachers, safety guidelines, other board and provincial resources).

3) Consult with teachers to identify in advance any areas of concern related to the implementation of daily physical activity.

4) Encourage teachers to provide input regarding the framework and the implementation plan.

5) Provide flexibility in the framework for implementing daily physical activity.

6) Provide in-service training for teachers prior to implementation.

7) Look for opportunities for teachers to plan together to implement daily physical activity.

8) Allow frequent opportunities for teachers to ask questions and to provide feedback.

9) Consider providing opportunities for mentoring by teachers who are more comfortable with or experienced in doing physical activity with students.

10) Encourage teachers to attend in-service training throughout implementation.

School-based programs, such as daily physical activity and the health and physical education program, have a positive impact on students. In addition, schools, parents, and the community should work together to encourage children and youth to be physically active not only at school but at home and in the community. It should be noted that Ontario’s Chief Medical Officer of Health, Dr. Sheela Basrur, has called on “all levels of government, the health sector, the food industries, workplaces, schools, families and individuals to become part of a comprehensive province-wide effort to change all the factors that contribute to unhealthy weight. We must act now to create communities that promote healthy eating and regular physical activity.”

School Boards

It is important that school boards make daily physical activity a priority. School boards provide the necessary direction and leadership to ensure that schools are provided with the staff, equipment, resources, facilities, and staff training to implement daily physical activity. School boards should develop tools to monitor the
implementation of daily physical activity to ensure that every student benefits from opportunities to be physically active.

**Schools**

Principals should work with their staff to ensure that their schools provide an environment in which every student has equal and equitable access to safe, high-quality physical activity opportunities. All elementary schools provide health and physical education programs, and now also provide a minimum of twenty minutes of sustained moderate to vigorous physical activity during instructional time each day. Schools also are able to provide additional opportunities for students to be physically active through intramural and interschool programs outside instructional time.

**Students**

In order for a daily physical activity program to be successful, students need to develop a commitment to building a more active school. They need to do more than simply participate in the activities: they also need to be involved in the process of planning and implementing daily physical activity. Students should develop the necessary knowledge and skills to assess their own level of fitness; create a plan to determine their short-term and long-term goals; and identify when they have achieved their goals. As students progress through the grades, they can become active role models in the school and active mentors for younger students.

**Parents**

Parents have the primary responsibility in shaping their children’s physical activity attitudes and behaviors. It is important for children to develop an interest in physical activity at a young age, since active children are more likely than inactive children to become active adults. Parents can model and encourage healthy behaviors at home by being positive role models, leading an active lifestyle themselves, and making physical activity an enjoyable part of the family’s daily routine. Parents can encourage children to engage in physical activity by designating time for family walks, playing active games and participating in seasonal physical activities with their children (e.g., swimming, hiking, skating), or encouraging participation in community activities.
Community Partners

The community can provide much valuable support and input to assist schools and school boards in implementing daily physical activity and encouraging students to be healthy and more active. For example, public health services are a valuable resource and can provide support for the school as well as the school board. Guidelines for public health staff encourage them to work with schools and school boards to implement health-promotion programming in a variety of areas, including daily physical activity. It is also recommended that public health services work with school boards, school councils, principals, teachers, and parents to develop and implement guidelines that support healthy eating and regular physical activity for children.

Thus, the future of physical education will depend upon the attitude and interest of principals in schools. Realizing that there is a need for broad basing physical education like education has undergone radical changes. It has been now accepted worldwide that physical education and sports play vital role in today’s world. Research scholar has taken up the survey study. Survey study helps in fact finding and also helps in formulation of important plans policies. The study helps to fill the existing gap in education and physical education.

INTEREST:-

Interest is the central force that drives the whole machinery of the teaching-learning process. All our attempts are aimed at making our students interested in the learning experience given to them. Interest as a driving force not only helps the children in acquiring certain learning experience, but also colour and fashion their attitudes, aptitudes and other personality traits. It thus directs the course of their growth and development and individualizes their personalities. Visualization has such many-sided importance of interest and it is proper to know actually what they are. Many psychologist and thinkers have tried to explain the meaning of this term.

“Interest may refer to the motivation force that impels as to attend to a person, thing or an activity or it may be the effective experience that has been stimulated by
the activity itself. In other words, interest can be the cause of an activity and the results of participation in the activity”

--Crow and Crow

“A thing that interests us is just something that concerns us or matters to us”

--Ross

“Interest means making a difference. We are interested in objects because they make a difference to us, because they concern us”

--Bhatia

“An interest is a disposition in its dynamic aspects”

--Drever

Thus ‘interest’ may be referred to as the key factor and a driving force that helps us in paying attention as well as remaining engaged in our so attended activities.

The definitions given above and the studies and experiments carried out by various `psychologists give enough ground to know more about the nature and characteristics of interests summarized under:

1) Our interests are very much linked with our wants, motives, drives and basic needs.
2) Interest is a great motivating force that persuades an individual to engage in a cognitive, co native or affective behavior.
3) Interests are innate as well as acquired dispositions.
4) Interest is the personal meaning that a thing has for us. This meaning colors all the aspects of our vision. When interested in a thing, we interpret everything in line with the interest.
5) Pursuit of one’s interest is always satisfying. It helps an individual realize the goals and aims set by him.
6) Interest helps in overcoming unusual or early arrival or frequent repletion of plateaus in learning. They also give enough strength to an individual to resists fatigue and avoid failure.

**Interests are not permanent and fixed. They change as a result of maturation, learning and other internal as well as environmental conditions and factors.**

As a matter of fact, our innate or inborn tendencies are basically responsible for our peculiar interest. We are interested in the things that give satisfaction to our innate desires and urges. From the early childhood, it can be easily seen that instinctive drives (like curiosity, constructiveness, acquisition, self-assertion etc.) play a great role in making children interested in one thing or the other.

As one grows older, one’s instinctive urges get developed and modified. Now in which manner and to which extend these urges develop upon many environmental factors. Environmental forces are responsible for giving a particular shape to the inborn or innate urges and basic drives. As a result, interests do not remain innate or inherited qualities, but change into tendencies or characteristics. Moreover, instinctive behavior, as we grow older, gives birth to sentiments and complexes which in turn ideas and purposes in life. We begin to pay attention to things connected with our sentiments and complexes. Our attitudes, temperament and other personality traits also begin to influence our interest patterns. We strive for ideals and achieving some things in our lives. Such striving and struggle tries to give a new form to our interest patterns, as a result of which new interests are developed or acquired by us.

It is, therefore, not proper to consider interests purely as inborn or inherited characteristics. They are actually acquired dispositions or characteristics and the result of constant interaction between the instinctive behavior of the organisms and the peculiar environment forces. Both internal or personal factors and external factors affect the interest patterns of an individual in the course of his growth and development.

Interest built up either by past satisfaction or by an anticipated future satisfaction. It is important to note that even failure with hope leads to continued
interest. Individual develop different interests according to their disposition, attention, economics, social or political status etc. Acquired interest depends to a large extend on ones experience. A child interest reflects the structure of his personality, particularly of the way previous experience influences his perceptions of himself. While children pursue their interest in group activities, they simultaneously develop their social and technical skills. They find opportunity’s for outlets in creative expressions and social interaction while exploring their own interests. Interest leads to exploratory activities in many new fields. Such an understanding is quite helpful when interest is used in vocational guidance and classroom planning.

The success of a physical education teacher lies in his arousing and maintaining interest of his pupils. Therefore, most of their strenuous efforts are always directed in making their students interested in some or the other learning activities. All the factors involved in teaching- learning process, namely the learner, learning material, learning environment, learning methods and teacher, have to be controlled and designed in such a way that all of them may contribute significantly towards the maintenance of proper interest in a learning activity at a particular time. Therefore, the task requires a multi-dimensional attack. However, for the general guidance of physical education teachers, the following points may prove fruitful:-

1) Setting proper aims and objectives: Before teaching a lesson or engaging children in a learning activity, they should be told about the need and importance of learning about that activity. The aims and objectives of teaching a particular activity should be clearly defined and the students be made to set definite goals and purposes.

2) Proper selection and organization of learning experiences: The unsuitability of the content makes children disinterested in a particular activity. Therefore, the teacher should select and organize the contents to be taught or the matter to be delivered in a suitable way by keeping in view all the psychological principles.

3) Use of appropriate methods and teaching aids: most of the times, it is the teaching method that makes a particular learning interested and distasteful.
The teacher should adopt efficient and effective methods of teaching lesson and use suitable audio-visual aids.

4) Exploitation of various instincts of children: The interest of children are controlled and guided by their instincts. Therefore, a wise teacher is the one who tries to exploit their basic drives like curiosity, constructiveness, acquisition, self-assertion and sex etc. for making his students interested in a learning activity.

5) Make proper use of sentiments and ideals: sentiments and ideals also control and direct children’s interests. Therefore, they should be harnessed for creating and maintaining interest.

6) Arranging proper learning situations or environment: Learning situation or environment play’s a great role in making children interested or bored and tired. Therefore, the physical education teacher should take care of the suitability of the learning environment. The classroom furniture, seating arrangement, lighting and ventilation, the ventilation, the scheduled time-table for learning, play ground condition’s, equipments’, maintenance of ground and well equipped staff, mental state of the pupils as well as the teacher etc. all should be properly considered while making attempts for arousing and maintaining interest of the pupils in a games and sports.

7) Physical education Teacher’s personality and determination: physical education teacher’s personality and his determined bid to make the students interested in his teaching count much in this direction. A good teacher with his proper behavior and personality traits can motivate, inspire and make the students almost lost in his teaching. Therefore, a physical education teacher should try to imbibe the desirable personality traits and characteristics. He should bring honesty and sincerity in his thinking, doing and feeling and make the best possible efforts to take his students along with his teaching by making them interested in his teaching.

Likes and dislikes are often reflects through the interest one develops. The scope of likes and dislikes of an individual is modified by his abilities and the environment opportunities high level of aptitude permits him to engage successfully
in a number of activities. Similarly, the richer an individual environment, the more opportunity he will have for a wide range of experiences. The needs and value system of an individual provides direction to his selection for tasks. Only those activities that satisfy relevant needs will continues to be attractive. If the needs can be satisfied in only a small range of possibilities, interest becomes limited accordingly. Variation in interest reflects the influence of the individuals’ experience.

Interest need not be permanent at all the times. Any action or object which is not associated with fulfillment of any permanent need evokes only temporary interest. The moment the purpose is served or the need fulfilled, one loses interest in that thing or the work. On the other hand when the action or object is associated with fulfilling that need’s, interests are more than static qualities of the personality, more than favored clusters of activities. Interest has important dynamics qualities. Interest is sometimes innate but mostly acquired. It is through the development of interest and the activities pursued in interest satisfaction that one explores and tests his skills and abilities, and his strengths and weakness. Through this medium he learns about the characteristics of his social environment, resources available in his physical environment and the means and skills through which he personally can reach a maximum of his life’s need-fulfillments.

**ATTITUDE:-**

The main aim of education is to modify the behavior of a child according to the needs and expectancy of the society. Behavior is composed of many attributes. One of these important attributes is attitude. One’s behavior, to a great extent, depends upon one’s attitude towards the things- idea, person or object- in his environment. The entire personality and development of a child is influenced by the nature of his attitudes. Learning of a subject and acquisition of habits, interest and other psychophysical disposition are all affected by his attitudes.

Attitudes are important for two basic reasons. First, attitudes strongly influence social thought- the way in which we think about and process social information. Attitudes often function as schemes- cognitive frameworks that hold and organize information about specific concept, situation or event (wyer&srull 1994)
Attitudes are long lasting, ones if we have an attitude towards our sports, we are likely to stick to it. Attitude involves making judgments, our attitude to sports are likely to emerge as either positive or negative, understanding attitude is important to the coaches by understanding the relation between attitude and behavior, we are trying to help more people enjoy medical and psychological benefits of particular in sports.

According to social psychologists, attitudes are learned. In other words, attitudes are acquired through experience. However, a small but growing body of evidence shows that attitudes may be influenced by genetic factors too. Attitudes are acquired from other persons through the process of social learning. In fact, many of our views are acquired in situations where we interact with others or merely observe their behavior. Social learning occurs through several processes. Classical conditioning is a learning based on association. The classical conditioning of attitudes can be illustrated through the following real-life situation. A young child, for instance, sees her mother frown and show emotional discomfort each time she encounters members of a minority group- a particular racial group. At first, the child is quite neutral towards members of this group and their visible characteristics are paired (associated), with the mothers’ negative emotional reactions. Since classical conditioning has occurred, the child begins to react negatively to these stimuli.

Early psychologist has defined attitude simply as a tendency to seek or avoid something. Merely liking or disliking, approval or disapproval do not convey the real meaning of attitude.

Stagner has defined attitude in much broader sense. According to him “An attitude can be defined as the meaning that one associates with a certain object and which influence his acceptance of it. Elements of acceptance or avoidance are also involved”.

“Attitude as beliefs that predisposes one to act and fell in certain ways”

--Laney
This definition suggests three basic components of attitude:

- Beliefs
- Feelings
- Dispositions to behave

“Attitude is readiness of the psyche to act or react in certain way”

--Jung’s

“Attitude is a settled opinion or way of thinking”

--Oxford dictionary

“An attitude is a readiness to respond in such a way that behavior is given a certain direction”

--Travers

“An attitude is a particular feeling about something. It therefore involves a tendency to behave in a certain way in situations which involve that something, whether person, idea or object. It is partially rational and partially emotional and is acquired, not inherent, in an individual”

--Sorenson

In this way attitudes are to a great extent responsible for a particular behavior of a person towards an object, idea or a person. But this, it should not be concluded that one’s behavior is an absolute function of one’s attitude. Behavior by all means is a function of both characteristics of the behaving person and the situations in which he behaves. Attitude is a determining acquired tendency which prepares a person to behave in a certain way towards a specific object or a class of objects subject to the conditions prevailing in the environment.

Most of the attitudes are learnt directly from our experience and we learn them from others. Many of the specific attitudes closely reflect the prevailing attitudes in our homes and communities. Attitudes are learned by a process of interpretation,
response and confirmation. The attitude retained is the one that is confirmed by Experiences. Like any other response, attitudes are confirmed or modified through repeated trials. An attitude can be confirmed or contradicted but further experience. We can say that attitudes are a realistic summary of experience, that one likes what works out well and avoids what works out badly.

Attitudes are learned or acquired disposition. Based on the under mentioned points attitudes are formed:

1) Integration of experience: the accumulation and integration of a number of related experiences about an object gives birth to an attitude towards that object.

2) Differentiation of experiences: when new experiences are acquired, they are differentiated or segregated from the already acquired experiences. This segregation or differentiation may tend to make certain attitudes more specific.

3) Trauma of dramatic experience: attitudes are formed with greater speed and intensity on account of sudden unusual, shocking and painful experiences. A shopkeeper whose shop has been burnt down by the striking students may develop intensely negative attitude towards all students.

4) Adaptation of the available attitudes: a large number of attitudes are acquired in a readymade fashion by simply following suggestions or examples of friends, teachers, parents or adopting the mores and traditions of the community or society. Negative attitude of the children of Tamil Nadu towards Hindi has been formed though the process of adoption, rather than as a result of firsthand experience.

An attitude generally builds on previous attitude. A child growing up in a family, a neighborhood and a town tries on their outlooks and behaviors and finds that they work. Among the attitudes hardest to alter are those rooted in emotional needs? Attitude is a dispositional readiness to respond to certain situations, persons or objects in a consistent manner which has been learned and has become one’s typical mode response.
Attitude is the hypothetical construct that repress an individual’s like or dislike for an item. Attitudes are positive, negative or neutral views of an “Attitude object” i.e. a person behavior or event. People can also be “ambivalent” towards a target, meaning that they simultaneously possess a positive and a negative bias towards the attitude. Attitudes are composed from various forms of judgments. Attitudes develop on the ABC model (Affect, behavioral change and cognition). The affective response is a physiological response that expresses an individual’s preference for an entity. Attitude may also be seen as a form or appearance that an individual assumes to gain or achieve an egoistic preference, whether it is accepted, and manifestation of power or other self centered needs. Attitude may be considered as a primitive attribute to the preservation of the self or of the ego.

Joint efforts should be made by the physical education teachers, teachers, parents, members of the society, schools and government authorities through awareness propaganda, mass appeal, group appeal and self-examples from inculcating desirable positive attitudes as well as modifying and restructuring the desirable ones. The attitudes are never taught, they are caught through direct or indirect experiences. Therefore, we should always try to plan and built such healthy and desirable environment around our children so that they can take healthy and desirable attitude towards persons, objects, ideas etc. automatically as a result of their interactions with such environment.

SIGNIFICANCE OF THE STUDY

The researcher was having a mindset to work on the school principal’s attitude and interest towards physical education and sports. I discussed about interest with many intellectuals associated with physical education and sports. After that a vast literatures were exhorted in detail. After reviewing the literature, the researcher reached to the conclusion that any study has not been done by any researcher in the yester period on the topic of “A Study of Interest and Attitude of Public/Government/Convent School Principals of Delhi State towards Physical Education and Sports”.
1. The findings of the study will signify in developing the interest and attitude among school principals of Delhi state.
2. The present study will motivate the school administrator, parents and coaches in developing the conducive environment for sports and physical education.
3. The present study will also help in developing better infrastructure of sports in schools of Delhi region.
4. The present study will also remove the hindrances in the growth and development of proper sporting environment in schools of Delhi region.
5. The present study will facilitate the coordination between the children - teacher and principal – teachers coordination.

OBJECTIVES OF THE STUDY

1. To find out existing status of physical education in private/government/ convent schools.
2. To raise the level of sports in government/private/convent schools.
3. To inculcate the interest in sports among the school going children.
4. To develop a conducive environment which develop the better attitude among teachers and principals of the schools towards physical education and sports
5. To find out the reasons, the lack of interest in physical education of staff and students of the schools.
6. To suggest certain concrete measures on the basis of the results of the study.
7. To improve the interest and attitude of private/government/convent school principals.
8. To educate the parents as well as children regarding the physical education and sports.
9. To add the new literature in the existing literature of the problem.

HYPOTHESES:

1. There will be lack of interest towards physical education and sports among the school principals.
2. Lack of proper sporting infrastructure & environment results to poor attitude of principals in private/government/convent schools.
3. Lack of coordination between schools principals, physical education teachers and staff leads to disinterest towards physical education.
4. Poor performance of Athlete in academics leads to improper attitude among principals.
5. The physical, physiological requirement of sports somehow creates impediment in developing the proper interest and attitude of principals in school.
6. There will be complete absence of desired attitude towards sports among school principals of Delhi state.

LIMITATION OF THE STUDY

The research scholar has taken all the measures to conduct this study objectively and to reduce the element of bias to its lowest extent. The data was collected by the researcher with the help of various physical education teachers working with different school schools, other office bearers and friends working in the organizations though the administration of the questionnaire and every effort was made to observe consistency throughout the course of the study. However, despite best efforts, some difficulties which could not be avoided are given below:

1. Due to busy scheduled of school principals there may be apprehension that they will not take interest in filling of questionnaire, as well as they may furnish wrong information just to save their chair.
2. The data is based on the responses of the various respondents, which might not be completely free from their individual biases and prejudices.

CHAPTERISATION SCHEME

The present study runs into six chapters. The first chapter is in the nature of introduction. It examines prevalent view regarding physical education & sports, physical education & sports as cultural heritage of men, importance of physical education in overall personality development of a child, contributions of schools in
promoting physical education and sports, principals role in working of a school, interest and attitude of school principals towards physical education and sports, role of school principals in promoting physical education and sports.

The second chapter, a brief review of literature regarding importance of physical education and sports in overall personality development of a child, quality of physical education in schools, role of school principals in supervising physical education and sports activities and attitude towards physical education has been presented. Significance of study and objectives of study are also present in this chapter.

The third chapter dilates on the research methodology, area of the study, sampling design, database and techniques employed in for analysis of data, hypothesis, limitation and rationale and chapterisation scheme. A detailed analysis of all statistical technique employed was mentioned in this chapter.

The analysis and results of collected data is presented in chapter four and chapter five deals with the discussion and interpretation of data. It also highlighted the main problems; the schools of West Delhi are facing towards attitude and interest of their principals towards physical education and sports.

Summary and suggestions of the study as well as further scope of investigation have presented in the last chapter.