

A Research about Various Policies and Career in Physical Education in Indian Societies

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Abstract – Every human being has a fundamental right of access to physical education and sport, which are essential for the full development of his personality. The freedom to develop physical, intellectual and moral powers through physical education and sport must be guaranteed both within the educational system and in other aspects of social life.

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. . 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.



INTRODUCTION

Physical Education deals with the frame of the human body, taken during basic and secondary education that encourages psycho-motor learning in play or movement exploration setting to promote health. The aims and objective of physical education depend to a great extent on the political, economic and social changes that take place in a society like the development of organic fitness, the development of neuro muscular skill, the development of character and personality, to prepare highly qualified leaders in the field of physical education and sports. The physical education has a major role to play a role in school system. Without physical education program, we can never hope for a child's wholesome development. Now-a-days, professionals in the field of physical education and sports have good opening in this areas. In the C.B.S.E, curriculum physical education is compulsory subject in the +2 level. Moreover, physical education is of equal important for all students from class's nursery to 10th standard. Thus, with respect to job opportunity schools are lucrative and wide ranging. Most of Goverenment, semigovernment, public and

private institutes recruit physical education teachers for handsome pay and perkx. For this the candidates should have some skills like information of human movements, health and physical activity, Information of another academic discipline of interest to individual, awareness of the holistic nature of health and movement, coaching motivation and teaching skills, interpretive and analytical thinking, leadership and organization skills, interpersonal skills, critical reflection.

When we talk about education and research in physical education and sports, we have to look upon some other inter-related aspects of its field, because physical education is 'education through movement' within the framework of total education which is both mental and physical. Now it has become an inseparable part of education and emphasis is laid on educational experience rather on just muscle building. The development of teacher education in physical education is also very important area which needs to be discussed as teacher training institutes grow; departments of physical education began to establish. It has had its formal beginning in western countries more than hundred years ago, and the concept traveled to India via

Britain. Actually the entire system of physical education experienced transformation along with that of education bearing continental influences. In England, when teacher training programme in general education was formalised and came to be standardised in terms of basic entry qualification for prospective teachers to take teaching assignment at various levels, periodicity of training course, theoretical course content, teaching practice lessons, etc. These developments in England influenced education in India also.

Teaching is hard work and some teachers never grow to be anything better than mediocre. It is a complex process that involves teacher's ability to deal with students, efficiency in school work, interest in gathering knowledge and the ability to develop cordial relationship with one's colleagues and a host of other factors.

Physical education teachers particularly working in schools have multifaceted responsibilities. They have to be effective as managers, coaches, teachers, supervisors and even as organizers. They will be assisting school administration quite regularly. To carry out such responsibilities, the teacher should have professional training, required qualifications, knowledge, skill, favourable attitudes and interests, courage, genuine interest in, the profession, students, school and community³. The teacher's behavioural characteristics influence his teaching and education imparted by him to his students. Apart from the qualification, experience and professional training, it is the working efficiency of physical education teachers that will have a lasting effect on their students.

The working efficiency of teachers depends upon their personality, which involves a number of factors or traits like self-concept, motivation, levels of aspiration, leadership skills and effectiveness, and above all the satisfaction that the teachers or administrators derive from their job or work. Even though the working efficiency depends upon factors like age, maturity, professional qualification training and background one's personality makes up with attitude and interests and various other traits of personality will be the contributing factors.

PHYSICAL EDUCATION & SPORTS IN INDIAN SOCIETY

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Physical Education Defined -

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. Someone has suggested that Physical Education is whatever Physical Educators do. J P Thomas sums up that Physical Education is education through physical activities for the development of total personality of the child and its fulfillment and perfection in body, mind and spirit. Even though this definitions differ 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 that the British have handed over to us, with no sincere efforts on our part to prepare any concrete and far-reaching programmed 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.

HARYANA SPORTS AND PHYSICAL FITNESS POLICY

This Policy sets direction for the period 2015-2020 for all government and non-government organizations that are committed to realizing the positive impact of sports on individuals, social groups and the society. In 2014, a renewal of the sports system of the state

(unprecedented breadth, scope and transparency) was undertaken after the new government took over. It started involving government institutions, NGOs, sports fraternity and community. Its purpose was to bridge the gaps of the Haryana Sports Policy-2009 and facilitate an effective transition to comprehensive, broad based, and inclusive successor policy of 2015. Discussions were held with key stakeholders in sports and related sectors to guide the renewal process. Consultations were held to map the landscape of sports in Haryana, reflecting on the current sports scenario in the state and to understand the values, motivations and needs of its participants and providers. There is a clear message that sports is an essential part of life in Haryana. The accomplishments of our athletes give Haryana a source of pride. Sports provides a means for personal and social development, as well as being an end in itself.

Government of Haryana has been active in sports promotion since its inception because it recognizes sports as a powerful means of enhancing society's health and well-being. Over the past few years in Haryana, government's responsibility for articulating its public policy in sports culminated in the announcement of a sports policy in the year 2009. With the policy's five-year operation it has been experienced that the policy has not been given effect in many areas and desired outcomes could not be realised. The Government of India has also launched a number of new schemes like Rajiv Gandhi Khel Abhiyan (RGKA) and Urban Sports Infrastructure Scheme (USIS) necessitating the need to have a critical relook of our present sports activities & revamp the sports policy to bring synergy in Gol schemes and state promoted sports development programs. New technologies and new trends in the sports have made it imperative to evolve a new policy framework for effective promotion of sports across the length and breadth of the state.

A new policy "Haryana Sports and Physical Fitness Policy-2015" with an expanded vision, new goals, and convergence of all stakeholders, takes its place. The vision of this policy reflects government's commitment for increased effectiveness of the sports system and enable Haryana athletes to move to the forefront of international sports.

The success of Haryana athletes at major international games and competitions, particularly the London Olympic Games, Asian Games and Commonwealth Games, demonstrates that excellence is an aspiration worthy of focused and continued pursuit. Looking forward, it will be necessary to build on the successful practices and lessons learned in the past, so that Haryana's place among top sporting states in the country is further consolidated. Haryana has identified population health, community building, social development, nation building, and civic engagement as

areas in which sports can make the greatest contributions to Haryana society in near future. Sports participation must reflect and accommodate Haryana's changing demographics. Sports participation must meet high standards in its design and delivery, and the potential of sports must be leveraged to achieve positive societal outcomes. Sports is potentially a powerful agent of social change and innovation.

The vision for the Policy is to have, by 2020: "A dynamic and innovative culture that promotes and celebrates participation and excellence in sports." Implicit in the vision is the notion that Haryana is a leading sports hub where all Haryana residents can pursue sports to the extent of their abilities and interests, including performing at the highest competitive levels; and where sports delivers benefits for increasing numbers, to individual health and well-being, and contributes to socio-economic outcomes. "A dynamic and innovative culture..." The vision emphasizes a commitment to learning and implementing best practices in an ever-changing environment. This includes building collaborative partnerships and linkages within the sports system, as well as with other sectors such as education and health, with municipalities and panchayati raj institutions with recreation providers and the private sector. The vision also recognizes the importance of creative, progressive approaches to resource sharing, infrastructure development, community partnerships, and program delivery. The vision reflects the importance of nurturing a culture that develops all aspects of sports participation, proud of its high performance athletes, and leverages sports for the benefit of its youth and the enhancement of its communities. "...that promotes and celebrates participation and excellence in sports." The broadness of the vision is intended to resonate Haryana in the practice and provision of sports in all its forms and contexts, including organized and unorganized, in schools, colleges and universities, parks, and public and private sports centers.

Participation includes all individual sports participants, 1 organizations and sectors involved in the realization of broader socio-economic outcomes through sports.

Excellence is embraced in all contexts and facets of sports delivery and practice so that residents participate and excel to the full extent of their abilities.

A desired outcome of the Policy is that both the number and diversity of Haryana residents participating in sports will increase over the timeframe of 2015-2020. Under each of the five goal statements, policy objectives are presented to enhance the quality of sports programming and its potential to achieve intended outcomes. The objectives also help existing and new partners and stakeholders to understand their important role in implementing this Policy.

RESEARCH IN PHYSICAL AND SPORTS

The Role of Sports Sciences in Supporting Research-

If athletes are to attain world class level of performance, information from the continuous assessment of training and competition must be made available to aid in the evaluation of how players are performing and progressing. To this end, many countries possess a nationwide framework of state of the art sport science support service to coaches which are designed to help foster the talents of elite athletes and improve how they perform. Two notable examples are the Australian Institute of Sport and the English Institute of Sport. Such centres provide the framework for delivery and application of multi-disciplinary support services that are now deemed essential by contemporary coaches and athletes if sporting excellence is to be achieved and maintained. The wide range of support services on offer to elite athletes at these centres includes applied physiological, biomechanical and motor skill testing as well as medical screening and consultations. The provision of other services such as nutritional advice, performance analysis, psychological support, strength and conditioning, sports vision and life style management is also readily available.¹³ Meyers (2006) has stated that it is the merging of sports sciences with coaching that will allow today's athletes not only to excel and compete at higher levels, but also allow the athlete to prevent injury and maintain health.

Role of Emerging Technologies-

The technological developments in all the fields have brought revolution especially in the field of research. The field of sports is not untouched from it. Such technological advancements have become a hallmark of sports and exercises sciences. Therefore, it is important for sports persons and sports scientists to be able to look ahead and position themselves at the forefront of new developments so that these may become part of everyday assessment. Such technology has been a very useful method for measuring sports performance.

MODELS-BASED APPROACH TO PHYSICAL EDUCATION PROGRAMME DESIGN

At the professional and institutional level, the sustained critique of "traditional", sport-based, multi-activity forms of physical education suggests the need for alternative approaches that are better suited to meeting the needs of all children, both boys and girls of all ability levels, rather than the already sport-competent minority. Recently it has been argued that if physical education programmes are to deliver the wide range of benefits required of them, an approach is required that targets specific sets of learning outcomes (Kirk, 2010).

In this alternative approach, particular learning outcomes are identified, and then teaching strategies and subject matter are brought into close alignment with them. This so-called models-based approach conceptualizes physical education as consisting of a number of pedagogical models, each with its own specific focus. Existing, well known and researched pedagogical models include Sport Education (Hastie, de Ojeda, and Luquin, 2011), Teaching Games for Understanding (Oslin and Mitchell, 2006), Cooperative Learning, and Personal and Social Responsibility. Each pedagogical model is a design specification that provides the basis for the development of context-appropriate and flexible programmes at local levels. An example of the development of a new pedagogical model for Health-Based Physical Education can be found in Haerens, Kirk, Cardon, and Bourdeauhuji, (2011).

METHODOLOGY

To conduct the study 50 physical education and 50 general education male teachers of different parts of Haryana were selected as the subject and the data pertaining to this study were collected from them by using the Revised Eysenck Personality Questionnaire (EPQR-S)4 and the responses in YES/NO form were converted numerically following the scoring keys. The collected data were analyzed statistically through T-test and the level of significant was observed at 0.05 level of confidence.

Results: From the table no. 1 it is learned that there were no significant difference in the personality traits of Physical Education and the General Education Teacher as the calculated t value (1.23) is lesser than tabulated t value $t(0.05,98) = 1.984$. The comparison of Mean value of both the group is shown in the figure 1.

Table-2 revealed that there were significant difference in the extroversion between Physical Education and General Education Teacher as the calculated t value (3.63) is greater than tabulated $t(0.05,98) = 1.984$. The comparison of mean is shown in the figure-2.

| Group | Mean | SD | MD | S.E. | t ratio |
|--------------------|-------|------|------|------|-------------------|
| Physical Education | 24.6 | 4.80 | 1.06 | 0.86 | 1.23 [¶] |
| General Education | 23.54 | 3.82 | | | |

[¶] Insignificant at 0.05 level of confidence. Tabulated $t_{0.05(98)} = 1.984$

Table-1 : Comparison of Means of Personality Traits between Physical Education and General Education Teachers.

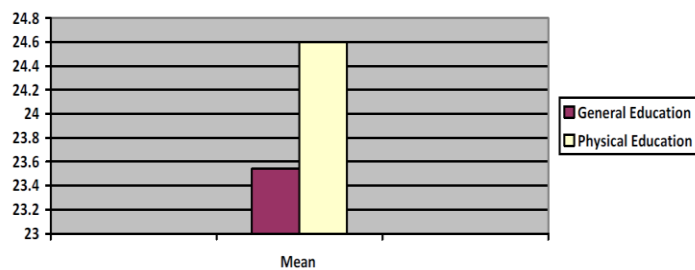


Figure-1 : Graphical depiction of mean of personality traits of Physical Education and General Education Teacher

| Factor of personality | Group | Mean | SD | MD | S.E. | t ratio |
|-----------------------|--------------------|------|------|-----|------|---------|
| Extra version | General Education | 7.0 | 2.27 | 1.2 | 0.33 | 3.63* |
| | Physical Education | 8.20 | 0.75 | | | |

*Significant at 0.05 level of confidence tabulated $t_{0.05 (98)} = 1.984$

Table-2 : Comparison of Mean of Extroversion between General Education Teacher and Physical Education Teacher.

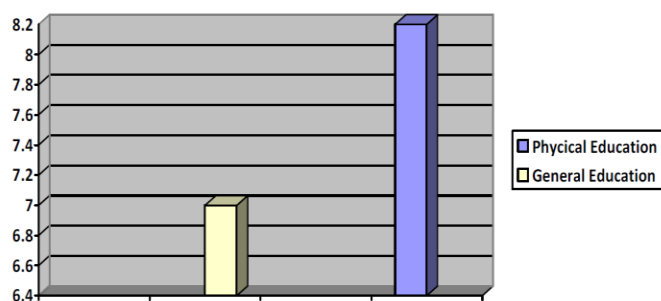


Figure-2 : Graphical depiction of comparison of mean of extroversion between Physical Education and General Education Teacher.

Discussion: From the table no. 1 and 2 the insignificant difference in case of personality traits ($1.23 > 1.984$) and significant difference in case of extroversion ($3.63 < 1.984$) between General Education Teacher and Physical Education Teacher was observed. It was also observed from table 1 that physical Education Teacher have better personality and extroversion than General Education Teacher ($24.6 > 23.54$, $8.20 > 7$). These might be because of the nature of duty and work of both the subjects. The physical education profession is practical oriented subjects where the mass participation is present and the intimate participation of teacher is needed. Moreover the physical education teacher has to participate actively in various programmes organized by the school. All these environmental as well as situational responses may effect to the personality of the Physical Education Teacher. On the other hand such type of nature and duty as well as situation and environments of the general education subjects is different to physical education subjects where the general education teacher

gets fewer opportunities to participate in comparison to physical education teacher.

CONCLUSION

Education and research in Physical education and Sports in India is growing at a rapid pace. Sports institutes with great potential are imparting education in this field and research is also being carried out in such centres. But when we think little about our standards of education and research at the international level, the outcomes are not satisfactory. We have to restructure our curriculums, excellent research facilities to be provided to the sports scientists, formulation and proper implementation of the policies are important matter for contemplation.

The sports have many open up career opportunities for young talents in India .After acquiring training in various sports academies, one can optional for building a career as a sports person and play at state level first and then explore authorities national and international levels. Apart from serving as a player ,experienced sports person can also work as a coach, team manager, fitness instructor,umpire or refrre,sports commentator, sports photographer, sports equipment supplier or manufacturer , and consultant.

In our profession we should follow the concept of 3 'D' Discipline, Dedication & Determination. Young people are the real wealth of the nation. No programmed is successful without the participation of youth. 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 institution should aim at 'Health Related' and 'Performance Related' areas 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 one's 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.

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