

CHAPTER - I

INTRODUCTION

“It’s easier to build a child than to repair an adult.” (Gray, 1992)

"This may be the first generation in which children live a shorter life span than their parents. If this were caused by a new virus or pathogen, or if some madman was harming the children, there would be a call to action from most parents, an uprising and an uproar. But it’s not some external germ or sinister force that’s eating our young; it’s what our young are eating – too much fat, salt and sugar. And it’s not only what they’re doing, but also what they’re not doing – a lack of exercise." (Dean Ornish, 1998)

Physical exercises have been considered as an essential part of human life. The survival of man is physical and movement or the activity is the foremost important thing one learns soon after birth. The literal meaning of ‘physical’ is ‘body’ which strictly relates to physique, health, strength, endurance, speed, agility, flexibility, and physical performance on the sports ground (Uppal, 2000) . A well planned and regular lifetime programme of exercise will help us feel better, look better and enable us to enjoy a much comfortable life than we may have been leading until now. Exercise means treating our body with new respect, working with it instead of against it. And all this should be fun. It is therefore important to select a method that suits an individual and their personality (Ann Carpenter, 1984) .

Recent attempts to promote active lifestyles through the Physical Education programme or supplements to it have generally been unsuccessful. Unequivocal evidence from studies in the physical education activities research centre show that despite 10 years of a supposed emphasis to the promotion of active lifestyles, both primary and secondary British school children exhibit very low levels of habitual health related physical activities. This reaffirmed our view that physical educators must promote active lifestyles more explicitly and that health related physical activities must be a central issue in physical education, physical activities should underpins the physical education programme, and we endure the view of the British Association of Sports Sciences. These experiences need to be supported by a theoretical framework, and pupil should develop understanding of health related physical activity's beneficial effects and the ways these benefits can be achieved and sustained through adult life.

The goal of physical fitness programme is to improve the performance in activities of daily living, job demands, sports and recreational activities which was said by Craig Liebenson (2003)

Physical fitness is the basic fitness of all other fitness. Physical fitness is not only the most important ways to a healthy body but it is also the basis of dynamic and creative activity. Physical fitness is the combination of strength, speed, flexibility, agility and endurance. It is the ability to enjoy our lives and to achieve

our goals without undue fatigue or stress. Physical fitness varies from person to person and different types of fitness are needed for different types of profession.

A nation's true wealth lies not in its land and waters, not in its forests and mines, not in its flocks and hands, not in its dollars but in its healthy and happy men, women and children.

“Sports is a physical activity which helps performance sports, physical education, Fitness and Leisure sports, adventure sports, Rehabilitation sports, elaborate caters to the requirements and demands of a particular section of a society”. (Craig Liebenson, 2003)

“Sports is a carrier which encourages coaching of various sports and games along with rules and laws governed by them and also it prepares the trainers to take active part in competitive sports.” (Craig Liebenson, 2003)

Sports aim at high sports performances and for that the physical and psychic capacities of sportsmen are developed to extreme limits. This does not happen in other area of human activity. As a result performance sports yield valuable knowledge about the limits to which human performance factors can be developed.

Miller and Allen, (2002) states “Adequate muscular strength is extremely important when an occupation demands it, in vigorous sports, and for those over 50 years of age as well as need to maintain minimal standards of muscular fitness in order to avoid acute or chronic injury.

1.1 PHYSICAL EDUCATION AND ITS OBJECTIVES

Physical education and Sports in the modern world had tremendous changes in the application method.

According to Nash (1953), “Physical education is one phase of the total education process and it utilities activity derives inherent in each individual to develop a person organically, neuromuscularly, intellectually and emotionally. These outcomes are realised whenever physical education activities are conducted in such places as the play ground, gymnasium, and swimming pool.”

The aim of Physical Education is the wholesome development of human personality or complete living. According to William, a leading authority in the field of physical education should aim to provide skilled leadership, adequate facilities and ample time for the individual and the groups to participate in activities that are physically wholesome, mentally stimulating and socially sound.(Kamlesh and Sarangal, 1991)

The aim of Physical Education must be to make every child physically, mentally and emotionally fit and also to develop in him such personal and social facilities as well help him to live happily with others and build him up as a good citizen.

The term objectives are used in general sense to include aims, purpose and outcomes that are designed from participating in the physical education programme.

In other words participation in physical activities under expert leadership results in certain constructive outcomes for the participants. These outcomes are called objectives. (Clarke and Henry, 1961)

Clarke and Henry (1961) proposed three objectives of Physical Education.

1. Physical Fitness
2. Social Efficiency
3. Culture.

Clarke's objectives of physical fitness refer to that state in which an individual has developed great endurance and is able to perform great endurance and is able to perform his duty according to his capacity. The quality of keeping fit is essential for leading a happy, vigorous and abundant to group living. This includes loyalty, sportsmanship, co-operation with others, responsibility and initiative.

The third objective stated by Clarke and Henry (1961), is culture aiming at developing a further understanding and appreciation of one's own local environment. Through participation in dance, games and sports a person develops understanding about other countries moral and aesthetic values. Clarke has also recorded objectives for girls. They are personal appearance and beauty, human relationship recreational skill and appreciation.

Cowell and Schwehn (1961) classify the general and specific objectives of physical education into five groups.

1. Organic Power.
2. Ability to Maintain adaptive effort.
3. Neuro-muscular co-ordination.
4. Personal, Social Attitude and Adjustments.
5. Interpretive and Intellectual development.
6. Emotional responses.

They discuss the organic development in term of strength and endurance being able to resist fatigue. Their definition of neuro muscular development means developing general motor ability, rhythm of movements and game, specific skills in games and sports. In respect to personal and social attitude and adjustment, they mean the developments of feelings of belonging, social poise, self-confidence. Further more the interpretive and intellectual developments refer to ability to think and solve problems. Finally this emotional responses a person enjoys and realises satisfaction from many challenges offered in mastering physical skills.

Nash (1953) listed four objectives of Physical Education. They are:

1. Organic development.
2. Neuro muscular development.
3. Interpretive development.
4. Emotional development.

By organic development he means the end results of training process that achieves Physical power for the individual. This is development through big muscle activity. By neuro-muscular development, Nash means Cortical control over the motor mechanism of human body, the ability to cut down waste motions. Interpretive development is the training that helps an individual make judgement and interpret situations correctly. By emotional development “Nash” means the driver that results in action. A child must have confidence, must experience success and must have feelings of belonging.

American Association for Health, Physical Education and Recreation (1980) listed the following five major objectives,

- i) To help Children move in a skilled and effective manner in all selective activities in which they engage in the programme of physical education.
- ii) To develop understanding and appreciation of movements in children and youth, so that their life become meaningful.
- iii) To develop an understanding and appreciation of certain scientific principles concerned with movements.
- iv) The relationships through games and sports develop better interpersonal relationships.
- v) To develop various organic systems of the body, so that they respond in a healthful way to increase demand place on them.

1.2 PHYSICAL EDUCATION FOR WHOLESOME DEVELOPMENT

“ Nations have been born and nations have died .

History gives the naked cause of it .

But in fact, people were not fit”

Rudyard Kipling (1919).

The belief today is that only the fittest shall survive and no individual can live healthy life without the knowledge of physical education. It is not enough to educate the children; it is with this subject to bring the complete growth in the personality .H.C Buck (1932), “physical education is that part of the general education program, which is concerned with growth development and education of the children through the medium of his big muscle activities. It is the education of the whole child by means of physical activities which are the tools. They are so selected and concluded as to influence every aspect of child’s life emotionally, mentally, physically and morally.

It is your own philosophy to view the physical education that it gears towards the wholesome development of the children. Studying the philosophers and their views; various philosophers have influenced the physical education (Bucher, 2001)

1.2.1 .Idealism as a Philosophy of Physical Education

The idealists believe there is no matter in the world .All that exist is in mind or spirit. The philosophy of idealism originates with the Greeks, particularly so with

Aristotle .It is with him that the scheme of the world lies with the mind ; the matter is subordinate in its role to the mind . The idealists aim at achieving ideals and there is a tendency to create a perfection in everything in life. the highest aim of idealism is to seek truth, beauty and goodness in all the things . And in Sanskrit, “SATYAM, SHIVAM, SUNDARAM .” These ideals are with the Hindus also. In the spheres of physical education, the Greek stressed upon the ideals of aesthetic ,athletics and mathematics .So, the individual is expected to live on the earth with athletic body knowledge of mathematics which means all calculation in his working life and to develop the sense of aesthetic (Hardayal Singh, 1991).

Plato and Aristotle believe that human body should posses an ideal body which means harmoniously developed personality. The Greeks believed in, copersena merasena, both human mind and body should be equallystrong and efficient .The thoughts that body and mind to be ideally strong so as to make the soul strong. The Greeks were the ones, who gave us the ideals of building up ‘body beautiful’. The males were expected to be fit, robust, muscular, athletic and bear a lovable and attractive personality. The females were to be in good shape ,proportionate, supple and attractive. The ideals of the body went to such an extent that the elders of the society inspected every new –born child. On finding the new-born baby crippled weak and with defect, they reserve it for Mt .Tigris and expose to natural element till it died .The Greeks considered it necessary for every physical fit male to take part in races and games like Olympic. (Bucher, 2001)

The characteristics of idealism are

1. Society set the norms and standards.
2. Every child is born with potentialities.
3. The teacher helps through training to let the child achieve those ideals.
4. The ideal man is a balanced personality which means both physically and mentally fit.
5. The physical education program is ideal centered.

1.2.2 Naturalism as a philosophy of physical education

Every child has a natural instinct to play. From the very first cry when the child is born till his death .the individual has basic instinct. That is also what makes one person so different from others. It is nature or natural instinct, which inspires the child to act and to grow and develop in certain ways. Nature thus is the first teacher of every child .Play, or the tendency to play, being natural in child. Naturalism advocates that child should be allowed to develop himself according to the natural instincts .Teaching therefore is a self learning process rather than something imposed by society from above. The Characteristics of naturalism are (Bucher, 2001)

1. Emphasis is on understanding the nature of things.
2. Every man has inherited natural talents.
3. Education should aim at developing natural talents.
4. Physical education should train student to develop his natural talent.
5. Education is not super imposition, but a natural path.

6. Growth of an individual has to be composite, that is both physical and mental.

1.2.3 Realism as a philosophy of physical education

This philosophy bases itself on science .It believes that since matter is dependent on mind, it is necessary to develop mind through education .sound mind lives on sound body. It is better to be unborn than to be ill taught .It is the physique or human body which instigates man to think .They do not stress upon achievement. Competitions are acceptable only to the extent that it helps students to develop himself further, and not beyond his limitations.(Bucher, 2001)

The characteristic of realism are

1. The world should be looked up as it is, not as it should be.
2. Idealism has lesser role.
3. Realism is scientific in approach.
4. The world is orderly, it works on the principle of cause and effect.
5. Education should develop both physical and mental.

1.2.4 Pragmatism, as a philosophy of physical education

It is called experimentalism and this kind of philosophy believed in dynamism. Our life lies in experience, and experience of life are ever changing .They are not static .Practicability is the keynote of this philosophy. A pragmatist attaches importance to what is socially acceptable .In this there is no theories; it is the dynamic experience only (Bucher, 2001).

The characteristic of pragmatism are

1. It is based on experience.
2. Success is the criterion.
3. There are less principle, more practice.
4. The trail and error theory.

1.2.5 Existentialism, as a philosophy in physical education

Soren Kierkegaard (1844) is thought to be the father of this philosophy and modern thinkers have too much emphasis on this philosophy. It is an individualistic theory aimed at absolute freedom to the individuals in all the matters concurring his life. A man is what he causes himself to become. He and not the society, should be responsible for his past present and the future. He determines the course of action in the world. The values are his individual concern; everyone determines his own value system. Super imposed or dictated values are meaningless and they do not give opportunity to the individual to develop his personality. This philosophy gives more important to man than society. Sometimes it is absurd to think that man is everything whereas society is nothing. In fact, it is the society that raises the individual from the state of animals and makes him truly human. An existentialist also fears that once a man subjugates his values, personality and ideals of those of the society, he ceases to function as man and become an automation whose concern, then is limited to the orbit of obeying society at all cost (Bucher, 2001).

Characteristic of existentialism are

1. It takes the bits of tenets from all the philosophies for the construction of curriculum for each level of learning.
2. This philosophy is elective or selective.
3. It accepts ideas from all yet keep itself dynamic and susceptible to changes for the benefit of the individual.

1.3 PHYSICAL FITNESS

Physical fitness is a universally accepted and realised terminology. Physical fitness is a capacity to meet the present and potential physical challenges of life with success. The present concept of physical fitness is not only freedom from disease, but also to gain enough strength, agility, flexibility, endurance and skills to meet the demands of daily life and to build sufficient reserve energy to withstand stress and strain.

Fitness improves general health and it is essential for full and vigorous living. The physically fit child will be more alert and eager to do things. Children are the future citizens of our country. The wealth of a nation depends entirely upon the health of every citizen of the country. Hence physical fitness of school children is a major important factor to be considered.(Govindarajulu, 1991)

Physical fitness is an important outcome of physical education and it is physical education in the school system that is most capable of bringing it out. The physical fitness over a long span and examination of the same reflect the status of health. Physical examination assesses the growth pattern and functional efficiency of sensory

and motor organs, functional efficiency of the body in terms of strength, cardiorespiratory endurance, flexibility, speed, agility, balance and neuromuscular coordination.

Physical fitness is a combination of qualities that enable a person to perform well in vigorous physical activities. These qualities include agility, endurance, flexibility and strength. Physical fitness and good health are not the same, though each influences the other.

Physical fitness represents one of the several facets of sports and physical activity, which can have definite influences on the health and the well being of children and adolescents, as well as adults. The measurement of physical fitness raises several conceptual, methodological and technical problems, which explain why surveys including such measures have been scarce until recently.(Michaud and Narring, 1991)

1.3.1 Physical Fitness for Wholesome Development

To balance physical fitness with all the other things we have going in our lives, many of us prefer getting away with the minimum possible to keep healthy. That amount might actually be quite a bit less than many may think. But a casual walk is not going to do it. Fitness is measured by how fast our pulse rate returns to normal after being above a certain level (Morehouse, 1975).

It is versatile, fun and requires a minimum of the three exercise sessions of 10 minutes each per week. It is based on your heart beat, so you progress at a pace that's

right for you. Each 10 minutes session is divided into one minute of limbering, four minutes of muscle building (easy exercises, no "pumping iron") and five minutes of continuous activity that raises your heart beat to the calculated level for you.

Cardiovascular exercise is not the only type that's important for good health. The many systems that make up our body needs movement and exercise to keep them regulated. For instance, our lymphatic system builds antibodies and drains toxins. This is greatly aided by physical activity like yoga and even massage where we don't get our heart rate up much. This is particularly important for people with health limitations that restrict rigorous exercise.

There is also the concept from ancient Eastern teachings about energy meridians along which life force travels, as used in accupuncture. Blocks along meridians results in health problems. Some forms of exercise are specifically designed to help life force flow freely. They include yoga, accupressure and Do-In.(Michio Kushi , 1985) Peter Kelder , (1998) claims many long-term health benefits by doing 5 special yoga-like exercises or rites practised by Tibetan lamas. Each one is fairly simple and quick at 3 repetitions per day each, but takes a while once you build up to 21 repetitions.

Another very interesting area of physical exercise is Educational Kinesiology (Edu-K) and Brain Gym, developed by Dr. Paul Dennison (www.braingym.com). Edu-K incorporates specific movement that activates the brain for optimal storage and retrieval of information. It is also a process for re-educating the whole

mind/body system for greater efficiency. It is related to Brain Gym, which and combines movement and learning to improve whole brain/body functioning.

Geared more for children, (Glenn Doman, et al., 2001) showed clearly each stage of mobility and how to create an environment that will help a baby to achieve each stage more easily. The Institute Developmental Profile is a delineation of the significant stages of child brain development through which children pass as they progress from birth to six years. They include many physical exercises that are good for both children and adults.

1.4 SPORTS PARTICIPATION FOR WHOLESOME DEVELOPMENT

It has been observed that after religion, sport is the most powerful cultural force in any nation. This sweeping generalization covers two domains: sports spectatorship or viewership, and sports participation. The sports participation is the more important, because it lends itself to that ineffable process called "youth development".

From an adult viewpoint, youth sports participation serves four broad purposes

1. It provides children with "fun" and instant gratification;
2. It fulfills what social psychologists call the "affiliative" need friendship, and a sense of belonging;
3. It offers the near-term prospect of healthier minds and bodies through physical exercise;

This belief was implicit in the very creation of physical education, which early on was abdicated by policymakers, legislators, healthcare providers and the philanthropic community to the public schools, which by the end of the 20th century had begun to fail abysmally in this obligation. A partial result of this failure is the declining level of youthful physical activity, and a concomitant child obesity crisis that according to some criteria, has achieved epidemic proportions. Nationwide, only about 1 out of 4 teenagers take part in some form of physical education; from 1980 - 1999, the percentage of adolescents who were overweight nearly tripled (from 5% to 14%) (Bucher, 2001).

The enormous power of sports can serve not only as a magnet for youth recruitment; if properly harnessed, it offers remarkable leverage for youth development outcomes in sports-dedicated programs. In a word: because of their passion for sports, kids will stick with and thrive in an enrichment program, if that's what it takes to stay on the team. And if we can make sports relevant to the particular educational or enrichment curricula that underlie what is known as "positive" youth development, the probability of successful outcomes will be multiplied proportionately.

1.5 PERSONALITY FOR WHOLESOME DEVELOPMENT

Linking the playing fields of Eton to the battles of the British Empire is probably more analogy than metaphor; the latter day connection between the sports

participation of underprivileged children and the goals of youth development is far more abstruse. How exactly can we link Soccer with "character-building"? Golf, Tennis or Lacrosse with benevolence, fair-play, civic participation, or integrity?

Little contemporary research exists on the practical application of the sports metaphor. On the adult level, Dr. Robert Keidel's *Game Plan: Sports Strategies for Business* (1985), related the dynamics of sports teams to management styles and organizational forms. *Character Development and Physical Activity* (Shields & Bredemeir 1995) offers the most exhaustive academic treatment of the application of sport to moral development and character education. Ewing (1997) has discussed the role of sports in social and moral development, emphasizing the on-field contributions of parents and coaches to the younger child's evolving self-esteem, social competence, sense of fairness, honesty and other values.

Because the power of abstract thinking is less developed in very young children, they cannot and perhaps should not be "taught" precisely how sports experiences translate to the building blocks of character development; suffice it that they internalize these values through feedback, coaching, emulation, or other natural processes. In addition to the acquisition of self-confidence and self-esteem, the moral principles inherent in sharing, abiding by rules, "right-and-wrong", consequences of behavior, cooperation, honesty, respect, and fairness can be learned on the playing field. Later, the lessons can be taught more formally.

If we borrow a pedagogical technique pioneered by the great academic philosopher John Dewey, sports can be made relevant to academic subjects, life skills instruction, and to varying degrees — most aspects of youth development. Dewey's method was simple, but required significant creativity — perhaps explaining why it never entered the educational mainstream. His purpose was to erase the distinction between the natural condition of the "real world" and the artificial, coercive and to children, seemingly oppressive nature of the classroom. In the process, he enlivened and enriched the educational experience by taking mundane pursuits and occupations such as cooking, carpentry, sewing and weaving, making them relevant to academic subjects such as arithmetic, physics, chemistry and biology. Cooking for example, might invoke arithmetic (measuring and weighing ingredients) or physics (temperatures of boiling water); carpentry the subject of geometry; weaving and sewing, geography etcetera.

A leap from sports to leadership, career goals, or morality would be a bit more difficult, but not beyond the imagination of a good theorist. And there is nothing, we have been told, so practical as a good theory even during the twilight of progressive education.

An anecdote borrowed from the outstanding contribution of Milbrey W. McLaughlin (*Community Counts*) illustrates how the sports experience can be linked to the goals/outcomes of youth development. Successful programs, implied the

research, were among other things, accompanied by an interplay of specific rules and strict expectations.

Beedy (1995) pioneered a Boston After School program called Sports PLUS. This unique integration of sports participation and classroom learning creates a "unit" for each of five character themes: teamwork, respect, responsibility, fair play and perseverance, where children explore such complex issues as discrimination, justice and violence. Reading serves as the primary instructional vehicle — honing language skills, improving thinking ability, and teaching interpersonal values.

The early results of this 24-student pilot were very encouraging. Participants increased their amount of reading, demonstrated an increased understanding of character themes, and improved their ability to work together in small teams.

1.6 IMPORTANCE OF PHYSICAL FITNESS FOR HEALTH

Health and physical fitness are intimately related. Fitness includes Human strength, freedom from diseases flexibility and elasticity in the body, smartness, balance system endurance and co-ordination etcetera.

The benefits of physical fitness are many. The person who is physically fit who have greater strength, endurance and have good sense to protect the body from injuries. The mobility and flexibility of the body strengthen the muscles, joints, and bones.

Physical fitness is the ability of the body to adopt and recover from exercise. Exercises are mild, moderate, severe and strenuous, where strenuous is the one's ability to work and play with serious and pleasure without undue fatigue. Physical fitness is the ability to last, to bear up and to persevere under difficult circumstances where an unfit person would give up.

Bucher and Wuest (1987) states increased physical fitness not only improves health but improves the performance at work. "Hundreds of American companies have backed this idea financially by employing full time directors of fitness for their workers."

Physical fitness is only one component of the total fitness of the individual, it also includes mental fitness social fitness and emotional fitness, Total fitness is a comprehensive capacity for living.

1.7 PHYSICAL FITNESS FOR SPORTS PERFORMANCES

Physical fitness helps to enjoy physical activity sustain skills, learning and enhance performance on the athletic field. Specific physiological systems of the body should be adopted to support a particular game. Since different games make different demands upon the organism with respect to neurological, cardio-respiratory systems are highly adaptable to exercise Bucher and Wuest (1987).

For a good performance in any sports or athletic event, the high standard of fitness is a basic requirement. More participation in sports activity is not enough to improve fitness. The fitness must be gained through conditioning programme.

Hardayal Singh (1991) for achieving high sports physical fitness is regular and systematic training over eight to ten years or more is required to achieve the required level of physical fitness.

1.8 PHYSICAL FITNESS FOR COGNITIVE DEVELOPMENT

The cognitive developmental level of children aged 0-3 years does not allow them to rate their perceived exertion during a handgrip task. From 4 to 7 years of age, there is a critical period where children are able to progressively rate at first their peripheral sensory cues during handgrip tests, and then their cardiorespiratory cues during outdoor running in an accurate manner. Between 8 and 12 years of age, children are able to estimate and produce 2-4 cycling intensities guided by their effort sense and distinguish sensory cues from different parts of their body. However, most of the studies report that the exercise mode and the rating scale used could influence their perceptual responsiveness. During adolescence, it seems that the rating of perceived exertion (RPE) - heart rate (HR) relationship is less pronounced than in adults. Similar to observations made in younger children, RPE values are influenced by the exercise mode, test protocol and rating scale. (Gros Lambert and Mahon 2006)

A latent physical fitness trait, derived by principal components analysis of the measures of grip strength, 6 minutes walk time, and lung function, was significantly associated with successful cognitive aging. Higher childhood IQ was associated with better lung function in old age. It was concluded that Physical fitness is associated with cognitive reserve. Intervention studies aimed at making older people fitter are good candidates to improve cognitive aging (Deary, et al., 2006)

A positive relationship between physiological indicators of physical fitness (such as aerobic capacity) and indices of cognitive performance was noted by (van Boxtel et al., 1996) . However, the complexity and cost of methods to measure physical fitness prohibit their use in large-population studies in cognitive aging research.

Besides the benefits conferred by physical fitness, the following advantages act powerfully in the psycho-somatic domain.

- i) Decreases the risk for Chronic Diseases and Illness.
- ii) Increases levels of energy and job productivity.
- iii) Slows down the aging process.
- iv) Relieves tension and helps in coping with stress of life.
- v) Improves self image and morale and aids in fighting depression.
- vi) Motivate towards positive life style change.
- vii) Facilitates quick recovery following injury or disease.

- viii) Decreases recovery tissue following physical exertion.
- ix) Regulates and improves overall body function.
- x) Eases the process of child bearing and child birth.
- xi) Improves the overall quality of life.

1.9 EDUCATION

“Education” is the process of bringing about desirable changes in the behaviour of the child in terms of knowledge, skill, attitude, values and appreciation. For effective organisation of this process the teacher should be in touch with new trends in education and should try out new ideas of programmes and techniques experimentally making historical enquiry into their validity, utility and worth-while-ness under the school condition. The emphasis has to be on qualitative improvement which obviously has not received adequate attention of the education.(Logsdon, 1977)

Ever since the industrial revolution in science and its applications have helped to progress materially, human mind has worked wonders and has achieved a remarkable progress for the welfare of mankind. The last six decades in particular have witnessed a tremendous progress in science and technology. Researches in Electronics and recently in Bio-chemistry have solved many problems for which mankind found no solutions. All these were possible because science and scientific methods were introduced into education system in schools and colleges. We have

produced enough food and other necessities that have made our present life free from hunger and diseases.

The cognitive domain has received increased attention and concern. Although not denying the importance of either of these psychomotor or cognitive domains, it is felt that these approaches were tended to overlook the most important element in learning process that is the affectivity accrued from the educational process. The importance of this concept cannot be overlooked.

The affective domain continuum provides for ordering and relating the different elements of factors of psycho-social behaviour the simple kind of behaviour would be achieved before the categories about it could be learned. It is obvious from the continuum that some of the elements concurrently while some of them-interest and adjustment occupy some where on the scale alone. (Krathwohl et al.2001)

The individual ascends the social and emotional continuum through the levels of receiving, responding, valuing, organising and characterisation by value complex. He uses the elements of interest, attitude, appreciation, values and adoptions to achieve psycho-social maturity. This process may be similar to what the sociologist calls socialisation or the cultural anthropologist calls encultivation. Krathwohl et al.(2001) identify the process as internalization.

Internalisation starts with receiving and responding to but unless the individual becomes fixated at these levels, he can't establish values to move up the

hierarchy or cluster of values. Once a value is conceptualised, he ultimately behaves consistently with this value system which becomes his philosophy of life, or perhaps on an even higher level, he behaves as an autonomous, “self-actualising person”. Thus, it can be seen that the individual can move on the scale from a state of compliance directed by external sanctions through a stage 6 identification where his acceptable behaviour until he achieves. The highest level of internalization actions are guided by his internal sanctions. This stage represents a position on the continuum in the upper quartile and perhaps a few people ever achieve it completely. It corresponds very much to the higher level of character development identified by Peck and Haringhurst as the “rational altruistic stage”, or Piaget’s stage where the individual moves from restraint through rules to the upper level where the individual becomes an autonomous self-actualising citizen” (Krathwohl et al., 2001)

In this psycho-social or affective continuum several things become evident. First, it seems that each aspect of affective behaviour has a cognitive counterpart. This is where the unity concept enters the picture again and the two domains are inextricably related just as they are both related to the psychomotor. It is interesting how each of these domains may serve as a means of reaching the others.

1.10 KARNATAKA STATE

Karnataka is a state in South West India. It was created on 1 November 1956, with the passing of the States Reorganisation Act and this day is annually celebrated as Karnataka Rajyotsava (Formation Day). Originally known as the State of Mysore,

it was renamed Karnataka in 1973.(Maitreyee (2010) It is the land of the Kannadigas, Tuluvas, Konkani and Kodavas. The capital and largest city is Bangalore, presently called as Bangaluru.

Karnataka is bordered by the Arabian Sea to the west, Goa to the northwest, Maharashtra to the north, Andhra Pradesh to the east, Tamil Nadu to the southeast, and Kerala to the southwest. The state covers an area of 191,976 square kilometres (74,122 sq mi), or 5.83% of the total geographical area of India. It is the eighth largest Indian state by area. With over 61 million inhabitants (2011), Karnataka is the ninth largest state by population, comprising 30 districts. Kannada is the most widely spoken and official language of the state. (Government of India, 2011)

The two main river systems of the state are Krishna and its tributaries (Bhima, Ghataprabha, Vedavati, Malaprabha, and Tungabhadra) in the north, and the Cauvery and its tributaries (Hemavati, Shimsha, Arkavathi, Lakshmana Thirtha and Kabini) in the south. Both these rivers flow eastward into the Bay of Bengal.

With an antiquity that dates to the paleolithic, Karnataka has also been home to some of the most powerful empires of ancient and medieval India. The philosophers and musical bards patronised by these empires launched socio-religious and literary movements which have endured to the present day. Karnataka has contributed significantly to both forms of Indian classical music, the Carnatic (Karnataka Music) and Hindustani traditions. Writers in the Kannada

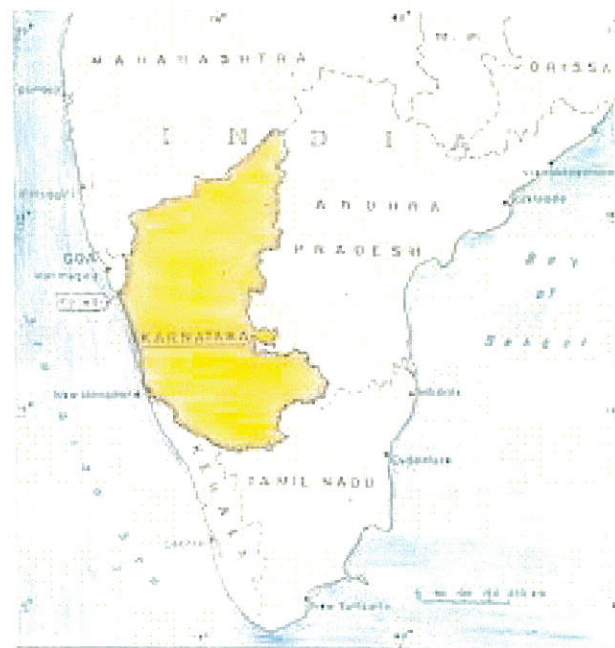


Figure 1: Maps showing State Borders and Districts of Karnataka State

1.11 SPORTS IN KARNATAKA

Karnataka has contributed to Indian field hockey, producing numerous players who have represented India at the international level.(The Hindu, 2004) The annual Kodava Hockey Festival is the largest hockey tournament in the world. Bangalore has hosted a WTA tennis event and, in 1997, it hosted the fourth National Games of India. The Sports Authority of India, the premier sports institute in the country, and the Nike Tennis Academy are also situated in Bangalore. Karnataka has been referred to as the cradle of Indian swimming because of its high standards in comparison to other states.(Sabanayakan , 2007)

One of the most popular sports in Karnataka is cricket. The state cricket team has won the Ranji Trophy six times, second only to Mumbai in terms of success. Chinnaswamy Stadium in Bangalore regularly hosts international matches and is also the home of the National Cricket Academy, which was opened in 2000 to nurture potential international players. Many cricketers have represented India and in one international match held in the 1990s; players from Karnataka composed the majority of the national team.

The Karnataka Premier League, an inter-regional Twenty20 cricket tournament is a cricket tournament played in the state. The Royal Challengers Bangalore, an Indian Premier League franchise, is based in Bangalore.

Sports like kho kho, kabaddi, chinni daandu and goli (marbles) are played mostly in Karnataka's rural areas. Notable sportsmen from Karnataka

include Prakash Padukone who won the All England Badminton Championships in 1980 and Pankaj Advani who has won three world titles in cue sports by the age of 20 including the amateur World Snooker Championship in 2003 and the World Billiards Championship in 2005.(Rao, Roopa 2007)

Cycling talent of Karnataka needs a special mention. Off late Bijapur district has produced some of the best known Road Cyclists in the national circuit. Premalata Sureban was part of the Indian contingent at the Perlis Open '99 in Malaysia. In recognition of the talent of cyclists in the district, the State Government has already laid a cycling track at the B.R. Ambedkar Stadium here, spending . 40 lakh. (The Hindu, 2010).

1.12 PHYSICAL EDUCATION FOR KARNATAKA SCHOOL CHILDREN

In Karnataka, the entire organization and administration of educational programmes, including physical education is under Department of Education. The department has separate section to look after the affairs of Physical Education programmes in the state. Apart from education department, the Sports Authority of Karnataka is looking after the organization and coaching facilities for Karnataka people, including provision of coaches for schools for specialized coaching purposes.

The State is conducting sports for School children at taluk, district, divisional and state level sports meet utilizing Vidhyarthi Kreedha Nidhi collected from Higher Primary and High Schools of the state. 92 winners in various National Level School

Games have been awarded Cash prize amounting Rs.6,59,000-00 on Karnataka Rajyostava (Makkala Mela)day. Proposals submitted to the DDPI, SWF and TBF for cash award to 620 winners in different state level sports amounting to Rs. 8.00 lakhs. For National level School Games nearly Rs.15.00 lakhs was utilized for sports dress, shoes, T.A/D.A etcetera.

In the year 2006-07 Government released Rs.40.00 lakhs under Planned Scheme. An amount of Rs.5.00 lakh was utilized for conducting National Games in the discipline of Kabbaddi at Dharwad District. An amount of Rs.30.00 lakhs was utilized towards the purchase of sports materials in various schools. An amount of Rs.5.00 lakhs was utilized for Training Camp which was organized in 8 districts for 9 events, 135 in-service Grade-2 Government Physical Education Teachers deputed to B.P.Ed. training, as per Government order. During 2006-07 academic year proposal has been sent to Government for approval. Organization of cultural programme through 1500 school children in respect of National festivals like Independence day, Republic day and Kannada Rajyotsava entrusted by the Deputy Commissioner, Bangalore Urban Dist. Work relating to activities Bharat Seva Dal, Bharat Scouts and Guides and service matters relating to Bharat Sevak Samaj and Bharat Seva Dal staff, release of allotment etc. (www.kar.nic.in)

1.13 NEED OF THE STUDY

The researcher being a Director of Physical Education and working for the past 25 years in Karnataka state has keenly observed the following rapid changes in the field of physical education, health education and sports world.

Over the last few years, physical education and sports has by and large, taken a back seat in the typical Indian's life – and more so in the Indian child's life. Statistics show as many as 30 million Indians are overweight and obesity continues to rise, according to statistics recently revealed by the National Family Health Survey (2009).

And the problem runs even deeper! Around 20 per cent of school-going children are overweight, and what's even worse is that 1 out of every third child in the world is obese today. And we already know that every 6th person on this planet is an Indian. There is a reason, that the two are related – sports and obesity.

The world our child is growing up in today is vastly different from the one we grew up in; with entertainment a flick of the remote away, they have far fewer incentives to go out and play. Games such as langdi or pittu, which we played as kids, are slowly becoming extinct. Children today would rather much spend their time on Play Station Portables (PSPs) instead of the basketball court. Even the lifestyle we, as parents, provide is designed to make them physically inactive.

It is now more important to instill sports motivation among children. Not only is it great exercise to keep them healthy, but it also teaches them important and life long social skills by introducing them to discipline and competition in a healthy way. The following are some strong reasons to propagate physical education and sports for whole some development of children.

1. Discipline – Indulging your child to different sports can introduce him/her early on to the value of a holistic lifestyle. Moreover, indulgence with sports will open different avenues for healthy eating, exercise, ample rest and having enough sleep. Regular participation in physical education and sports can keep your child well disciplined and motivated to lead a healthy life.

2. Teamwork – Most sports are played by two or more persons, in other words, sports is a social game wherein your child will get to know how to get along with other children. A blazing start for your child since in actual work in the real world will necessitate this particular skill. A good team player knows when to step up and knows how to play the role of a reinforcer when at the sidelines. Team sports like cricket, football, hockey and basketball can inculcate the essence of being a good team player to your child.

3. Respect – Your child knows the word respect the moment he is immersed with sports. He/She will learn from the cues handed by his/her coach and will also accept suggestions from his/her teammates. All kinds of sports instill the value of respectfulness for your peers, competitors, and teammates.

5. Sportsmanship – We have heard of the saying “You win some, you lose some, it balances out at the end”. Sportsmanship will teach your child this valuable lesson early on in life. Learning how to be humble when defeat is on hand will stand in good stead for your child, who will be better equipped to accept failures and mistakes later on in life.

6. Preparation & Determination – Every sport inculcates the values of “practice makes perfect”. Taking up a sport will encourage your child to be perseverant and also teach him/her the value of pursuing the end goal with hard work and patience.

7. Competitiveness – Who doesn’t like to win in every aspect of life? Willingness to give an all-out effort, showing grace under pressure and ability to accept defeat when losing to a better team or a player, are good indications of true competitive nature that a well-rounded player can extract from playing sports.

Yi-Ching Huang and Malina (2002) studied on the relationship between physical activity and health-related physical fitness of 282 Taiwanese adolescents 12-14 years of age. Comparisons of active versus inactive, and fit versus unfit adolescents provide additional insights and found the more active are also more fit in cardiorespiratory endurance and in the sit-and-reach than the less active.

The researches done on habitual physical activity of children and adolescents from member countries of the European Union in relation to methods of assessing and interpreting physical activity proved European boys of all ages participate in

more physical activity than European girls and the gender difference is more marked when vigorous activity is considered. The physical activity levels of both genders are higher during childhood and decline as young people move through their teen years. Physical activity patterns are sporadic and sustained periods of moderate or vigorous physical activity are seldom achieved by many European children and adolescents (Armstrong and Welsman 2006).

Studies conducted by several researchers in India on assessing physical fitness levels of Indian students also showed direct relationship between physical fitness levels and the academic standards, healthy living, and better life styles.

Every year the Karnataka Government, school managements and the students spends huge amounts towards development and maintenance of infra-structural facilities, salaries for the physical education teachers, coaches, maintenance staff, administrative staff etcetera for physical education and sports programmes in the schools.

Based on the observations as a physical educationist working in Karnataka interested to find out, how the latest developments in the field of physical education, health education and sports influenced the students of Karnataka? What is the present status of physical education programmes in the state? How far the physical education and sports programmes of the state have achieved its objectives? How far

1.15 STATEMENT OF THE PROBLEM

In this research it was proposed to make a study to have a critical analysis of the existing physical education and sports programmes for Karnataka State school student's and to find out how far these programmes contributed for the objectives of physical education to develop wholesome persons of the state.

Thus, the purpose of this research is to make "Panoramic view of physical education and sports programmes for the wholesome development of school students of Karnataka State."

1.16 HYPOTHESES

The following are hypothesized for this study:

1. It was hypothesized that there would be a significant difference in the facilities provided to the physical education and sports programmes in Karnataka Schools under different managements, namely, government, aided and unaided schools.
2. It was hypothesized that the facilities provided to the physical education and sports programmes can be measured in terms of Physical Education Programme Index (PEPI) based on the data collected from the schools.

3. It was hypothesized that there would be a significant differences in Physical Education Programme Index (PEPI) among Karnataka schools under different managements, namely, government, aided and unaided schools.
4. It was hypothesized that as part of physical education and sports programmes, students participated in sports competitions at different levels, namely, intramural, taluk, district, divisional, state and national.
5. It was hypothesized that there would be a significant difference in sports participation levels among schools of different managements, namely, Government, Aided and Unaided schools.
6. It was hypothesized that there would be a significant relationship between Physical Education Programme Index (PEPI) and sports participation levels of Karnataka school students.
7. It was hypothesized that there would be a significant differences in physical fitness levels of students studying under different managements in Karnataka state.
8. It was hypothesized that there would be a significant relationship between Physical Education Programme Index (PEPI) and physical fitness levels of school students of Karnataka state.

9. It was hypothesized that there would be a significant difference in personality factors of students studying under different managements in Karnataka state.
10. It was hypothesized that there would be a significant relationship between Physical Education Programme Index (PEPI) and personality factors of the school students of Karnataka state.

1.17 SIGNIFICANCE OF THE STUDY

1. The study is significant in assessing the contributions (inputs) made by the schools of Karnataka state under different managements for the physical education and sports programmes.
2. The study is significant in assessing the influence (outputs) of the physical education and sports programmes in the state for the wholesome development of the students in the form of sports participation, physical fitness and personality levels.
3. The study is significant in analyzing the existing physical education and sports programmes of Karnataka schools
4. The study might be helpful in the assessment of existing physical education programmes for the wholesome development of Karnataka school students.
5. The study is significant in outlining the need for specific unit of instructions in physical education as in the case of other subjects in the state.

6. The study is significant in bringing out the need for suitable assessments to co-ordinate the physical education programmes in the state.
7. The study may be useful for the administrators, coaches, physical educationists of the state to outline proper guidelines for conduct of physical education programmes in the schools.

1.18 LIMITATIONS

The research has the following limitations.

1. This study did not consider the total staff strength of the schools studied.
2. This study did not consider the influence of academic activities and parents for the development of the students.
3. The achievements of the students in their studies were not taken into consideration for this study.

1.19 DELIMITATIONS

1. The study would be conducted on selected 90 schools, of Karnataka Schools under different managements.
2. In selection of the schools random sampling will be applied to select schools of different managements, namely, government, aided and unaided schools.

Thus, 30 government schools, 30 aided schools and 30 unaided schools were selected.

3. The study would be conducted on selected 30 boys and 30 girls in each school selected, totaling 5400 students, for the study for assessing the students' physical fitness levels and personality factors.
4. To assess the existing physical education and sports programme facilities, a questionnaire, eliciting details on physical education staff appointed, supporting staff appointed, coaches appointed, time allotted for physical education classes, time allotted for physical fitness training, time allotted for coaching programme, number of games coached, number of track and field events coached, play field facilities for major games, track and field facilities, minor games facilities, indoor game facilities, sports equipments available for different games, equipments for track and field events, funds utilized for maintenance were considered as inputs for the purpose of this study.
5. To assess the influence of physical education and sports programmes for wholesome development of the students - (a) Students participation at different levels, namely, intramural, taluk, district, divisional, state and national, collected through a questionnaire from the schools selected (b) Students' physical fitness levels on abdominal strength, agility, leg power, speed and endurance through a battery of physical fitness tests consists of six tests were administered and (c) Personality factors such as social concern,

emotional adjustment, assertiveness, value & culture, leadership, communication skills, self awareness, self concept, interpersonal relationship and stress management through a questionnaire developed by Kaliappan (1993).

1.20 DEFINITION OF THE TERMS

1.20.1 Facilities

Facilities are the infrastructure that have been available in an institution for the purpose of the beneficiaries to attain the objectives of the institution. (Bucher, 2001)

1.20.2 Play Grounds

Play grounds are spaced in the form of play fields, indoor or outdoor, set apart for the benefit of the students to carry out the physical education and sports activities. (Hardayal Singh, 1991)

1.20.3 Sports Equipments

The equipments, instruments and goods that have been used for the carrying out specific physical activity or game or sport are considered as sports equipments. (Thomas, 1977)

1.20.4 Sports Period

The time allotted by authorities for the purposes of physical education and sports programmes. (Thomas, 1977)

1.20.5 Management Contribution

The money or material that has been put to use of the physical education and sports programme of the particular school is considered as management contribution. (Thomas, 1977)

1.20.6 Government Contribution

The money or materials, mostly in the form of staff salary, maintenance, sports equipment grants for the purposes of implementation of physical education and sports programmes in the schools of Karnataka is considered as government contribution. (Thomas, 1977)

1.20.7 Games Fees

The amount being collected from the student for the physical education and sports programmes by the school is considered as games fees. (Thomas, 1977)

1.20.8 Sports Participation

The number of students who participate in the inter-class and inter-school competitions and tournaments at various levels were considered as sports participation of the students. (Thomas, 1977)

1.20.9 Physical Fitness

“The ability to perform daily tasks vigorously and alertly with energy left over for enjoying leisure time activities and meeting emergency demands. It is the ability to endure, to hear up, to withstand stress, to carry on in circumstances where an unfit person could not continue, and is a major basis for good health and well being.” (Bucher, 2001)

1.20.10 Personality

Personality is defined as the combination of characteristics or qualities that form an individual's distinctive character. (Dogra and Veeraraghavan, 2000)