

A STUDY OF PHYSICAL TUTORING & SPORTING IN INDIA

Suniti¹, Dr. Anushree Mahurkar²

¹PhD Research Scholar (Physical Education), Calorx Teachers' University, Gujrat

²Sh. Nashikrao Tirpude College of Physical Education, Nagpur

ABSTRACT

Development around the world has made Physical Education & Sports an important part of our life. The neglected discipline has started receiving importance these days in all the strata's of human beings. Hence due importance to physical education teaching & sports is being given due attention. Sports person are considered to be the best ambassadors of the nation & the same can be true for a teacher in physical education in Schools & Colleges. The overall scenario doesn't seem to be encouraging as there is reduced demand for physical education instead of increased risk of life for a common individual. The paper discusses the present scenario of physical education & sports in India, also included is the report highlights of physical education world summit in Berlin

Key words: Sports Training, Physical Fitness, Stamina, Physical Maturity

INTRODUCTION

Physical Education and Sports is one of the important yardsticks and also integral part of education for any country at any point of time. Thus, each country should try to set out a framework of action plan for promotion and development of Physical Education and Sports Paradoxically, sports is witnessing a spectacular boom in the media spotlight all over the world including India while it is being seriously neglected within the educational system. Physical Education act as well as the provision of resources for the nation and in the construction of evaluation system in education developments and it promotes the development physical education in a country. At present compare to earlier years and now we can come across the decline of physical education in education compare to present is one needs to overcome the hurdles and battles to improve the structure and infrastructure status in around to develop the overall discipline in physical education and sports.

PHYSICAL EDUCATION IN POST GLOBALIZATION ERA

Despite efforts by member state to promote and develop Physical Education and Sports with international cooperation; its distinctive nature and importance to education remains a constant source of concern. Physical Education and Sports proved alarming (particularly within educational system), which given the social importance and media-coverage of sports. Its impact may be seen in the shift by Physical Education and Sport Public authorities towards high performance and high media friendly sports (at a national level, across the public and private system). A significant example in the absence of clear separation between the Ministries of Youth Affairs and Sports and Ministries of Education. The status of Physical Education and Sports convened the Physical Education World Summit in Berlin this initiative was promoted by reports revealing the increasing critical situation of Physical Education and Sports in many countries. A worldwide comparative study collects data and literature for nearly 120 countries came out with collect data.

- a. Reduced time devoted to Physical Education in Educational Programmed.
- b. Reduced budgets plus inadequate financial, material and staff resources.
- c. The subject suffers from low status.
- d. In many countries teachers are not properly trained.
- e. Existing Physical Education guidelines are not properly applied.

ROLE OF PHYSICAL EDUCATION & SPORTS:

The Physical Education and Sports preserves the vital clue that exists between Physical Education and Sports. The reciprocal guarantee highlighted the provisions of as such it is necessary to consider Physical Education and Sports as an intrinsic part of education in all schools and colleges in a country, where sports should be compulsory right from elementary school level to till college level. In fact, quality education involves the dispensing the essential requirements of life skills i.e., Learning to

- (i) Self-motivation, creativity and problem-solving
- (ii) Use interactive tools (communication, physical and IT)
- (iii) To join and live within sociality divers' groups.

All these Board based life skills are precisely what Physical Education and Sports can develop. Therefore, it goes without saying that Physical Education and Sports must be actively promoted by international organizations, state governments, local authorities. The field of education must coordinate and streamline these efforts to defend the cause of Physical Education and Sports. This will include helping to redress the balance of Physical Education and sport in Education in its drive to improve the situation of Physical Education and Sports worldwide.

PHYSICAL EDUCATION & SPORTS: INDIAN SCENARIO:

Physical Education & Sports forms an important part of educational system even when it never received the importance it deserves. Even though it is included as part of the curriculum from the early stages of education, it has never been taken seriously by the educational administrators, the academicians and the students. Physical Education is the only profession where you talk as well as play / perform. The concept of Physical Education in the mind of general public is big round, play& play and no work. Abraham Lincoln quoted in one of his address, "Sportsman is the best Ambassador of the Nation." Hence, the Physical Education Director/Teacher can also be the best Ambassador of our Institution / University. The problem of defining Physical Education is not only that the term is broad based and complex, including so many kinds of phenomena, but also it means different things to different people. Sports leads to development of total personality of the child and its fulfillment and perfection in body, mind and spirit. Even though this definition differs significantly with regards to emphasis on different aspects, they still have many common elements. Some of them may be noted as: Physical Education is a phase of total Education process. It is sum of total experience and their related responses. Experience grown and responses developed out of participation in big muscular activities. All-round development of individual" – physical, mental, social, moral is the real aim of Physical Education. It is the same as in General Education.

In the Indian context, Physical Education is perhaps the only aspect of education which has not been given due attention. That is due, most probably to the fact that we have remained satisfied with what the British have handed over to us, with no sincere efforts on our part to prepare any concrete and far-reaching programme for Physical Education especially suited to our conditions. We have ever-stressed the academic aspects, the physical one being relatively untouched. This has resulted in an increasingly large number of Indians who are neglecting their bodies, to whom Physical Education is similar to physical training, whose physical fitness is not what it should be they are getting "soft". One of the main objectives of any Physical Education activity is to maintain and improve the health of the youngsters in our school and colleges. And the School has the responsibility to see that all students achieve and maintain optimum health, not only from a moral point of view, but from the standard point that educational experience will be much more meaningful if optimum health exists. A child learns easier and better when he is in a state of good health. Even ones" values have much to do with health building and destroying activities. Unfortunately, a large number of people suffer from "value illnesses", i.e., they know what they are supposed to do to keep well, yet they fail to do so. They know that tobacco smoking can cause death from Lung Cancer, even then they do not give up smoking. They understand how alcohol affects the driving ability, yet they drive in a state of drunkenness. They appreciate the role of regular exercise in weight control, yet they do little to alter their sedentary way of living. Education and health & medical authorities have therefore, long recognized the need for a programme of Director Physical Education activities in school curriculum. It is during the formative and rapidly growing period of elementary school-age that foundation of proper habits, attitudes and appreciations toward all physical activities, including play is implied and desirable citizenship traits acquired, so that in adulthood he will be equipped with the knowledge, sound thinking processes, physical stamina and emotional maturity to live effectively in an ever-

changing and highly complex society. In that respect, teachers bear a major responsibility in answering that challenge effectively.

It is said, “An idle mind is the devil’s workshop”.

NEED OF PHYSICAL EDUCATION & SPORTS:

To study Physical Education and sports is not merely to discuss performance, technique or records journalistic-ally but to look at some of the implicit assumptions held by the general population about Physical Education and Sports. Despite the significance of sports, it has been primarily a vehicle of “escape” more than an avenue of education. A sport has been viewed as a distraction from the trials of everyday life. Ask some friends why they are involved in sports. The response will probably have something to do with “fun” or “enjoyment”.

INTERPRETATION:

Every College / University should have an Elective Subject of Physical Education, if not compulsory, where 60% stress should be given to theory and 40% to practical. Another viewpoint is that all the first-year students should undergo a minimum Physical Education programme like National Physical Fitness Test, otherwise they will not be given the degree. We should have colleges of Physical Education with 4 to 5 years degree course, like Indian Institute of Physical Education and Sports Science (IIPES). Physical Education and Sports are seen not merely as a playground but also as a laboratory in which the theories of Sports Science be tested and/or as a phenomenon whose worthiness value, and effect on people and society must be continually scrutinized.

Education syllabus in context with need of Society.

- 1) Periodical Refresher course for Physical Educational personnel by the qualified agency.
- 2) Updating and Upgrading of the subject and related area in collaboration with top Educational Physical Education bodies. Strict implementation and follow-up of the prescribed Physical Education standard.
- 3) An honest and sincere appraisal system for total evaluation and feedback.
- 4) The academic study of Physical Education and Sports may be as stimulating and fun as experience as one’s actual participation in sports.
- 5) Once the rule, subject matter, and „spirit“ of both games are understood, they may be equally rewarding. General Education is for the masses, so also Physical Education.
- 6) „Recreation“ is an important as „reading“, „writing“ and „arithmetic“, in the life of common man. Physical activities do the garb of „Physical Education“ when the focus is on the means used, namely, big muscles,
“Recreation” when the focus is on “life is worth living” (joyful) attitude or use is leisure time.

CONCLUSIONS:

Young people are the assets of any country in the world, with highest under 25 population in the world India stands to gain with more work & output with the Human Resources available, but then preserving the Human Resource & maintaining the longevity of these young ones is a challenge to India, one of the fastest developing nation of the world. Therefore, to enable an individual to lead happy, enjoyable and healthy life as a member of society, he should regularly engage in games and sports and different exercise programmers to ensure development of Physical Fitness and learn skills in sports and games, which have a carryover value. Society on the other hand should provide enough opportunities to its members so that they may engage themselves in activities of their own choice and thus develop or maintain the level of Physical Fitness. Unless there is improvement in the „General Standard of Health“, excellence in sports cannot improve. Physical Education and Sports activities in educational institutions should aim at „Health Related“ and „Performance Related“ are as so as to ensure „enhancement of Performance in competitive sports“. Physical Education thus consists in promoting a systematic all-round development of human body by scientific technique and thereby maintaining extraordinary Physical Fitness to achieve ones cherished goals in life. Hence any organization of Physical Education should start with developing a positive attitude and self-confidence among Physical Educators themselves and make them feel, Physical Education need not exist in the periphery of the schools/ colleges, but should extend itself to the classrooms and become the focus or central point of Educational System.

REFERENCES

- [1]. Kales M. L. & Sangria M. S. “Physical and History of Physical Education”, Parkas Brothers, Ludhiana 1988.
- [2]. Chu Donald, “Dimension of Sports Studies”, John Wiley & Sons, New York Chic ester Brisbane Toronto Singapore 1982 Sethumadhava Rao V. S. “Brand Image of Physical Education”, HPE Forum 2(2)(October 2002):1-3
- [3]. Connor-Kuntz & Dummer.(1996) Teaching across the curriculum: language-enriched physical education for preschool children. Adapted Physical Activity Quarterly, vol. 13, pp. 302-315.
- [4]. Gail Brenner (2003) Webster’s New World American Idioms Handbook. Webster's New World. Nathan M. Murata(2003) Language Augmentation Strategies in Physical Education The Journal of Physical Education, Recreation & Dance, Vol.74
- [5]. Shephard, R. J., Jequier, J. C., LaBarre, R., and Rajie, M. (1980). Habitual physical activity
- [6]. Grewal C. S. “Why Physical Education”, Vyayam Vidnyam 22(4)(November 1989):15-19 [7]. CRAMER J. Brave start. Leisure Management, 1997, 17, No.5, 20–23
- [8]. MANCHESTER 2002. The city will rise to the challenge Electronic publication (commonwealthgames2002.org.uk), December 15, 1999
- [9]. MBERI N. Civil war at Marathonas. Eleftherotypia, 30 April 2001, 17 (translated from Greek).
- [10]. HALL C. M. The effects of hallmark events on cities, Journal of Tourism Research, 1987, 26, No. 2, 44–45.

- [11]. CHRISTODOULAKIS A. G. Procedures-express for the creation of new companies. To Vima, 2001, 24 August, B4
- [12]. BURBANK M., ANDRANOVICH G. and HEYING C. Olympic Dreams: the Impact of Mega-events on Local Politics Lynne Rienner Publishers, Boulder, 2001.
- [13]. NTALIANI D. Arrest of 17th November members. Ta Nea, 15 March 2003 (translated from Greek).
- [14]. FULLER S. and CLINCH R. The Economic and Fiscal Impact of Hosting the 2012 Olympic Games on the Washington-Baltimore Metropolitan Area, Merrick Business School, University of Maryland, Baltimore, 2002