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Modern Trends in Physical Education in India - III

Script

National Sports Awards

Recognition of any outstanding achievement is highly motivating and more so when it comes from the top most functionary of prevailing system. Further, honouring the deserving is a great encouragement for others to follow the legendary personalities. The Govt. of India has instituted “Padma Shri Awards” the highest National Awards in recognition of outstanding contribution made by individuals in any field of human resource development. Similarly, the Govt. of India, in recognition of meritorious achievements in sports has instituted following National Awards for sports persons:

Arjuna Award, Rajiv Gandhi Khel Ratna Award, Dronacharya Award

Arjuna Award: The Arjuna Award is the highest national recognition given to distinguished sportspersons for their contribution in the field of sports. The award was instituted in 1961. It is for outstanding performance given by a sportsperson during the year for which it is presented after taking into account the achievements during the preceding three years. The awardee is presented with bronze statue of Arjuna, the legendary Pandava, a scroll, and a cash prize of Rs. 3,00,000/-.

Rajiv Gandhi Khel Ratna Award; The award was instituted by the Rajiv Gandhi Trust in the year 1991-92 with the objective of motivating sports-persons towards high levels of sports performance and to intensify the spread of a sports culture in the country. The award is given for the most spectacular and outstanding performance by a sportsperson. Only one award is given under this scheme. The award consists of Rs. 5,00,000 in cash.

Dronacharya Award; The great Indian Saint Kabir described the significant role of Guru (Teacher) in his famous lines. In recognition of such Gurus (Coaches) the Govt. of India instituted Dronacharya Award in 1985, to honour eminent coaches who make outstanding

contribution in their respective fields. The awards are given for commendable work performed on a consistent basis in the promotion of that sport. Each awardee is given a cash prize of Rs. 3,00,000/-.

National Sports Policy

The National Policy of Education, 1968 laid emphasis on “inspiring the physical fitness and sportsmanship of the average student as well as those who excel in this department”. The need to have “playing fields and other facilities” was given a priority. The 1979-NPE recognized physical education consisting of sports and games and athletics:

- Failure to make physical education and sports an integral and compulsory part of the school curriculum.
- Poor coordination between various government and nongovernment agencies involved in this gigantic task.
- Lack of investment in sports and its promotion by both public and private sectors.
- Financially weak and poor management structure of sports bodies at various levels.
- Poor availability of good quality and reasonably priced sports equipment and goods.
- Weak structure of domestic sports competition.
- Inadequate media exposure to promote physical education and sports.
- Lack of infrastructure and poor utilization of existing infrastructure thereof.

Physical Education in Colleges and Universities

In colleges, persons qualified in physical education are appointed under the designation of Director of Sports or lecturer in physical education. They are in charge of sports activities of the colleges concerned and prepare teams for participation in Inter-college and Inter-University sports. Facilities by way of equipment, play areas are developed with the assistance of the UGC and the National Sports Organization. The Association of Indian Universities conducts sports competitions at the National level in cooperation and financial support from universities. College students are also encouraged to join youth movements such as NCC, NSS and adventures sports on a voluntary basis.

Sports Participation for Other Non-Educational Channels

The existing National Federations and Institutions for sports and games are providing facilities for participation in sports for the general masses who are not presently in any educational institution. Local clubs, district units of the national federations, gymnasia, krida mandals, yuvak mandals, Nehru yuvak kendras and such other organizations have not yet been effective in creating network of clubs and institutions on a massive scale. The activities of these organizations remain located in urban areas, with the result that a large mass of youth population from the rural areas stand neglected. Promotion of games and sports for persons in the country is attempted by the various national federations and the Indian Olympic Association. There are more than 25 National Federations promoting sports for the masses in India. They have their

units in States which in turn have district units, and under them clubs, institutes, mandals at the local level.

All these organizations attempt to promote physical education and sports by organizing competitions and holding coaching camps mainly with the help of SAI trained coaches. The physical education teachers do not come across the trainees of this category.

The all India Seminar of the State Inspectors of Physical education and the Universities Directors' of Physical education, 1958, recommended that Physical education should be a curricular subject in the school at all levels and should be at par with other subjects. The programme for physical education and recreation should cater to the needs, interests and capacities of the pupil and should have 'carry out' value. It should promote normal growth and development, maintenance of health, acquisition of skills and desirable social attitude and behaviour.

Facilities regarding playgrounds, equipment and gymnasiums should be provided for the student. A minimum of two instructions and two participation periods per week should be made compulsory for all school children. The syllabus given in the 'National Plan of Physical education and Recreation' should be followed in all schools with necessary modifications. It was therefore, strongly urged that Director of Physical education have the Doctorate Degree in Medicine of Physical education with the basic science of Medicines included and that universities offering degree courses offer the doctorate as soon as facilities may be acquired. Special committee should be appointed to work out the courses for the advanced degree. If the central institute is located at one of the universities, it should offer the doctorate as a postgraduate degree and furthermore when students in physical education finish training they will look employment and person who will have a more bachelor's degree will look the scientific background and be too young to occupy a full professorship, which is necessary if physical education is to be developed in our universities. There is a general feeling in India that the situation in higher education is unsatisfactory, even alarming, in some ways, that average standard have been falling and that rapid expansion has resulted in lowering of quality. The examination results, the report of public Service Commission, the view of employers and the assessment of teacher themselves, the result of research done-all seems to support this conclusion. In view of the difficulties inherent in the objective measurement of standard over a given period and as no serious attempts to measure standards has been undertaken so far, it is difficult to say definitely to what extent and in what respects, they have been fulfilled.

The aim is to develop both the mind and the body to their maximal growth, so as to enjoy a pleasant life till death. Sports and Physical education activities play an important part in the nation's schools and colleges which may be categorized as Nursery Schools (L.K.G. and U.K.G), Primary Schools, High Schools, Senior Secondary School, colleges and universities.

Sports and Physical education programme should be based on sound philosophy, a meaningful aim and significant objectives. J .B. Nash and his associates are of the view that:

1. The programme should really encompass the total person his spiritual, mental, individual, social, cultural and physical and all the stages of his life right from birth.
2. It should have a direct effect on the attitude and aptitude towards fitness.
3. Programme should reach all sportsmen.
4. It should be national responsibility and should meet recognized standards.
5. It should include health and recreation.
6. It should give strength, flexibility, endurance, agility etc. and also develop skills and help achievements.
7. It should give a hand to youths in its planning and conduct.

Bhattacharys (1949) quoted, "The basic programme will be to build a body beautiful in form, harmonious in posture supple and agile in the movements, powerful in its activities and resistant in its health and organic function".

The National Sports Policy and Programme of Action (1992)

The National Sports Policy and Programme of Action (1992), refer to create a sports atmosphere, every child should take part in various games and sports. The different sports facilities should also provide in reference to sports participation through the various educational and sports authorities. The practice, training and participation in sports are also the part and parcel of educational curriculum as prescribed by National Education Policy and National Sports Policy.

The Programme of Action (1992) explained that:

1. The National Sports Policy of 1984 was formulated with the avowed objective of raising the standards of sports in the country. The National Education Policy of 1986 also incorporated the objectives of the National Sports Policy in so far as the schools and education sector was concerned.
2. Implementation of the National Sports Policy was therefore, effectively taken up only during the 7th Five Year Plan, i.e. 1985-86, with the allocation of funds raised from only Rs. 14.73 crores in the 6th Five Year Plan to Rs. 200 crores for the promotion of sports and Physical education. The Sports Authority of India (SAI), established in 1984, was given a substantial share of their funds to maintain the infrastructure facilities created for the Asian Games in 1982, and also to undertake specialized schemes for the" identification and intensive training of talented athletes.

Various other schemes for the promotion of sports through the country were also taken up through the Sports Authority of India (SAI) for extensive and intensive coverage of identified athletes. These include the NSTC, SAG and SPDA schemes.

3. In addition, a number of schemes and programmes were formulated in the department and implemented either directly or through State Government and UTs. These schemes are generally aimed at developing infrastructure facilities in schools universities, and at the state level. The participation in the Physical education activities contributes to the development of self-confidence, reduction of anxiety level and outgoing tendency or extra version such as proficiency leads to success in the Physical activities, which is highly valued in one group. The success of sports activities in childhood and adolescence enhances - esteem. The process of acquiring motor skills and using them in sports help to acquire academic proficiency to boost up their personality structure whereas, obese and weak individuals who have neither proper prospect of physical activities nor power and they avoid physical activity and they become socially withdrawn.

Conclusion

The first All India Sports Congress was held in 1962 by the Union Ministry of Education. This congress made recommendations of the betterment of sports administration in the country. The All India Council Recommendation was also made for promotion of games and sports at school and college level.

Finally the congress suggested that survey of the facilities by ways of play fields, stadium equipment and the like is undertaken in the country.

The facilities available at various parts of the India may also reflect the sports achievement, the present study also considered in view of the availability of the sports facilities and its utilization in achievement the status of various games and sports.

Since facilities and programmes play an important role in achieving educational aims, scopes and objectives adequate facilities and programmes are necessary. Various States in India provide facilities to organize programmes for the development of physical education and sports.

The facilities include playgrounds, both indoor and outdoor stadia, swimming pool, health services, sports library, changing rooms, etc. The necessity and utility of facilities depends upon the nature of sports programme administrative policies of the concerned authority, interests and needs of the participants.

To attain the goals of physical education programmes, the facilities must be prepared well. A well laid strategic approach is half of the battle won. In the same way a well prepared programme and facilities are found to be effective. Programme and facilities have to be planned on the basis of fundamental needs, interest and physical status of the pupils.

The educational institutions should be equipped with proper fields for sports and games, so that a better improvement can be attained whatever open spaces that are available and even public roads with this traffic may be used as training fields. It is ideal to have all playfields adjoining the schools/colleges or universities.

Physical education requires facilities in the form of play fields, gymnasiums and swimming pools. Programme emphasize extensive play areas; equipments, and competent personnel. It is a known fact that proper facilities are necessary in providing well planned programme and in achieving better standards in games and sports. Better facilities with sophisticated equipments will go a long way in motivating the students to participate in sports activities in large numbers.

The administrators, elders and educationalists must care to aid to provide open areas for such institutions and provide opportunities to sportsmen to participate in varieties of sports activities. It is ideal to have the playfields adjoining the concerned institution. Inadequacy or non-availability of required play areas, would crush the interest of the growing youngsters.

The area of playground required depends on the strength of youth and their participation in sports activities. These playgrounds must be properly maintained. There is an urgent need for playground movement in our country, on a national level, which can work for the development of playgrounds in India, so that everybody in India, young and old have enough opportunity to find the best and most satisfying use of leisure time. The term equipment has been defined by Bucher and according to him, "Equipment is the term used for those items that are not considered expendable but are utilized over a period of years, such as parallel bars and audiometers".