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**“A STUDY ON MANAGEMENT OF BASEBALL
FACILITIES IN RELATION TO ACHIEVEMENTS IN
DIFFERENT COLLEGES OF DELHI”**

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An Analysis upon Various Possibilities of Physical Education in Indian Colleges: A Case Research of Haryana State

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Abstract – Physical Education degree/diploma is beneficial for any profession where you deal with the education, development and need of people, and for occupations which require presentation, interpersonal management and leadership skills. In this paper, physical education graduates and post graduates obtain skills which furnish them for employment in a broad range of career opportunities in a broad range of career opportunities, including other sections of education, national and regional sports and recreation organizations, local government, the health and fitness industry and sports coaching.

INTRODUCTION

The systematic progress of physical education can be traced back from the recommendations of the Central Advisory Board of Education, which was constituted by the Government of India, to investigate and advise the Government, on the co-ordination of activities in the fields of physical education. A valuable contribution of the Board was the publication of "A National Plan of Physical Education and Recreation" which gives a comprehensive survey of the physical education and offers valuable suggestions, immediate and long-term for their improvement. It also includes two syllabi of physical education for boys and girls separately up to the higher secondary stage.

Prior to independence the Government of India had taken following steps for the encouragement of sports:

- (i) The establishment of the All India Council of Sports,
- (ii) The setting up of State Sports Councils in different States,
- (iii) The establishment of Coaching Centers under the Rajkumari Sports Coaching Scheme. In order to develop character, leadership and .to build up a reserve of potential officers to expand rapidly in a national emergency, N.C.C. were organized in the Colleges and Schools from the year 1944.

After independence a Committee was set up to investigate the condition of physical education. The idea of N.D.S. (National Discipline Scheme) took shape after the Prime Minister Pundits Nehru in an address early

in 1964 to N.C.C. cadet in Delhi, exhorted them to be ready to defend the country in times of emergency.

The originator of the scheme was Shree J. K. Hansel, the Deputy Minister of Rehabilitation, Government of India. First of all the Schema was experimented in Kasturba Nike tan an institution in Delhi for displaced widows and their children and orphans.

Being impressed by the success of the scheme, Prime Minister suggested implementing the scheme all over India, to meet the challenge of growing indiscipline among the student community and to infuse in younger generation the right qualities of leadership and patriotism. Accordingly, the Planning Commission, after carefully examining the expansion proposals, allocated fifty lake rupees in the Second Plan period.

Realizing the importance of physical education the Secondary Education Commission 1952-53 recommended that:

- (a) Physical activities should be made to suit the individual and his capacity for physical endurance;
- (b) All teachers below the age of 40 should actively participate in many of the physical activities of students and thus make them a lively part of the school programme;
- (c) Full records of the physical activities of the students must be maintained;

- (d) The training in physical education should be comprehensive enough to include all aspects of health education;
 - (e) The teachers of physical education should be associated with the teaching of subjects like physiology and Hygiene and be given the same status as other teachers of similar qualifications;
 - (f) The existing facilities of teachers of physical education should be expanded by increasing the seats in the existing colleges, by the opening of new colleges where necessary and by reorganizing some of the institutions as All India Training Centers to which aid may be given both by the Centre and the States.
- Though the recommendations of the Commission regarding physical education are undoubtedly very useful but unfortunately in India we are not having any effective programme of physical education either at schools or at colleges.
- (iii) The activities promoted should develop in each child a sense of personal work and pride.
 - (iv) A sense of sharing responsibility in a spirit of democratic co-operation should grow from experience on playground;
 - (v) The programme offered should supplement other programmers of education and not duplicate them;
 - (vi) The programme should be within the financial means;
 - (vii) The programme should reach all rather than a selected few;
 - (viii) Special instruction and coaching should be providing for students with talent and special aptitude.

A committee was set up by the Union Minister of Education on May 28, 1959, under the chairmanship of Sri Hrudaynath Kudzu, M. P. to examine the question of co-ordination and integration of different schemes in the field of physical education, recreation and youth welfare.

One of the most important suggestions made by this Committee is that at the school stage, there should be an integrated programme of physical education woven in to the fabric of the educational system. The Government of India accepted the proposal and intended to launch this programme in all middle, high and higher secondary schools under the new name of National Fitness Corps to create consciousness in the general masses of the need of being physically fit; a scheme of National Physical Efficiency was launched in 1960.

Government instituted National awards for their revealing proficiency of a very high order in physical ability. According to the advice of All India Council of Sports, different activities of sports were encouraged.

Though steps were taken from time to time to popularize the Scheme of Physical Education, yet much remains to be done in this field at the different stages of education. For the development of the satisfactory programme of physical education, Kothari Commission, 1964-66, suggested following principles:

- (i) The physical education programme should be planned for desirable outcomes keeping in the mind the interests and capacity of the participants.
- (ii) The traditional forms of play, indigenous games and physical activities of our country

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

Civilized Societies have always felt the need for physical education for its members except during the middle ages, when physical education at it typically known today found almost no place within the meager educational pattern that prevailed. During the period, in Europe, asceticism in the early Christian church on the other hand set a premium on physical weakness in the vain hope that this was the path to spiritual excellence. During the middle ages sports became associated with military motives, since many of the physical activities were designed to harden and strengthen man for combat.

In Colleges of Haryana state Sports Development has been viewed as a national endeavor, physical education and sports activities have been integrated with national movement.

At the initial stage sports performance was only handled by Vyayamshalas and Akharas. Very few limited indigenous exercises were included in the

curriculum of physical education. Main principle was to create national spirit among the people to have the freedom from the foreign rule but after independence situation changed.

In the year 1962, state institute of sports came into existence in Colleges of Haryana state with State Sports Director as the Head of the Council to look after the normal routine of the council under the Minister of Sports of Colleges of Haryana state. For the promotion and development of sports the state with the help of Colleges of Haryana state Olympic Association, Haryana Vyayam Prachaarak Mandal Sports Associations the & institutes are working for the following.

1. For promoting of sports and motivating sportsmen/sportswomen.
2. For organizing National level sports meet in the state.
3. Preparing the sportsmen for the Nation by providing coaching facilities at various levels.
4. Advising and recommending to government for making policies for the socials economic betterment of the sportsmen/sportswomen.
5. The researcher wanted to pin point out the causes and effect of the existing facilities programmes and personnel services of Colleges of Haryana state.

In the Kothari Commission report the role of physical education was emphasized in the following words.

“Physical education is important for the physical fitness and efficiency, mental alertness and the development of certain qualities of character. The programme of physical education, as in force today needs to be – examined and redesigned in the light of certain basic principles of child growth and development.”

The Secondary Education Commission made physical education compulsory in all the stages of school curriculum. However, instruction and participation in the area continued to be restricted to a few student in a school. The central advisory board of physical education and recreation has reported,

“there are very few schools that provides physical education for all the pupils every-day. The usual excuse is that academic load is heavy and the school hours are ill adopted for physical education. With different emphasis given in different schools”.

Clark pointed out that physical education is one phase of total education process and that it utilized activity drives that are inherent in each individual to develop a

person organically. Neuro-muscularly, intellectually, and emotionally. These out-comes are realized whenever physical education activities are conducted in such places as play grounds, gymnasium and swimming pool.

Physical Education is the phase of education that is concerned with the physical development and well-being of the individual and through which the participants are influenced, in his mental social and moral qualities. The only distinction between physical education and lies in the fact that physical education is concerned largely with type of situations and responses characterized by the muscular activity. This statement does not mean that physical education is concerned only with muscular relations and resultant physiological and anatomical changes in the individuals but should be concerned with all aspect of life. Facilities should be designed and constructed with one central purpose in view to serve particular kinds of education programmes. Long range planning for physical education facilities is continuous process of anticipating and preparing to meet facility need. Functional facilities are the result of thorough and organized planning. The time, effort and expenditures thus invested was amplified manifold in functional facilities at the lowest possible cost. Such facilities necessitated the use of extensive outdoor and indoor activity area as well as expensive equipment and service facility.

REVIEW OF LITERATURE

In the process of current research Investigation. Sincere attempt is made to broaden the spectrum or knowledge by going through the various sources of Literature and actuating own self with various conditions regarding Survey of facilities, program and Personnel of physical education Some of the reviewed Literature is located underneath. D'Souza' Surveyed the physical education programmed for girls secondary schools of Thailand in Order to provide basis for drawing up guidelines for imaginative curriculum in physical education to realize the objectives of physical education more effectively.

Recently, physical education educators and researchers have been seriously concerned about the results of several national studies reporting young people's low level of participation in physical activity and health problems associated with inactivity. Despite researchers' concerns about these data, the gender, racial and social class differences of individuals' engagement in physical activity has not yet received sufficient consideration. For example, in general girls are less active than boys, and youth from low socioeconomic classes are less active and are more likely be unhealthy than middle or upper class youth. Blacks, especially Black

women, have the highest risks of health problems and the highest levels of physical inactivity. Interventions need to be created and enacted to address these social justice and health issues. Among a number of recommendations provided by Healthy People (2010), physical education has been identified a fundamental site for addressing today's challenges.

It has been argued that to educate students about their bodies and physicality and relation to the benefits of an active lifestyle, the physical education curriculum needs to be reconceptualized (Azzarito & Solmon, in press). The most prominent physical education curriculum in the nation is the sports-based multi-activity model. As implemented in today's physical education classes, this curriculum is ineffective, and is discriminatory for girls and low skilled boys. Further, as Azzarito and Solmon (in press) demonstrate in their genealogical work, this curriculum may function to create and reproduce radicalized and gendered discourses, negatively impacting students' engagement in physical education classes. Further investigations should excavate radicalized and gendered ideologies about the body and how these ideologies function to encourage or constrain individuals' participation in physical activity. The "politics of the body," a feminist poststructuralist/postmodernist theoretical and philosophical framework, can be utilized to further this research line and promote social change.

Cremer studied the status of Scuba diving as a physical education activity to determine structure and status of scuba diving as physical education offering in higher education. In the many universities returned questionnaire indicated that a specific course outline was used by four universities. No outline was shown by two, and one respondent failed to answer the questionnaire and the survey indicates that scuba diving is not being taught with considerable success on the college level but that is an extremely popular course.

J.P. Thomas has given some valuable recommendations for improving the lot of physical education and sports programmes in the country which are summarized in the following terms.

- Teachers for physical education and sports should be appointed at the ratio of 1 for every 250 pupils.
- The Government should give grant for physical education and sports Equipments to schools and colleges on the same basis as grants for laboratory equipments are given.
- Some standards for physical education achievement should be set which the student should have achieved before the degree is awarded to them as it is done in the Yale University which does not offer the Bachelor's

Degree unless the candidate is able to exhibit the following physical skills: (1) 50 sit-ups, (2) pushups, (3) 8 chin-ups, (4) standing broad jump of 86 inches, (5) standing vertical jump of 18 inches, (6) vaulting over a 4.5 feet fence, (7) 10 swimming

- In service training for physical education teachers who are proficient in games as coaches.
- In each district two or three sports schools and colleges may be opened, where the outstanding sportsmen of the district may be assigned for nurturing their talent.
- Scholarships should be given to the outstanding sportsmen in each District so that they could continue to improve their sports performance along with their academic careers.

Joseph and Oxendine studied the status of general instruction in four-year college and university to investigate the status of physical education programme of the responding institutions, 74 percent require physical education for all students. An additional 8 per cent have a requirement for students in certain schools or department. During the past four years there has been a 10-15 percent decrease in the number of institutions requiring physical education. Curricular changes have occurred within the past two years. Majority of the institutions have got physical education for a period of two years. However, a slight shift towards one-year physical education is noticed. It is also noticed that one fourth of the students elect to take the physical education, on the other hand it is also seen that this number increases after the first year. Greater flexibility in physical education programmes today allows more faculty and student option regarding independent study, competency examinations the grading system and general class routine.

METHODOLOGY

In this chapter the construction of questionnaire administration of the questionnaire methods used for collecting data and method of analyzing the data are described.

Construction of the Questionnaire -

The questionnaire was framed and constructed under the supervision and in consultation with the guide and well qualified and experienced faculty of physical education and utmost care and seriousness was employed taking in to consideration the maximum coverage of the area that was surveyed great attention paid to all relevant aspects of the study. So as to get maximum worthwhile and meaningful responses from the subject. Further the construction

and the arrangement of the questions was made in logical way so that sequence in the response statement would be readily available in an orderly manner, Attempts were made to make the question simple, clear and relevant leaving no room for ambiguity of vagueness. The following steps were followed in the construction of questionnaire.

Initial Writing -

In the first attempt various question which required either Yes or No responses was formulated and afterwards it was changed from time to time according to the recommendations of the experts.

Trial Run -

After formulation of the question to the satisfaction of the researcher with the inclusion of all the essential items in an organized manner, the was sent for trial run. the purpose of trial run is to discover if the meaning of all statement in the questionnaire was clear and well understood by the respondents. This was also to assess if the question are adequate to obtain the desired information. During the trial run, the questionnaire will give to four principals of physical education Colleges and University Directors of physical education.

Rewriting -

On the basis of the evaluation of the responses and considering the suggestion the necessary was made in the questionnaire and it was finally formulated after again obtaining the approval of the experts.

Administration of the Questionnaire -

The copies of the questionnaire was distributed to twelve University Director of physical Education seven Principals of Government aided physical education colleges and eleven principal of self-finance physical education colleges, with the request to give correct and accurate answers these questionnaires were sent to all respondents and received by post and the researcher himself had visited some place to collect personally.

Methods Used for Collection of Data -

the responses obtained from different Principals of various physical Education colleges and Director of Physical Education of University was converted into percentage and range for the purpose of analyses and interpretation of the findings and descriptive statistics was used.

CONCLUSION

It was evident physical education colleges where having provision for motivating the students; it might be due to awareness and positive attitude towards sports. Incase if government aided colleges physical education colleges, whereas self-financed colleges up to the level of had been providing motivational programmes motivation to the sportsmen and sportswomen play vital role to promote the sports, they were lacking in physical education colleges where teachers of physical education are trained.

All the university had not accepted physical education as an integral part of education it might be due to interest attitude and foresight of the higher authorities like members of the senate and syndicate in general registrar and Vice chancellor in particular.

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